



# 2025

## ANNUAL SCHOOL REPORT



### **Our Lady of the Rosary Catholic Primary School**

Shelly Beach Road, SHELLY BEACH 2261

Principal: Mrs Yvette Owens

Web: [www.olrtedbb.catholic.edu.au](http://www.olrtedbb.catholic.edu.au)

## About this report

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Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

2025 has been a year of celebration and transformation for Our Lady of the Rosary, Shelly Beach. After the anticipation and challenges of 2024, we now enjoy the reality of our new contemporary learning environment—a space designed to inspire creativity, collaboration, and excellence.

The completion of this building marks a significant milestone in our school's journey. What was once a construction site at the heart of our campus is now a vibrant hub for learning. Flexible spaces, modern facilities, and innovative design have created an environment where students can thrive and teachers can deliver dynamic, future-focused learning experiences.

Throughout this transition, our commitment to high-quality education never wavered. Our teaching staff continued to grow professionally through weekly Collaborative Coaching Sessions, reflecting on practice and refining strategies to ensure every student achieves their best. These sessions remain central to our mission of improving learning outcomes for all.

Student wellbeing continues to be our foundation. At OLR, we believe that positive mental health and wellbeing are essential for success, and this belief shapes every aspect of school life. Our new spaces further support this vision, providing areas that encourage connection, calm, and a sense of belonging.

The OLR community remains a source of strength and pride—a community built on care, compassion, and respect. Together, we have embraced change and celebrated progress, and we look forward to the opportunities this new chapter brings.

It is with great pride that we present the 2025 Annual School Report, offering insight into our vibrant school community and the values that guide us every day.

### Parent Body Message

Strong partnership between parents and the school is essential for the holistic development of every child. Research consistently shows that when parents are actively engaged in their child's education, it leads to improved academic outcomes, stronger social skills, and a deeper sense of belonging within the school community.

Our Parent Body plays a vital role in fostering this connection. Through regular communication, collaborative events, and volunteer opportunities, parents have meaningful ways to contribute to school life. Initiatives such as classroom support, canteen volunteering,

fundraising activities, and participation in school celebrations allow parents to be present and engaged in their child's learning journey.

We are proud to host events that strengthen these bonds, including Mother's Day, Father's Day, Grandparents Day, school mass, school assembly, and other community gatherings. These occasions provide opportunities for families to share in the joy of learning and celebrate milestones together.

Together, we create an environment where every child feels supported by both their school and their family. Your involvement is not just welcomed—it is essential to the success of our students and the vibrancy of our school community.

### **Student Body Message**

2025 marked a significant milestone for our school community as we officially moved into our new building. Stepping into these modern, purpose-built learning spaces transformed the way we learn, collaborate and connect with one another. The classrooms, shared spaces and outdoor areas have made learning more engaging, flexible and enjoyable, helping students feel inspired and motivated every day.

2025 also brought important change to student leadership at OLR. Our model evolved to better reflect action, responsibility and service. We introduced our first ever Prefects, who will begin their roles in the coming year. Alongside our School and House Captains, these positions mark a fresh approach to leadership, and will give students more opportunities to contribute to our school community, and make a positive impact.

This year also saw the introduction of our Kindness Ambassadors initiative, where selected students from Kindergarten to Year 2, were given secret missions to spread kindness across our school community. Whether through small acts of compassion, quiet encouragement or thoughtful surprises, these missions helped create a culture where kindness was seen, felt and celebrated by everyone at OLR.

Students took part in a variety of memorable learning experiences beyond the classroom. From camps and excursions to surf days, as well as special events like the Year 6 Mini Fete and Motiv8 Sports, these activities encouraged teamwork, built confidence, and created memories that will last a lifetime. We are grateful to our teachers for their dedication in making these experiences possible.

Overall, 2025 has been an exciting and rewarding year to be a student at OLR. With new spaces, meaningful initiatives and strong leadership foundations in place, we feel proud of how far our school has come. We look forward to 2026 with optimism and excitement, confident that our school community will continue to grow, learn and thrive together.

## School Features

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Our Lady of the Rosary Catholic Primary School, Shelly Beach, is a Catholic systemic coeducational school catering for students from Kindergarten to Year 6. We are proud to provide a high-quality education grounded in Catholic tradition and values.

Founded in 1952, the school was originally staffed by the Sisters of St Joseph, whose dedication and generosity shaped our strong foundation. Their charism of simplicity, service, and love continues to inspire our mission today. As disciples of Jesus, we live our core values daily—respect, learning, forgiveness, and justice—guided by our school motto: “Celebrating Community.”

