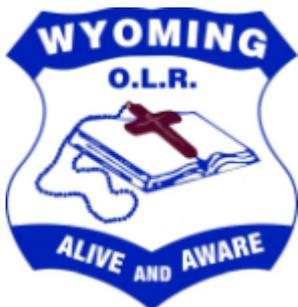




CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

Web: www.olrwyomingdbb.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

It is my pleasure to present the Annual School Report from Our Lady of the Rosary Catholic School, Wyoming for 2024. Our Lady of the Rosary (OLR) School is an integral part of our OLR Parish, providing quality teaching and learning based on Catholic values, traditions and beliefs. The school fosters an atmosphere of mutual respect and tolerance where all differences are valued and appreciated. This community continues to recognise the potential and dignity of each student and provides opportunities for sequential academic development within a positive structure of spiritual, emotional and physical growth.

As each family joins our school community, we promote our Catholicity by trying always to be the face of Jesus to them. Our teachers continually strive for excellence as lifelong learners through ongoing professional learning. Our students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At OLR, the dignity of each of its members is respected and nourished, aligning with, and responding to, our sense of Gospel values. We partner with parents and carers to ensure all children are celebrated and supported. As a community of teachers, parents and students, together, we ensure that we maintain our tradition of spiritual immersion, educational excellence and community advocacy that makes OLR such a wonderful school.

As the principal of OLR, I feel very blessed to be part of such a vibrant learning community.

Parent Body Message

As we reflect on the past year, I am filled with pride and gratitude for the sense of togetherness and the spirit of volunteerism that has defined our community. Our parent group has worked to create engaging and memorable experiences for our students, teachers, and families.

The year began with warmth and excitement as we welcomed our new kindergarten families, the parent council gifted the parents a welcome pack with poem, tissues, tea bag and chocolate, these were well received by all present.

Our annual welcome BBQ was once again enjoyed by many families, the kids especially enjoyed the obstacle course themed jumping castle.

We again held our Mother's and Father's Day stall which are a great opportunity for the kids to enjoy the independence of choosing and paying for their own gifts. We also had our easter

raffle with lots of donations and prizes, this year we were able to ensure every child received a small egg even if they did not receive a prize.

Our trivia night ran for the third consecutive year with lots of donations, 11 tables taking part with a big uplift in the competitive spirit of decorating and theming tables. The night was a combination of trivia, games, silent auction and raffles.

This year we held one disco rather than two and used the second evening as an opportunity to hold the inaugural OLR movie night under the stars with the screening of Kung Fu Panda 4 as voted by the children. We offered pre ordered choc tops for the night which were enjoyed by many. The night was well received with positive feedback. The annual bunnings BBQ was also held.

The year has seen our 4 meetings held, some great topics discussed, and value added to the school community. We have welcomed new faces to the meetings, and it has been great to see additional volunteers and people to share their insights, experience and new ideas. We have also been able to assist with the new OLR uniform coming to life, this has been a process of meetings, consultation with the community and supplier, seeing this now being worn around the school and more importantly the comments from the actual children has been lovely, as with everything change can be uncomfortable but seeing the children enjoy it and benefit from the change has been at the forefront of the process.

I thank everyone for their time, support, guidance and ideas and know OLR will continue to be the strong community it is with the children, enhancing their school experience and supporting the staff is at the forefront of all decisions, meetings and interactions.

Thank you

Cassie Briggs

2024 OLR Parent Council Chairperson

Student Body Message

2024 was an exciting year for our school, filled with incredible events that brought the entire OLR community together.

This year, OLR hosted a variety of sporting events, including the Athletics Carnival, Cross Country, Swimming Carnival, and the NRL Gala Day. We also had the Public Speaking Competition and the Spelling Bee, showcasing the talents of our students.

For Socktober 2024, the Mini Vinnies and SRC created a soccer ball out of recycled materials to support people less fortunate than us. We also ran a Bunnings BBQ at West Gosford, raising money for our school by selling sausage sangas and raffle tickets for a Taronga Zoo family pass.

During Book Week, author Mick Elliot visited to share his journey as a writer and his books, which inspired many of us. We also dressed up as our favourite book characters for the Book Parade, adding to the fun and excitement.

The highlight of our year was definitely our trip to Canberra, where we explored Parliament House, the Dinosaur Museum, Questacon, the Australian War Memorial, and the Royal Australian Mint. It was an unforgettable adventure and a chance to learn in new and exciting ways.

Being the captains of OLR in 2024 has been an incredible experience. We loved being involved in so many school events, supporting the Mini Vinnies, SRC, and helping all the students at OLR. It's a year we'll never forget!

School Features

Our Lady of the Rosary Catholic School is a Catholic systemic co-educational school, part of Catholic Schools Broken Bay. The school was established by the Sisters of St Joseph in 1978.

The school caters to students from Kindergarten to Year 6 (K-6) across sixteen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominantly our families come from North Gosford, Wyoming, Narara, Niagara Park, and Lisarow.

A new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces, all contribute to the well-being of all the children and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high-quality learning and teaching practices within an environment of support, nurture, and partnership with parents. We strive to model Gospel values for our children and all in the community so that each may contribute to building a better world.

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
198	213	84	411

* 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 89.80%. 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
92.10	88.80	90.70	89.90	90.60	87.70	87.60

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	28
Number of full time teaching staff	19
Number of part time teaching staff	9
Number of non-teaching staff	5

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 explore 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.

