

2024

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

23 Yardley Avenue, WAITARA 2077

Principal: Ms Trish Biok

Web: www.olorwdbb.catholic.edu.au

About this report

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), 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

Principal's Message

At Our Lady of the Rosary, we place a strong and deliberate focus on three key pillars: Catholic Mission, Learning and Teaching, and Wellbeing. Our deep commitment to our faith and the way we live and express that faith each day is pivotal to the school and community.

Established in the Mercy Tradition, our school community is guided by the values of Respect, Hospitality, Integrity, Compassion, Service and are embedded in everything we do and in the people, we strive to be.

In 2024, I was welcomed as the new principal at Our Lady of the Rosary. This has provided the school with a wonderful opportunity to honour the past, celebrate our present, and look to the future with renewed vision and purpose.

As a proud member of Catholic Schools Broken Bay, we continue to engage with the 'Towards 2025' Strategy, further developing our understanding and implementation of system goals and initiatives.

A key highlight in our commitment to quality teaching and learning has been the embedding of the Collaborative Coaching framework and process across the school. This initiative supports our teachers through professional dialogue, reflective practice, shared analysis of data and evidence-based classroom strategies - enhancing both teaching excellence and student outcomes.

As we reflect on 2024, we are reminded of all that makes Our Lady of the Rosary such an exceptional school: our strong sense of community, our dedicated staff, our engaged learners and our shared faith.

Parent Body Message

2024 has been a fantastic year of community, celebration, and connection at OLOR.

We enjoyed two fun-filled school discos, a lively Bingo Night, Welcome BBQ for new families and joyful celebrations for Grandparents, Mother's, and Father's Day. Trivia Night was another standout event—full of laughs, friendly competition, and great community spirit.

Wellbeing Week featured a P&F-sponsored coffee van, creating a lovely opportunity for staff and families to connect over a warm drink. The Year 3 class parents also treated our wonderful teachers to a special lunch in celebration of Teachers' Day.

Our school garden has truly flourished, with students growing and enjoying tomatoes, cucumbers, and sunflowers. This hands-on experience has brought learning to life and encouraged a sense of responsibility and care. Our sustainability team also successfully secured an Edible Garden Grant, which was used to improve the soil and purchase new plants - helping the garden thrive even more.

We saw continued strength in our community support programs. The Dish remained a valued way to care for families in need, while the Class Parent networks became even more active - building strong connections across year levels. Our Men in the Morning gatherings also reached record numbers, reflecting the growing engagement and enthusiasm of our school dads.

Looking ahead to 2025, planning is already underway for our School Fair in August—one of our biggest and most loved community events.

Student Body Message

In 2024, we were excited to go on camps, excursions and to gala days, we were given opportunities like choir, band, music, art, STEM, athletics carnivals, swimming carnivals, cross country and our beloved End of Year Concert. The Year 5 students went to a leadership camp at Milson Island and Year 6 explored the nation's capital in Canberra. We all enjoyed visits from Music a Viva and Life Education.

STEM activities were enjoyed weekly by all students. Each grade put on a special grade assembly highlighting the learning from their classrooms. Our End of the Year Performing Arts Concert was a tribute to colour and music. Stage 3 enjoyed memorable times with their buddies, especially Year 5 helping their buddies celebrate 100 days of Kindergarten and the Year 6 students writing cards for their Year 1 buddies. We love many things about our school and we are very excited to have our Family Fair on again in 2025.

School Features

Our Lady of the Rosary Catholic Primary School is a Catholic systemic, coeducational, Kindergarten to Year 6 school, located in the Broken Bay Diocese on Sydney's North Shore and part of Hornsby Cathedral Parish. It was established by the Sisters of Mercy in 1898, more than 125 years ago.

The school enjoys a positive profile in the community with a reputation for excellence in teaching and learning, excellent facilities and a strong focus on Pastoral Care. We support the acquisition and development of strong literacy and numeracy skills, with additional support provided in classrooms across the Early Years to foster development.

We have an outstanding Creative Arts program with specialist Music and Art teachers and choir and band ensembles. With over half of our families speaking additional languages at home we are a very diverse community. Each year we look for opportunities to celebrate the richness of our diversity. Our Stage 3 students develop leadership skills by being buddies across their final two years of primary school. Year 5 students look forward with great excitement to supporting the Kinder students, with this connection continuing as they move to Year 1 and Year 6. Each year, all Year 6 students take on leadership responsibilities across different areas of the school and support teachers in such areas as Mission, Library, Media, Sustainability, Sport and Art.

During 2024, we continued with class representatives being part of the Student Representative Council (SRC). They discuss the school happenings and, after their own class meetings, make suggestions for improvements. We welcome their ideas as we believe it is essential to teach our students to be communicators, collaborators, creative thinkers and problem solvers.

A highlight of the year was our Multicultural Day where students dressed in the national costume or colours of their ancestors. Our End of Year Concert took us on a journey of music through colour, song and dance and the students enjoyed dressing up to perform on the Light of Christ Centre stage attended by over 1000 people.

