



# 2022

## ANNUAL SCHOOL REPORT



### Our Lady of the Rosary Catholic Primary School

Shelly Beach Road, THE ENTRANCE 2261

Principal: Mrs Yvette Owens

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

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## 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 (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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](#).

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## Message from key groups in our community

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### Principal's Message

Our Lady of the Rosary is a really wonderful community and one I feel truly blessed to be part of. In 2022, the incredible staff and parents worked together to create a community that was supportive of the students and each other, resulting in a successful year.

Free of Covid driven restrictions, we were privileged to witness a great sense of belonging amongst our students, families, staff, and the wider community. We had many opportunities to gather as a community to celebrate special events including Mother's Day, Father's Day, Grandparents' Day and the Christmas Concert. These events were celebrated and genuinely appreciated by all.

Following two interrupted years, the dedicated and professional staff of Our Lady of the Rosary committed themselves to supporting students in their learning and to counteract the impact of home-based learning.

The continued commitment to technology in 2022, and the ready access to a variety of devices allowed teachers to authentically integrate the use of technology to support student's learning every day.

The vision of a Professional Learning Community continued to be a priority, allowing teachers the opportunity to collaboratively plan and teach. The commitment to the weekly Collaborative Learning Meetings by the staff was evidenced in their enthusiastic and dedicated approach. Learning Meetings focussed on the analysis of assessment data, quality teaching and learning, and meeting the needs of all students.

2022 saw the beginning of the preparations for a Building Project at Our Lady of the Rosary. This is a really exciting prospect for the future. Plans for a new two-story building providing fifteen contemporary classrooms that will allow greater opportunities for students to learn have been developed and lodged with Central Coast Council.

It is with great pleasure we present the 2022 Annual School Report to you and hope it provides you with an insight into the school community as well as what we value.

### Parent Body Message

We were absolutely delighted to be able to welcome parents and carers back to our school grounds and classrooms in 2022, and to be able to engage with them face to face. We understand the importance of parent-school relationships, and are grateful for the support and involvement of families in our school community.

It was wonderful to be able to connect with our families again and to work together to ensure our school community is a safe and supportive environment.

It was particularly lovely to be able to welcome parents and carers along to significant events like Mother's Day, Father's Day and Grandparents' Day. We took this opportunity to open up the classrooms and let the children show off their hard work throughout the year. We received some beautiful feedback from families about these events and look forward to continuing this in 2023.

### Student Body Message

In 2022, we were finally able to have a full year of normal face-to-face schooling again, without the interruptions of COVID and lockdowns. It was so great to be able to settle back into normal routines, see our friends every day, and get so much great learning done.

Year 5 in 2022 was great.

We met our Kindergarten buddies and spent time together weekly, playing with them, helping them learn and settle in, and showing them around the school. They've grown and learned so much and are more than ready for Year 1 now, but we'll still be there to help them out and be a buddy, no matter what.

We had two amazing excursions in Year 5. We went to Hunter Valley Zoo as part of our Science learning about animal adaptations. We saw lions, alligators, capybaras, camels, meerkats and lots more. We even got to feed the kangaroos!

We also got to go on a two night camp to Point Wolstencroft. This was the best excursion ever. We rode mountain bikes, kayaked, made damper, went orienteering, and stayed up a bit too late in our cabins! Mostly though, we learned how to work together and be leaders of the school.

Overall, 2022 was an outstanding year for all the kids at OLR. We made so many great memories, and are excited to make even more in 2023.

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## School Features

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Our Lady of the Rosary Catholic Primary School, Shelly Beach, is a Catholic systemic co-educational school. The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The school opened in 1952 and was originally staffed by the Sisters of St Joseph, whose work and generosity will always be remembered.

The school, situated on the Central Coast of NSW, is a Catholic community where, as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice. Our school motto 'Celebrating Community' acknowledges the value that we place upon the partnership between school, families, and parish.

