



# 2023

## 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)

## 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](#).

## Message from key groups in our community

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### Principal's Message

2023 was a wonderful year but also one that tested our patience and taught us the lesson of waiting. The anticipated and many times delayed building project finally began. The demolition of the library and five classrooms stirred many emotions including excitement and sadness.

The excitement of watching this first step in the physical move towards the new building was amazing to behold. The students, staff and parents watched with great anticipation, but it was also sad to see these buildings come down. We know it will be a challenging year ahead with a building site in the middle of the school, but we are looking forward to watching the new two storey contemporary building rise from the rubble!

Amidst all this, the learning continued with much enthusiasm. Our students were presented with many great learning opportunities and growth was demonstrated by all our students.

Our teaching staff continued to learn and grow in their skills to deliver the curriculum to the students through the weekly Professional Learning Meetings. These meetings challenged the teachers to reflect on their practice and refine their skills with the goal to improve the learning outcomes of all our students.

The community of OLR is wonderful to be part of. It is one of support and genuine care and compassion for all community members and one where all are valued and respected.

It is with great pleasure we present the 2023 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

As a school, we believe that building strong and positive relationships between parents and educators is essential to creating a successful learning environment for our students.

As the first educators of our children, we understand that parents play a crucial role in supporting their children's education, and we value our involvement in our school community, such as helping with reading in the classroom, helping in the canteen, etc. We are grateful for the support and commitment that families have shown over the years, and we believe that this partnership is integral to the success of our school.

It is always wonderful to see parents and carers attend events such as Mother's Day, Father's Day, and Grandparents' Day and School Masses. These events allow opportunities to let the children showcase their hard work throughout the year. It's a chance for all to

connect with their child's teacher and see the progress their child has made and celebrate their accomplishments. We look forward to continuing these relationships in 2024.

### **Student Body Message**

2023 was a fun and educational ride, full of truly fantastic experiences. The old buildings finally coming down, the awesome excursions, the entertaining events, and the loads of learning were all highlights of this amazing year.

2023 signalled the beginning of a new era for OLR. The old buildings finally came down, and we began to see what our awesome school will slowly change into. We're all looking forward to the finished product, when we will have a brand new two-storey building, full of amazing learning spaces for us to use. After all of the waiting, we're now starting to see how brilliant it's going to be.

In 2023 students of OLR were lucky enough to experience so many excursions and outside of school activities, including the Year 6 Canberra trip, Year 5 Camp, a trip to the Hunter Valley Zoo, Beach Safety Days, and many more. These days are not only educational, but have provided us with memories that we'll cherish forever. We appreciate all of the hard work that the teachers put into organising these opportunities for us, and we can't wait to see what next year holds for us in this area!

Overall, it's been an amazing year to be a student at OLR. There have been so many exciting changes, so many great memories made, and so much learning has happened. We can't wait to see what 2024 has in store for us and our amazing school.

## 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 and valued.

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.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
300	279	9	579

\* 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 2024. 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 2023 was 89.21%. 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
92.20	89.60	89.60	88.40	88.40	88.30	88.00

## 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.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	39
Number of full time teaching staff	21
Number of part time teaching staff	18
Number of non-teaching staff	7

### 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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:

- Dyslexia and Significant Difficulties in Reading Course - Staff Development Day and two Twilight Sessions
- CSBB Diocesan Wide Staff Development Day
- Staff Spirituality Day

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, Maths and English Curriculum, Data Analysis, Assessment Moderation, ICLT, Engaging Students through Differentiation Across all KLA's, EALD/ESL Education and Child Protection.

In 2023, teachers were also engaged in a number of external Professional Learning opportunities including K-2 English Curriculum, Assessment, Explicit Instruction and Gifted and High Potential PL.

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

## 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

Throughout 2023 and, aligned with the Catholic Charter, Our Lady of the Rosary continued to develop ways that, as a community, can evangelise, proclaim the Good News of Jesus Christ and live as missionary disciples. We explored ways in which we could invite our community to grow in relationship with Jesus and to understand and shape the world we live in.

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 2023, we continued to ensure deep engagement with Scripture and Liturgy. We continued to develop and implement rich assessment tasks

that enabled students to demonstrate their knowledge and understandings across all levels of capability.