Our Transition to Kindergarten program saw the running of successful playgroup sessions during Term 3 that were very well attended as families and their preschoolers became familiar with our school. During these sessions we integrated music, story, drama and explored numeracy and literacy concepts as families got to know those who would be in their school cohort. In Term 4, our orientation mornings built on those initial interactions, so our youngest students were very ready for their transition to school the following year.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 178 | 172 | 207 | 350 |

* 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 2024 was 92.60%. 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 |
| 93.80 | 93.10 | 92.60 | 91.30 | 93.00 | 92.30 | 91.90 |

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 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

Staffing Profile

The following information describes the staffing profile for 2024:

| | |
|------------------------------------|----|
| Total number of staff | 24 |
| Number of full time teaching staff | 14 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 4 |

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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.

Catholic Identity and Mission

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 [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The school values a strong partnership with the parish.

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Throughout the year masses and liturgies were organised for many significant events including the Opening and End of School Year, Harmony Day, ANZAC Day, Multicultural Day, Mothers' Day, Grandparents' Day, Fathers' Day, Parish/Family Masses, The Feast of Saint Mary of the Cross MacKillop, Remembrance Day and Year 6 Graduation. Prayer assemblies were held as part of Grade Assemblies, where each grade led prayer for feasts such as The Annunciation, Ascension and Pentecost and prayed for those preparing for the Sacraments.

We joined as a parish community for Mass with St Leo's College and Hornsby Parish parishioners for Ash Wednesday and the Feast of the Assumption.

2024 'Outreach' initiatives included Project Compassion, Caritas 'Socktober' – Mission Australia, 'The Dish' (supporting those in need in our local area), and St Vincent de Paul Christmas Hampers.

Curriculum, Learning and Teaching

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.

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During 2024, professional learning opportunities were dedicated to deepening teacher knowledge of the new syllabus documents for English and Mathematics. There was focused time for discussion, sharing of resources and reflection on the learning that was taking place including exploring evidence-based theories and pedagogical practices, particularly in Reading. The Collaborative Coaching process continued in 2024 seeing teachers meet weekly with the Assistant Principal to discuss student learning, data, assessment, growth and areas of improvement, predominantly in the area of Reading fluency and comprehension. The school Leadership Team continued working with an educational consultant focused on leading school improvement through defining clear goals, analysing data and implementing focused strategies.

The Learning Diversity and EAL/D teams worked closely across the school supporting the teachers and students with English skills including, writing, reading and vocabulary. In accordance with the English syllabus and current evidence-based research on how students learn, new decodable readers were purchased for the school.

With Early Career Teachers on staff, these teachers received support from both leadership and experienced teachers in developing their practice and working towards accreditation at a Proficiency level.

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 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 83% | 54% |
| | Reading | 94% | 66% |
| | Writing | 96% | 77% |
| | Spelling | 83% | 61% |
| | Numeracy | 85% | 63% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 94% | 65% |
| | Reading | 92% | 71% |
| | Writing | 86% | 67% |
| | Spelling | 89% | 68% |
| | Numeracy | 86% | 68% |

Pastoral Care and Student Wellbeing

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 2024.

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 changes made to this policy in 2024.

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 2024 to reflect new system processes.

Community Satisfaction

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

Each year, parents' opinions are sought through P&F Meetings, Class Parent Meetings, surveys, conversations at enrolment and parent/teacher meetings. Consistent strengths were identified across all forums with mention being made of the importance of the school community in welcoming others and embracing diversity in the spirit of hospitality and respect. The dedicated focus on student achievement, meeting students' individual needs, strong academic results and the school's commitment to integrating technology into education are highly regarded by parents.

The excellent facilities, green outdoor areas and specialist programs in Art, PE, Music, Band and Choir are valued by parents. Parents are very involved in all aspects of the school and their input is recognised and appreciated, positively enhancing our school community.

Student satisfaction

Student satisfaction information is gathered in class meetings, Principal discussions, Yearbook reflections and surveys. In 2024 our SRC members held their own class meetings and then met twice a term to discuss ideas to improve things at school. They were enthusiastic as they made suggestions about issues that were important to them.

Various incursions such as Opera Australia, Motiv8, Infants Sports Day, Surf Education were favourably received. Students thoroughly enjoyed going on excursions and the Stage 3 overnight excursions to Milson Island and Canberra were wonderful adventures for the students as they start to develop independence.

Teacher satisfaction

Staff at Our Lady of the Rosary are hardworking and dedicated and, with two classes in each grade, there is strong teamwork and collaboration amongst them. The staff continue to be committed to professional learning opportunities, Collaborative Coaching and the engagement with new programs and evidence - based practices to enhance their teaching practice. A positive school culture is evident across all areas of Our Lady of the Rosary and this is seen in the interactions amongst staff as they work, celebrate and affirm each other.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2024 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,352,142 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$830,931 |
| Fees and Private Income ⁴ | \$1,662,337 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$249 |
| Total Income | \$5,845,661 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$52,987 |
| Salaries and Related Expenses ⁷ | \$4,377,249 |
| Non-Salary Expenses ⁸ | \$1,634,490 |
| Total Expenditure | \$6,064,727 |

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 2024 REPORT