Our school is part of the Our Lady of the Rosary Parish and draws students primarily from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoan Bay, Killarney Vale, and Foresters Beach. We maintain close ties with the local preschools, fostering a strong sense of community and continuity in faith education.

We value the partnership between families, parish, and school. The Parent Community Network (PCN) plays an active role in fundraising, social events, and supporting school initiatives. Parents also contribute through school assistance and community-building activities.

Students enjoy a wide range of co-curricular programs, including Debating and Public Speaking, Camps and Excursions that enrich learning experiences and sports programs, with a strong emphasis on swimming, athletics, and team sports

We also encourage participation in national competitions, such as academic challenges and creative arts contests, providing opportunities for students to showcase their talents.

The recent building program has enhanced learning spaces, including modern classrooms and shared learning spaces, and improved outdoor areas. These developments support innovative teaching and a safe, engaging environment for students.

The school calendar features cherished traditions and celebrations, including Liturgical celebrations and feast days, community events, performing arts showcases and sports carnivals

As a Positive Behaviour for Learning school, we explicitly teach and reinforce positive behaviours through structured lessons and recognition systems, such as our Star Point awards presented at fortnightly assemblies.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
289	317	28	606

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2025 was 90.13%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.81	92.03	91.52	90.20	89.71	88.41	86.13

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	57
Number of full time teaching staff	16
Number of part time teaching staff	27
Number of non-teaching staff	14

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	4
Provisional Teachers	3
Proficient Teachers	36

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At Our Lady of the Rosary, our Catholic identity is at the forefront of all we do. Parents, students and the community are reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission. The school's Religious Education program aims to engage students with new ideas, making the Scriptures and traditions relevant to their lives and challenging them to respond in Catholic discipleship.

Our Evangelisation and Catechesis goal was to provide opportunities for students, staff and families to actively engage in their faith. Prayer was a focal part of learning and the daily life of our school. Students regularly celebrated Masses and Liturgies to which parents and caregivers were always encouraged to attend. Students participated in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Throughout 2025, we continued to implement and consolidate and teach the new K-6 Religious Education Curriculum. It was taught in Kindergarten, Year 1 and Year 2,

consolidated in Stage 3 and implemented in Stage 2. The new curriculum is enabling students to discover the person of Jesus and how they can live out His mission in their lives.

We celebrated a number of liturgical experiences aimed at living out the students' mission as disciples of Jesus. Whole school Masses were celebrated at the beginning and end of the year as well as for the Feasts of the Assumption and the Feast of Our Lady of the Rosary. Grade Masses were also held each term as were in-class and whole school liturgies for Feast Days and community celebrations.

We continued working collaboratively with our Priests and the wider Parish community who were visible presences within the school. We celebrated Parish Family Masses once a term followed by a supper in the Parish Hall. These have proven to be a vital link between the school and Parish community building a positive relationship to support the faith life of our school.

Our Lady of the Rosary is committed to assisting those in need. Fundraising events were held to support Caritas Australia, Catholic Mission and the St Vincent de Paul Society. We supported the Christmas Gift Appeal of a local charity, Central Coast Kids In Need. These events provided the opportunity for students to help others and contribute to the formation of young people in the Catholic faith, living Jesus' example of genuine discipleship. Through authentic, quality Religious Education programs and opportunities to experience faith alive in the world, Our Lady of the Rosary enables students to develop a rich understanding of the Catholic faith, living out their Catholic values and call to discipleship.

## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

At OLR, we continue to offer a rich and varied curriculum, including specialist teachers in Physical Education and Music. Students are provided with many opportunities to be involved in extra-curricular activities such as sport, dance troupe, choir, and IT. Extension and enrichment opportunities for our Gifted and High Potential students remain a priority as well as providing intervention for students identified vulnerable or at risk in reading and writing.

Our Academic Achievement Goal for 2025 was for all students to demonstrate growth in Number Fluency. To support this goal, Collaborative Learning Meetings take place each week with a specific focus on Mathematics and building Number Fluency. These meetings aim to improve every student's learning by building the capacity of every teacher. During these sessions, the Collaborative Coach works with teachers to identify areas of need, plan learning sequences and assessments, and analyse work samples and data and strengthen instructional practices to maximise student learning achievement.

In 2025, staff continued to engage in Professional Learning to deepen their knowledge and implementation of a structured Literacy Approach and key components of quality instruction in reading and writing, while incorporating explicit instruction for teaching and learning in English and Mathematics, in alignment with the CSBB Pedagogical Framework. We also continued to use the assessment platform Essential Assessment for both Literacy and Numeracy to assess, collect, and analyse data to inform teaching and learning.

