



2022

ANNUAL SCHOOL REPORT

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Our Lady of the Rosary Catholic Primary School

Shelly Beach Road, THE ENTRANCE 2261

Principal: Mrs Yvette Owens

Web: www.olrtedbb.catholic.edu.au

Message from key groups in our community

Principal's Message

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

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

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

The continued commitment to technology in 2022, and the ready access to a variety of devices allowed teachers to authentically integrate the

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

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

Student Body Message

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

Year 5 in 2022 was great.

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

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

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

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

School Features

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

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

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

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

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
271	257	9	528

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 87.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.50	88.40	86.80	86.50	86.30	87.80	85.90

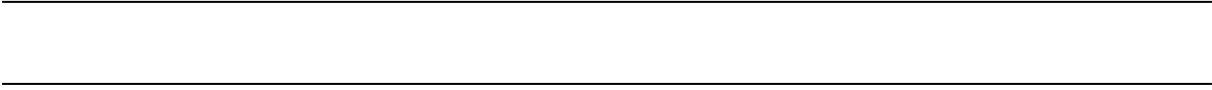
Managing Student Non-Attendance

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

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

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

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



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

[Summary of professional learning at this school](#)

Staff Development Days and Twilight Professional Learning Sessions:

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

As a Professional Learning Community, our school Literacy, Numeracy and Gifted Education coaches facilitated weekly Professional Learning Meetings for teachers with a focus on assessment data, quality teaching and learning, and meeting the learning needs of all student667.78 Tm.75 Tm(all)TJ[meeting)TJ75 498.03 517.78 Tm(of)TJETBT/7 517.78 Tm[assessment)T

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

In 2022, the

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.

Our school is committed to a culture of continual improvement which delivers academic and professional Catholic Education. We offer a rich and varied curriculum with specialist teachers in Physical Education and Music. The School Improvement Plan focuses on supporting students to achieve optimal academic results.

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

In 2022, the staff engaged in Professional Learning to familiarise themselves with the new K-2 Mathematics and English syllabi. All teachers are trained to conduct Mathematics Assessment Interviews (MAIs) and all students completed this assessment. This data formed part of our familiarisation process.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

- 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 ining

School Improvement

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

Key Improvements Achieved

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

This Professional Learning structure was further enhanced and supported by our Gifted and

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

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

This will be achieved by:

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

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

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

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

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

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

Student satisfaction

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

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

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is

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

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

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