Our school rule that guides our actions is: 'As Disciples of Jesus, We Make Good Choices'. We achieve this when we are responsible, demonstrate respect and are learners. As a Positive Behaviour for Learning school, we explicitly teach appropriate and expected behaviours through our PBL lessons and provide our students with systems of support to achieve these expectations. We also acknowledge positive behaviour with our school-wide star point system and associated awards at our fortnightly assemblies.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoan Bay, Killarney Vale and Forresters Beach. The school's dedicated and professional staff promote excellence in teaching and learning and provide opportunities for children to achieve their best.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
271	257	9	528

\* 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 2023. 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 2022 was 87.50%. 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
89.50	88.40	86.80	86.50	86.30	87.80	85.90

## 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 relevant Department of Education officer 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 Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	50
Number of full time teaching staff	18
Number of part time teaching staff	18
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 are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The



following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Staff Development Days and Twilight Professional Learning Sessions:

- CSBB Diocesan Wide Staff Development Day
- Staff Spirituality Day - Exploration of Catholic Schools Broken Bay Charter
- New English Curriculum K-2 Staff Development Day
- New English Curriculum Twilight
- CPR/Anaphylaxis Twilight

As a Professional Learning Community, our school Literacy, Numeracy and Gifted Education coaches facilitated weekly Professional Learning Meetings for teachers with a focus on assessment data, quality teaching and learning, and meeting the learning needs of all students.

Weekly Staff Meetings incorporated Professional Learning for teachers covering a range of topics including, K-2 Maths and English Curriculum, Data Analysis, Assessment Moderation, ICLT, Engaging Students through Differentiation Across all KLA's, EALD/ESL Education and Child Protection.

We are very proud to have one of our teachers working towards their Highly Accomplished Lead Teacher Accreditation and we continue to support our Early Career Teachers toward Proficient Accreditation.

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## 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 the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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 missionary activities aimed at living out their mission as disciples of Jesus.

In 2022, we introduced the Broken Bay Catholic Charter to our school community and explored the ways in which it invites our community to grow in relationship with Jesus and to understand and shape the world we live in. Throughout 2023 and, aligned with the Catholic Charter, we will continue to develop ways that we as a community, can evangelise, proclaim the Good News of Jesus Christ and live as missionary disciples.

The School's Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass, pray together and are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2022, the new K-2 RE Curriculum was implemented in our Kindergarten classes. The new curriculum is designed to provide students with opportunities to respond to the stories of Jesus that they encounter with their hands, hearts and minds. This is achieved via presentations, free expression and journaling in order to draw them into the mystery of God. Feedback from staff and students detailed that this new approach enabled students to know Jesus and develop an understanding of the significance and meanings of scripture and liturgy for their lives. In 2023, the implementation of the new curriculum will extend to Year 1 and then in 2024, to Year 2.

At Our Lady of the Rosary, our Catholic identity is at the forefront of all we do. Parents, students and the community are constantly 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 tradition relevant to their lives and challenging students to respond in Catholic discipleship. Our Evangelisation and Catechesis goal was to maximise learning growth for all students and that Religious Education is taught with the same rigour as other Key Learning Areas. Throughout 2022, we continued to ensure deep engagement with Scripture and Liturgy. We developed and implemented rich assessment tasks that enabled students to demonstrate their knowledge and understandings across all levels of capability.

At the beginning of the year, we welcomed a new Parish Priest to our community. A positive relationship has been developed as he works to support the faith life of our school. 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 Sacred Heart. Grades Masses were also held each term as were in-class and whole school liturgies for Feast Days and community celebrations. These liturgical celebrations were well attended by parents. A highlight was having over 500 grandparents join us for our Grandparent's Day Liturgy.

Our Lady of the Rosary has a strong Mini Vinnies group who are committed to assisting those in need in the local, national and global communities. They coordinated fundraising events that supported Caritas Australia, Catholic Mission and the St Vincent de Paul Society. We worked as a community to support St Joseph's at Woodburn after they were devastated by floods. We also 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.