Our school motto, *Alive and Aware*, supports students in understanding the challenges of an ever-changing world and the God-given uniqueness of each individual. This is evident through the rich liturgical life the students experience while at school. We offer opportunities to engage in liturgical celebrations, morning prayer, whole school and grade Masses, and Reconciliation liturgies during Lent and Advent. The Sacramental program enables home, school, and parish to work together. This year, children from OLR received the Sacraments of Reconciliation, Confirmation, and First Holy Communion. The parish sacramental programs are supported by the school through the implementation of learning experiences designed to reinforce the program on a school level.

Religious Education (RE) is a key learning area taught in all classes from Kindergarten to Year 6. Prayer is a central part of daily school life for students, parents, and staff. The Religious Education learning and teaching programs have a strong focus on scripture, supported by effective techniques such as Biblical Micrography, Godly Play, Illuminated

Texts, Visio Divina, and Lectio Divina. These techniques allow students to delve deeply into scripture to better understand its meaning for their lives.

In 2022, our Kindergarten students piloted the new Religious Education syllabus. This program continued in Stage 1 (Years 1 and 2) in 2023 and Stage 3 (Years 5 and 6) in 2024. Next year, we will begin sharing this syllabus with Stage 2 (Years 3 and 4). The Broken Bay Religious Education curriculum integrates Montessori principles to nurture children's relationship with God through tactile, sensory, and experiential learning. Grounded in the idea that understanding begins with the body, then the heart, and finally the mind, the curriculum fosters wonder, awe, and love while emphasising the human desire for truth, beauty, and goodness. It incorporates Sofia Cavalletti's Catechesis of the Good Shepherd, harmonising sacred and secular experiences to connect scripture and liturgy meaningfully. Through storytelling, presentations, and creative expression, children explore the life, death, and resurrection of Jesus, discovering the deeper significance of scripture and liturgy in their lives.

This year, Pope Francis declared it the Year of Prayer. In response, we introduced The Angelus prayer to our students early in the year. Throughout the year, the ringing of The Angelus became a daily call for our students to pause, pray, and reflect on the mystery of the Incarnation.

Social justice continues to be a key focus at OLR. The school has participated in fundraising for Caritas, St. Vincent de Paul, and Catholic Mission.

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.

OLR honours its commitment to providing a quality Catholic education in which each Key Learning Area promotes a Catholic worldview. Through the curriculum, students receive a holistic Christian education that develops every aspect of their potential. At OLR, we are a learning community characterised by high expectations, in an environment that engages, empowers and enables students to achieve excellence, academic rigour, innovation and purpose.

The school challenges every student in a supportive learning environment and values each student's different abilities. We acknowledge that students learn in different ways; therefore, learning programs must contain various options for learning. A wide range of support is provided for students who need assistance with learning academically and socially, and academic strengths are challenged during classroom learning. The Learning Support Team at OLR continued to assist the teaching staff in meeting the diverse needs of students. We consult with students, their families, and specialist services to understand individual needs and determine the adjustments required. The Learning Support Team collaborate with teaching staff to develop and deliver a variety of programs and interventions.

In 2024, the school appointed a 'High Potential and Gifted' coordinator, along with a English as an Additional Language or Dialect (EAL/D) teacher, working closely with colleagues at our central office.

In 2024, we continued our diocesan wide 'Collaborative Coaching'. This is a wonderful initiative of Catholic Schools Broken Bay, where teachers meet each week with the Assistant Principal to look specifically at an aspect of learning for each child. The teachers value this time greatly, where they can meet with colleagues weekly to discuss student learning.

The staff continued building their knowledge through professional learning sessions with the new Years 3-6 English and Mathematics syllabus that has been introduced over the last few years.

A highlight for Staff is our Staff Spirituality Day. This year it was in June and was held at the St Joseph's Spirituality and Education Centre at Kincumber. The day focussed on the

Church's 'Year of Prayer' and how there are many different ways to pray. This year is a great preparation for 2025 which Pope Francis has called the 'Year of Jubilee'. The staff find this an invaluable day, which assists them to aid the students with their prayer life too.

Staff also gathered at the end of Term Two for a diocesan wide Staff Development Day. The staff joined with all other staff from Catholic Schools Broken Bay for a wonderful day looking at the Goals of the 'Towards 2025 Strategy'. We were fortunate to hear inspiring words from our Bishop Anthony and our Director of Schools, Danny Casey.

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	76%	54%
	Reading	84%	66%
	Writing	94%	77%
	Spelling	67%	61%
	Numeracy	74%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	62%	65%
	Reading	78%	71%
	Writing	69%	67%
	Spelling	63%	68%
	Numeracy	81%	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

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers.

Award assemblies are always extremely well attended. Special events such as Mother's Day, Father's Day and Grandparent's Day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading, canteen and also sporting events. This extra help and support is highly valued by the staff.

Student satisfaction

Student satisfaction is very apparent at Our Lady of the Rosary (OLR). Students always demonstrate respect and tolerance of each other and their satisfaction is obvious through their involvement with others and school activities. Students have a warm relationship with staff which adds to the level of feelings for OLR and the safe learning environment they enjoy.

In 2024, OLR re-launched its Positive Behaviour for Learning (PBL) program, with new signage around the school. All students can now easily articulate that at OLR, "We are safe, responsible, respectful learners."

Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional learning opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

Financial Statement

Consistent with the NESAs 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	\$5,181,520
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,365,919
Fees and Private Income ⁴	\$1,356,462
Interest Subsidy Grants	\$11,115
Other Capital Income ⁵	\$25,441
Total Income	\$7,940,459

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$44,558
Salaries and Related Expenses ⁷	\$5,123,214
Non-Salary Expenses ⁸	\$1,789,840
Total Expenditure	\$6,957,613

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