Throughout the year, Stage 2 students and teachers participate in IT Enrichment sessions, learning and practising new skills across four terms. Students engage with technologies such as Sphero robotics and have opportunities to participate in IT Enrichment Days (Techmatics) with neighbouring schools. These sessions allow students to apply coding and mathematical skills in areas such as drones, robotics, AI, and green screen technology.

Further enrichment opportunities were provided for students in Years 5 and 6 through participation in the Australasian Mathematics Olympiad, while students in Years 3 and 4 took part in the Maths Games. These experiences help students develop problem-solving

strategies, and many achieve recognition for results in the top 10–20% of all participants. Leaders in Literacy and Gifted Education also ran Enrichment Writing Groups across K-6.

# Student Performance in Tests and Examinations

## NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of the Rosary Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	73%	54%
	Reading	89%	66%
	Writing	71%	76%
	Spelling	89%	62%
	Numeracy	86%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	96%	63%
	Reading	92%	73%
	Writing	94%	65%
	Spelling	94%	69%
	Numeracy	94%	69%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

2025 has been another exciting and memorable year for our school community! We had our first year in the new building and were thrilled to celebrate the official opening and blessing of the building with Bishop Anthony Randazzo. It has been a joy to see our children learning in their beautiful new classrooms.

The Parent Community Network (PCN) met regularly throughout the year to continue building community spirit among parents, students, and teachers. The PCN organised events that brought the entire school community together, including the always-popular Colour Run and a lively school disco, creating wonderful moments for children and families to enjoy together.

The school Parent Engagement Coordinator (PEC) continued to work with the Parish and families of OLR, reinstating the Class Parent program to provide further connection between school and home. The PEC also provided guidance and support for families in their faith journeys.

When staff and parents work together, we create a safe and supportive learning environment. Looking ahead, the PCN has big plans for 2026, with many exciting and fun-filled events for both children and families.

### Student satisfaction

At OLR, students are invited to share their perspectives on all areas of school life. Their input has guided on matters such as playground facilities and schedules, liturgical practices, the wide range of sporting and academic enrichment opportunities available, and the many initiatives led by students themselves.

In 2025, OLR students engaged in a variety of experiences, including:

- Student Representative Council, Kindness Ambassadors, Class Friendship Surveys and
- Mini Vinnies
- Social Justice programs eg: Project Compassion, the St. Vincent de Paul Winter Appeal, and Central Coast Kids in Need

- Year 5 Camp, Year 6 Canberra trip, and excursions across all grades (K-6)
- Gala days, surf safety programs, and sports carnivals
- Enrichment days in IT, Mathematics, Writing, Science, Art, Debating and Drama

Feedback from students revealed that they value their education and find learning both stimulating and challenging. They feel supported by OLR teachers, who provide high-quality instruction, foster success, and set ambitious expectations. They enjoy strong, positive relationships with their peers and they benefit from a wide variety of sporting activities and academic enrichment programs.

### **Teacher satisfaction**

2025 marked our first year teaching and learning in our completed school building. This transition required staff to adjust to new learning spaces, routines, and ways of working. Throughout the year, flexibility, adaptability, and strong teamwork were evident, ensuring that student wellbeing, engagement, and learning outcomes remained a priority.

Teacher satisfaction continues to be supported through a flexible, transparent, and open approach to leadership. Staff feel comfortable approaching the executive team to discuss adjustments, propose initiatives, and raise concerns. Open communication and trusting relationships contribute to positive morale and a supportive workplace culture.