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## 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.

Our school is committed to a culture of continual improvement which delivers authentic and professional Catholic Education. We offer a rich and varied curriculum including specialist teachers in Physical Education and Music. The School Improvement Plan for 2022 was for all students to achieve optimal academic results based on their diverse learning needs.

The Literacy and Numeracy coaches, along with the Gifted and High Potential Co-ordinator worked closely with teachers to continue to analyse data and develop skills in the teaching of all KLAs. This occurred in multiple ways such as engaging in targeted professional learning meetings and staff meetings. As a result of these meetings, the coaches also worked beside teachers in their classrooms to support their skill development in English and Mathematics. Assessment data was used by teachers to identify the point of need for the students in their classes. Differentiation of learning is now a feature of all classroom programs in all Key Learning Areas and students are engaged, challenged and extended by classroom activities that meet their learning needs.

In 2022, the staff engaged in Professional Learning to familiarise themselves with the new K-2 Mathematics and English syllabi. All teachers are trained to conduct Mathematical Assessment Interviews (MAIs) and all students completed this assessment. This data formed part of our whole school tracking data which is used regularly to inform teaching and learning. The K-2 and Year 5 teachers also focused on explicit teaching and tracking of the students' understanding in Place Value. Numeracy and Literacy coaches worked with teachers at their point of need. Small groups of Kindergarten students received regular assistance from specialist EMU teachers. These groups targeted some vulnerable students as well as those who were working beyond the expected ES1 outcomes.

OLR was involved in the Leading School Improvement Program lead by Linda Bendikson with a focus on improving student writing across the school. This program involved regular learning meetings where teachers planned learning experiences, collected and analysed data and planned future experiences to continue improvement.

The Learning Support team, led by the Learning Support Teachers, provide support for the progress of children identified with special needs. They work collaboratively with class

teachers and use a model of inclusion whereby children receive in-class support with their learning. This benefits the students as they participate in whole class explicit teaching, with tasks adjusted to meet individual needs.

In 2022, the staff engaged in Professional Learning to familiarise themselves with Microsoft Teams. All teachers are trained to utilise the technology for the management of teaching and learning resources and communication with internal staff. Tools within this program will be further explored in 2023. The IT Coordinator worked with teachers at their point of need, this occurred in multiple ways such as engaging in targeted professional learning meetings, staff meetings and co teaching sessions. An IT Skills Progression for students was drafted as teachers work to highlight the connections between syllabi and the authentic integration of various technology resources and tools to improve student engagement and outcomes.

In Years 4, 5 and 6 a program involving 1:1 technology devices was continued. This involved students using Chromebooks for a range of activities across all Key Learning Areas including research, and creativity. Technology is changing the way students collaborate, create, communicate, and critically think. It is helping students understand content through a new perspective. iPads and Chromebooks were utilised in all classrooms Kinder to Year 3. Each classroom is equipped with data projectors, Apple TV and interactive whiteboards (IWBs) or LED Display Screens where learning is presented in whole class activities. Students experimented with new technologies including access to Sphero robotics in the classroom.

The Student Digital Leaders Program was introduced for students in Year 4, 5 and 6. The Program aims to extend learning outcomes for students by allowing them to develop and utilise their expertise in the usage and functionality of technology. The students involved are deemed to be technology experts; with the ability to problem solve, possess advanced technical skills and an awareness and appreciation for how using technology can enhance their own learning. Students participated in regular sessions and worked in small groups to question, explore and problem solve using technology. They were given the opportunity to develop their skills, enabling them to assist fellow students and teachers within the school.

Students from Years 4, 5 and 6 participated in an IT Enrichment Day (Techmatics) with a neighbouring school. The students utilised their coding and mathematical skills for drones, Sphero robotics and green screen technology.