Throughout 2023, we continued working collaboratively with our Parish Priest and the wider Parish community. The position of a Parent Engagement Coordinator (PEC) was introduced at the beginning of this year with our school's PEC also working as the Parish Pastoral Associate. This dual role has proven to be a vital link between the school and Parish community building a positive relationship to support the faith life of our school.

During 2023, 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.

In 2023, all students participated in the diocesan Religious Creative Arts competition. Students created an artwork based on the theme of "Compassion". Our Kindergarten school finalist was chosen as the Visual Arts winner for the diocese with the work being displayed at the diocesan awards evening.

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 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.

Through authentic, quality Religious Education programs and opportunities to experience their 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.

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 2023 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, with a heavy emphasis on engaging in targeted Collaborative Learning Meetings for improving writing in English as well as 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 as well as other Key Learning Areas. 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 2023, the staff engaged in Professional Learning to familiarise themselves with the new 3-6 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. Numeracy and Literacy coaches worked with teachers at their point of need. A small group of Kindergarten students received weekly extension sessions in Mathematics. Other small groups of Kindergarten students worked with a highly experienced and knowledgeable teacher to close some gaps in Literacy.

In 2023, OLR began to use the assessment platform 'Essential Assessment' for both Literacy and Numeracy. This platform will be used to collect data in 2024.

OLR was consolidating work 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, and utilising a number of Learning Support Assistants, provide support for the progress of children identified with additional 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.

As of 2023, all teachers are trained to utilise the Microsoft Teams technology for the management of teaching and learning resources and communication with internal staff. The IT Coordinator worked with teachers at their point of need, and this occurred in multiple ways such as engaging in targeted professional learning meetings, staff meetings and co teaching sessions. All Stage 2 students and teachers participated in IT Enrichment sessions where students learned and practiced new skills across 4 terms. The Student Digital Leaders were utilised to assist students and teachers with this.

In Years 3, 4, 5 and 6 a program involving 1:1 technology devices was continued. This involved students using Chromebooks and/or ipads 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 2. 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. Most classrooms had Vivi installed to further allow learning and teaching to be enhanced and shared within classrooms. Students continued to use technologies such as Sphero robotics in the classroom.

The Student Digital Leaders Program continued for students in Years 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.

Students from Years 3, 4, 5 and 6 participated in two IT Enrichment Days (Techmatics) with neighbouring schools. The students utilised their coding and mathematical skills for drones, Sphero robotics, AI and green screen technology.

In 2023, 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

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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	58%	54%
	Reading	71%	67%
	Writing	87%	76%
	Spelling	60%	61%
	Numeracy	63%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	77%	74%
	Writing	65%	66%
	Spelling	59%	69%
	Numeracy	67%	68%

## 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 significant changes made to this policy in 2023.

### 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 2023.

### **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 2023 to reflect new system processes.

### **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. This was then implemented in students getting the opportunity to teach the PBL lessons to infant students as part of their leadership training

## 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 2023, we continued our weekly Learning Meetings, taking on the much more structured approach of the Collaborative Coaching Framework. These weekly Learning Meetings were focused on Writing and attended to the four essential questions of:

1. What is it we want our students to learn?
2. How will we know our students are learning?
3. How will we respond when students don't learn?
4. How will we respond when students are already proficient?

Learning Meetings enabled teachers to work collaboratively, to review, and analyse student work samples, and pre and post assessment data in order to track growth, devise teaching and learning sequences that cater to the needs of the students and improve student outcomes. We also utilised these Learning Meetings to provide Professional Learning on the new English Curriculum, with a particular focus on Structured Literacy Approach to ensure effective implementation in K-2 and so that Years 3-6 are ready for implementation in 2024.

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.

In 2023, we continued to develop effective and authentic integration of ICLT, through collaborative coaching and co-teaching with IT Coordinator.