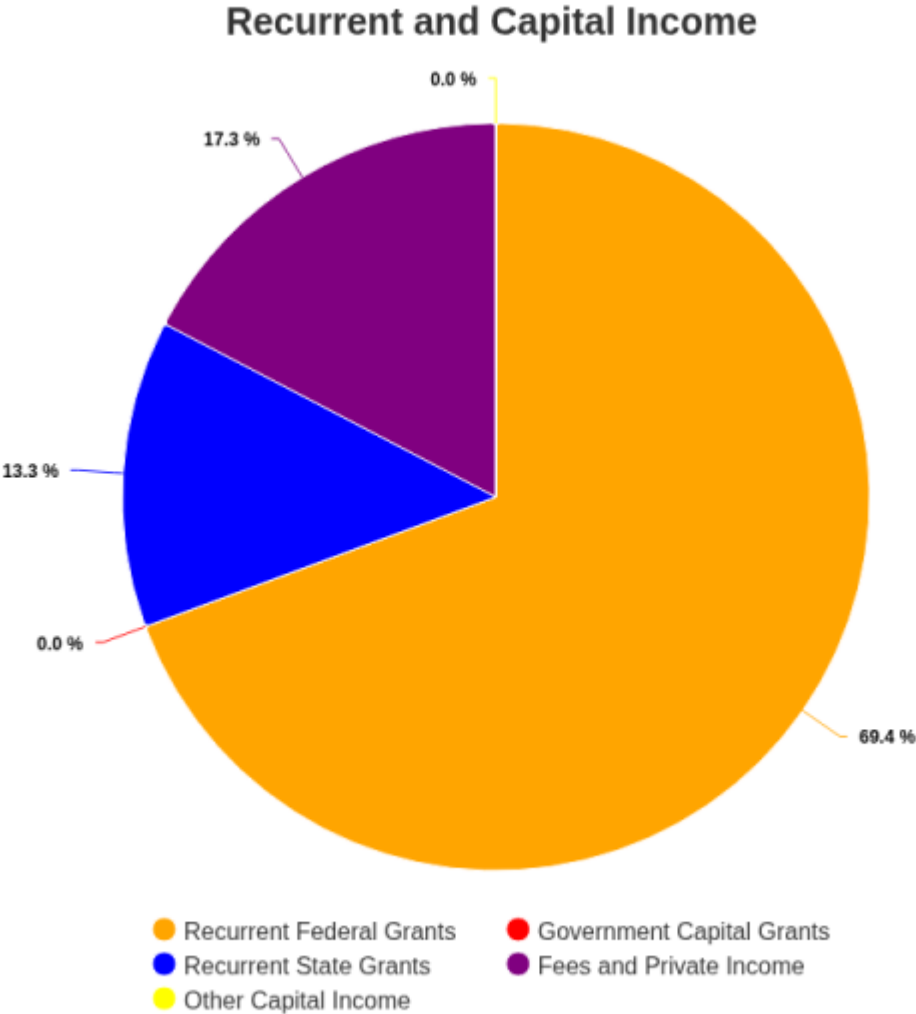
Staff are actively involved in decision-making through PBL Team Meetings, Staff Meetings, Collaborative Coaching Meetings, and the development and review of school procedures. These processes ensure staff voice is valued and informs school improvement.

Collaborative Coaching Learning Meetings remain an area of high satisfaction, with staff valuing the relevance of professional learning and its positive impact on classroom practice and student outcomes.

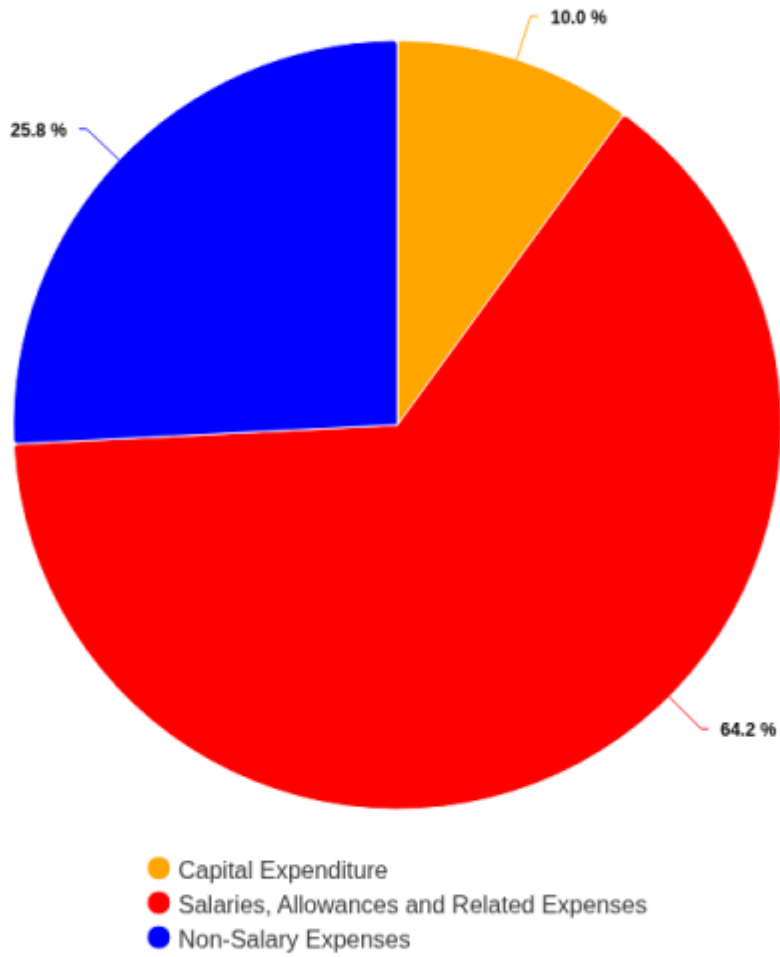
# Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



## Recurrent and Capital Expenditure



END OF 2025 REPORT