In 2022, Students in Years 5 and 6 were given the opportunity to participate in the Australasian Mathematics Olympiad, and Students in Years 3 and 4 took part in the Maths Games. Our students developed their problem solving strategies through this process and some received recognition for their results in the top 10-20% of all students. The winners of these competitions were awarded Academic Medals and Trophies.

## Student Performance in Tests and Examinations

### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81%	52%	0%	12%
	Reading	78%	54%	0%	11%
	Writing	73%	50%	4%	7%
	Spelling	74%	48%	4%	15%
	Numeracy	52%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	57%	31%	5%	14%
	Reading	52%	39%	0%	11%
	Writing	48%	25%	5%	18%
	Spelling	38%	37%	10%	14%
	Numeracy	48%	25%	5%	16%

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## 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 Policy for Diocesan Systemic Schools](#). 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 for Diocesan Systemic Schools](#). 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 changes made to this policy in 2022.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) 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 changes made to this policy in 2022.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

At Our Lady of the Rosary, all students, their families and staff, have the right to a safe and supportive learning environment. In line with this, it is the responsibility of all members of the school community to share in fostering, encouraging and promoting respectful relationships and positive behaviour. We aim to build and promote a sense of acceptance, inclusion and connectedness for all students.

All staff members, along with parents, shared the responsibility of teaching students how to live responsibly in a community by encouraging compassion, forgiveness, and respectful relationships. The goal of the education process was to help students "consciously choose to live a responsible and coherent way of life."

In accordance with the CSBB policies, the OLR Behaviour Support Guidelines and the Pastoral Care and Student Wellbeing Guidelines allowed for a variety of school initiatives that promoted respect and responsibility among students, staff and the community.

Our school's initiatives included the following:

- Each fortnight Positive Behaviour for Learning lessons were explicitly taught; the lessons were centred around the school wide rule focus for the fortnight. The focus was reinforced daily both in classroom and playground settings. Positive Behaviour for Learning lessons focused on the three key areas of respect, responsibility and learning.
- Data is collected on student behaviours within the classroom and on the playground. This data was regularly reported back to teachers, allowing them to reinforce related Positive Behaviour for Learning rules that may have needed extra consolidation for particular students, classes or grades.



- The school-wide Star Point Reward System acknowledges students for demonstrating expected Positive Behaviour for Learning behaviours. Students are acknowledged daily in the classroom and acknowledged in the school community after reaching specific benchmarks.
- Each term Wellbeing Week was celebrated, promoting a focus on the wellbeing of our students, staff and the wider community. This strengthens our sense of belonging and our school's motto of "Celebrating Community".
- Senior students at Our Lady of the Rosary participated in a leadership training day to prepare them for student leadership roles within the school. The day focused on building leadership skills, relationships and service to others.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2022, teachers continued to focus on Literacy and Numeracy teaching and learning with the continuation of the weekly Professional Learning Meetings facilitated by our Literacy and Numeracy Instructional Coaches. This enabled teachers to work collaboratively, to review and analyse student work samples and assessment data in order to devise teaching and learning sequences that cater to the needs of the students and improve student outcomes.

This Professional Learning structure was further enhanced and supported by our Gifted and High Potential Learning Coordinator, who worked with teachers to support, engage and challenge our Gifted and High Potential students across the school. We continued our cluster

groupings in Years 1-6, for identified students who are in the gifted or exceptional range, utilising a detailed identification system that included using data from diagnostic testing and standardised assessments, in conjunction with classroom assessments and observations. We continued to provide Professional Learning for teachers in this area, ensuring new staff to the school completed the University of NSW Mini Certificate in Gifted Education in order to ensure that all staff are able to identify and appropriately engage Gifted and High Potential students in their class.