### Priority Key Improvements for Next Year

In 2024, our Student Achievement Goal is for all students to demonstrate growth in syntax/sentence level writing and identified areas of need in Mathematics. To achieve this the following Key Improvement Strategies will be implemented:

- Implementation of the new K-6 Curriculum in Maths and English
- Collaborative coaching focused on syntax/sentence level writing with the incorporation of spelling
- Staff PL and implementation of Explicit Instruction across English and Maths
- Continued Staff PL on Structured Literacy Approach

- Implementation of Continuous Improvement Conversations
- Use of Essential Assessment for ongoing formative assessment
- Continue to develop effective differentiation through collaborative coaching with Gifted/ High Potential Coordinator, Maths and English Coaches

Our Evangelisation and Catechesis Goal is to deepen students' knowledge of how to pray and enable them to experience a variety of prayer forms. To achieve this the following Key Improvement Strategies will be implemented:

- Addition of prayers from the Scope and Sequence to our teaching and learning and our daily life of the school
- Implementation of the RE Curriculum in Year 2 and Stage 3. Consolidation in Kinder and preparation for Stage 2 in 2025
- Co-teaching with the REC and other staff with a focus in the new Curriculum
- Professional Learning to deepen the understanding of Liturgical celebrations such as Masses and Liturgies and their associated prayers, symbols and gestures

## 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

The Parent Community Network (PCN) met regularly in 2023 to rebuild community spirit among parents, students, and teachers. During the meetings, the PCN gathered feedback from parents and achieved positive outcomes. The PCN organised many events, including the Spring Fair Carnival Picnic, which brought the entire school community together to enjoy a fun-filled evening with their families.

In 2023, the school employed a Parent Engagement Coordinator (PEC) to support parents. The PEC hosted morning teas where parents could cover library books or paint wooden dolls for the RE curriculum. These mornings provided an opportunity for parents to form friendships. The PEC also provided support and help to families in their faith journeys.

The commencement of the new building project in Term 4 brought joy to everyone. The principal provided regular updates to families, which made them happy. We are excited about the completion of the new classrooms towards the end of 2024.

We believe that by working together, we can create a safe and supportive learning environment for our students. We are grateful for the support and involvement of families in our school community and look forward to continuing to build positive relationships with parents and carers in the years ahead.

### Student satisfaction

At OLR, student feedback is constantly sought throughout the year, in many aspects of school life. These include matters relating to our exciting building project, playground areas and timings, the liturgical life of the school, and many other student-led initiatives and projects.

Some of the experiences that students at OLR participated in this year included:

- Student Representative Council - Kinder to Year 6
- Class Friendship Surveys
- Mini Vinnies

- Social Justice initiatives such as Project Compassion and the St. Vincent de Paul Winter Appeal
- Year 5 Camp, Year 6 Canberra trip, and K-6 grade excursions
- Gala days and sports carnivals
- IT enrichment days

Feedback from students indicate that:

- Students value their education and are engaged and challenged by their learning
- Students believe that the teachers at OLR genuinely care for them, deliver high quality instruction, advocate for them, and have high expectations of them
- Students feel that they have close and positive relationships with their peers
- Students are able to participate in a wide range of sporting and academic enrichment activities

### **Teacher satisfaction**

Teacher satisfaction is managed in a flexible and open way. All staff are comfortable in approaching and speaking with the executive team in order to request changes, suggest initiatives, and voice any concerns that they might have.

Our staff also contribute to and participate in the decision making of the school by providing more formal feedback in a variety of ways.

These include:

- PBL Team Meetings
- School Advisory Council
- Collaborative development of school procedures and guidelines
- Staff meetings
- Collaborative Coaching Learning Meetings

Through this feedback, teachers feel they have agency within the school, are heard, and that their voice matters and makes a positive difference.

The Collaborative Coaching Learning Meetings have continued to be an area of high teacher satisfaction, with all staff feeling that they have had a positive impact on the outcomes of their students, as well as their own professional development as educators.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,940,935
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,840,782
Fees and Private Income <sup>4</sup>	\$1,851,873
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$3,690
<b>Total Income</b>	<b>\$10,637,282</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$615,563
Salaries and Related Expenses <sup>7</sup>	\$6,223,907
Non-Salary Expenses <sup>8</sup>	\$1,889,516
<b>Total Expenditure</b>	<b>\$8,113,423</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 2023 REPORT