



2023

T ANNUAL SCHOOL REPORT



Message from key groups in our community

Principal's Message

2023 was a wonderful year but also one that tested our patience and taught us the lesson of kU]h["" The anticipated and many times delayed building project finally

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. K YifY'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, k YifY'now starting to see how brilliant Jig 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 k YifY' cherish forever. We appreciate all of the hard work that the teachers put into organising these opportunities for us, and we Wbifhwait to see what next year holds for us in this area!

Overall, Jig 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 Wbifhwait to see what 2024 has in store for us and our amazing school.

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 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			

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

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

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

that enabled students to demonstrate the
of capability.

Throughout 2023, we continued working
Parish community. The position of a Pare
at the beginning of this year with our g
Associate. This dual role has proven t
community building a positive relationship

During 2023, we celebrated a number
students' mission as disciples of Jesu
beginning and end of the year as well a
Our lady of the Rosary. Grade Masses w
school liturgies for Feast Days and com

In 2023, all students participated in
Students created an artwork based on

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competition.

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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

some received recognition for their results in the top 10-20% of all students. The winners of these competitions were awarded Academic Medals and Hfcd\]Yg"

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 **għi XYbħg** 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:

- **9I WYX]b[. H\Y'gh XYbħg fYgi 'hYI WYXg'YI dYVW]cbg'Uhħ.Y'ħja Y'cZħgħ]b["**
- **Għfcb[. H\Y'gh XYbħg fYgi 'ħa YYħg VWU'Yb[]b['Vi ħfYUgcbUV'Y'YI dYVW]cbg'Uhħ.Y'ħja Y' of testing.**
- **8Yj Y'cd]b[. H\Y'gh XYbħg fYgi 'ħ]bX]WħYg'ħ.Uħħ.YmUfY'k cf_]b['ħck UfXg'YI dYVW]cbg' at the time of testing.**
- **BYYXg'UXX]ħcbU'gi ddcfh H\Y'gh XYbħg fYgi 'ħ]bX]WħYg'ħ.Uħħ.YmUfY' bchUW.Yj]b['ħ.Y' 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%



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 ~~the 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

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- i 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
- i 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"
- i 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

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 &&&("

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 gWcc"

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

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- ; 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

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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 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

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

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Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$6,940,9
Government Capital Grants ²	
State Recurrent Grants ³	\$1,873
Fees and Private Income ⁴	\$0
Interest Subsidy Grants	
Other Capital Income ⁵	
Total Income	

1.

2.

6.

7.

8.