### Priority Key Improvements for Next Year

In 2023, our Student Achievement Goal continues to be for all students to achieve optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Implementation of the new K-2 Curriculum in Maths and English
- Exploration and initial implementation of the new 3-6 Curriculum in Maths and English
- Continue to develop effective differentiation through the Collaborative Coaching Model with Gifted/High Potential Coordinator, Maths and English Coaches
- Continue to develop effective and authentic integration of ICLT, through collaborative coaching and co-teaching with IT Coordinator
- Professional Learning on and Implementation of the Continuous Improvement Cycle and Curriculum Planning and Assessment Guide as a tool to support the reflective practice of teachers

- Continue Professional Learning Meetings (Collaborative Coaching), utilising Leading Improvement “Quick Win Goals”, incorporating co-teaching, modelling and data analysis etc to improve student outcomes
- Review and evaluate the school-wide assessment plan and the effective use of assessment tools

Our Evangelisation and Catechesis Goal is to maximise learning growth for all students and ensure that Religious Education is taught with the same rigor as other key learning areas.

This will be achieved by:

- Implementation of the RE Curriculum in Year 1, consolidation in Kinder and prepare for Year 2 in 2024
- Co-teaching with the REC and other staff with a focus in the new Curriculum
- Deepen the understanding of Liturgical celebrations such as Masses and Liturgies

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## 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

We provided multiple channels for engagement, including parent-teacher interviews, school events and activities, Parent Community network meetings, parent education workshops and webinars and an opportunity to give feedback via the Tell Them from Me (TTFM) parent survey.

The parent community network held their first few meetings for 2022 via zoom but then we resumed gathering at the school with the option to zoom in if parents were unable to make it. We look forward to 2023 where we can engage the PCN and school community with events without interruption.

In line with the feedback we received from the TTFM survey, parents and carers would like to see a more streamlined form of communication school information and events and also look forward to more onsite opportunities to be involved in their children's learning.

We are delighted to hear that parents are satisfied with our school leadership team and current teaching staff! Our staff strive to provide the best possible education to our students, and it's great to know that parents recognise their hard work and dedication. We hope to continue to serve our community with excellence and provide our students with the best educational experience possible.

### Student satisfaction

In 2022, students were finally able to again have a full year of uninterrupted face-to-face learning and contributing to the school. Students were able to make clear the things that were important to them through the following opportunities:

- Student Representative Council - Kinder to Year 6
- Tell Them From Me (TTFM) Student Engagement Survey
- Class Friendship Surveys
- Mini Vinnies
- Social Justice initiatives such as Project Compassion and the St. Vincent de Paul Winter Appeal

All students from Year 4 to 6 completed the Tell Them from Me survey. This survey requires students to reflect on measures of student engagement, as well as drivers of student learning outcomes. The results from this survey demonstrated that:

Students at OLR feel that they have positive relationships within their school community and have a high level of participation in school events and clubs. Students highly value their learning and are engaged and effortful at school. Students believe that teachers at OLR deliver quality instruction, advocate for students, have high expectations for success, and foster positive relationships with students.

### Teacher satisfaction

Staff at OLR have had the opportunity to participate in decision making for the school, by providing feedback through a variety of channels.

These include:

- PBL Team Meetings
- School Advisory Council
- Collaborative development of school procedures and guidelines
- Tell Them From Me Survey

Through this feedback, teachers have indicated that they highly value the ongoing Learning Meetings and Collaborative Coaching that they have participated in. Teachers feel well supported by leadership in creating new learning opportunities for students, and monitoring student achievement. Teachers feel that school leaders create a safe and orderly school environment, and are supportive during stressful times. Teachers spoke highly of the collaborative working environment of OLR, where lesson plans are shared, problems are solved collaboratively, and collegial discussions happen regularly.

More opportunities for classroom observations and team teaching lessons was identified by teachers as an area for future development.

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,061,038
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,612,021
Fees and Private Income <sup>4</sup>	\$1,494,951
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$2,277
<b>Total Income</b>	<b>\$9,170,288</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$561,719
Salaries and Related Expenses <sup>7</sup>	\$5,101,057
Non-Salary Expenses <sup>8</sup>	\$1,889,458
<b>Total Expenditure</b>	<b>\$6,990,515</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT