



2023

T ANNUAL SCHOOL REPORT

WYOMING

Message from key groups in our community

Principal's Message

2023 was another busy but highly successful year in the history of Our Lady of the Rosary. It was the first year of many that there were no restrictions due to Covid-19.

Our teachers continually strive for excellence as lifelong learners through ongoing professional learning and development. 'C' students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At Our Lady of the Rosary, the dignity of each of its members is respected and fostered, aligning with, and responding to, our sense of Gospel values. 'K Y' partner with parents to ensure all children are celebrated and given the opportunity to shine.

It is with great pride that I introduce the 2023 Annual Report to you. I hope it provides a snapshot

the committee for 2024 who I wish all the best as I step away as chairperson and welcome the new committee who I am sure will do a fantastic job. Please support them and your school for the upcoming year.

Thank you to all the people who have volunteered in various roles and activities to make our school a better place, and thank you to the parents of our school, who have brought such joy and happiness to the school each day.

Wishing you all a very happy and safe festive season.

Student Body Message

2023 was an amazing year for OLR especially as we had many fun events, involving the whole OLR community.

We had an amazing time at the Swimming Carnival, Athletics Carnival and Cross Country. The Sporting events this year after COVID were as lively as ever, since we had multiple students participating in every event and succeeding further past our school.

Crazy sock day was a very fun day for all the kids because it is a day where all of the kids can wear whatever socks they want for the whole day to support those in need. Book week is also one of the best weeks of the school year, because it is a week where the students can dress up as a character from their favourite book and show the school which character they chose during the day.

Our highlight of the year would have to be the school discos, because they are always so fun to go to and the students get to play outside all day.

We were honoured to be the school captains for 2023 because we got to participate in various school events on behalf of the students, and the school.

Emily and Louie - School Captains

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

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
199	190	80	389

* 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 89.91%. 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
90.80	88.70	91.10	91.00	89.20	89.70	88.90

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 System.

development (PD) and logging Elective PD

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 XlgWd`Yg""

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-187 543.94 Tm\(by \)TJETB](#)

sacramental programs are supported through the school by regular communication with parents and carers.

Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff. The Religious Education learning and teaching programs have a strong scripture focus, which is supported by the use of effective techniques such as Biblical Micrography, Godly play, Illuminated Text, Visio and Lectio. These techniques allow the students to delve deeply into the scripture to better understand the scripture and its meaning for their lives. RE lessons are enriched with thinking routines and learning opportunities catering for all academic levels. Students are able to make their thinking visible as

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syl

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 Uhh\Y'hja Y'cZfYg]b["**
- **Gfcb[. H\Y'gh XYbħg fYgi ha YYhg VWU'Yb[]b['Vi hfYUgcbUV'Y YI dYVW]cbg Uhh\Y'hja Y' of testing.**
- **8Yj Y'cd]b[. H\Y'gh XYbħg fYgi h]bX]WfYg h.Uhh\YmUfY'k cf_]b['tck UfXg YI dYVW]cbg' at the time of testing.**
- **BYYXg UXX]hcbU'gi ddcfh H\Y'gh XYbħg fYgi h]bX]WfYg h.Uhh\YmUfY' bchUW.Yj]b['h\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	70%	54%
	Reading	83%	67%
	Writing	87%	76%
	Spelling	67%	61%
	Numeracy	88%	65%



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

[Complaints Handling Policy](#)

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by

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, our school continued to work towards our Catholic Schools Broken Bay Towards 2025 Goals. Once again, we connected with colleagues within Catholic Schools Broken Bay through working parties and the combined Staff Learning Day at the end of Term Two.

During 2023, a new syllabus in English and Mathematics was introduced from Kindergarten to Year 2. The staff embraced this new syllabus. We also began exploring the new Year 3 - Year 6 English and Mathematics syllabus that will be introduced next year.

In 2022, Kindergarten engaged with a new Religious Education syllabus. This will continue, with Year One also adopting the new syllabus. In 2022, the staff were introduced to the new Catholic Schools Broken Bay Charter. Further exploration of this document will occur in 2023.

Priority Key Improvements for Next Year

In 2024, Pope Francis has called the year, the Year of Prayer. The staff will be looking at the many ways to pray to continually develop our relationship with Jesus. In turn, they will also assist the students with their prayer life.

All classes, K-6, will be implementing the new Mathematics and English syllabus in 2024. Much staff professional Learning time will be spent on fine-tuning our implementation.

Our school follows a program titled 'Positive Behaviour for Learning (PBL). It is timely for a review so in 2024, the staff, along with the students and the parents will look at the PBL program and how we can fine-tune so it is the best it can be.

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 after. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

Parents acknowledge that the school is friendly, supportive, and community oriented. Attendance at school events such as liturgies, Masses, assemblies, and sporting events indicates 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 Grandparents' Day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and sporting events. This extra help and support is highly valued by the staff.

In 2023, the school facilitated Maths and English Information Evenings for Kindergarten parents. Attendance numbers were high, and feedback was positive.

In 2023, we continued to enroll a number of students from surrounding schools. Some elements of OLR that are regularly highlighted by parents are the caring approach to students, the welcoming environment, the high expectations we have of students, as well as the well-equipped learning spaces. Enrolments continue to grow, with a third Kindergarten class for 2024.

Student satisfaction

Student satisfaction is very apparent at OLR. Students consistently demonstrate respect and tolerance towards each other, and their satisfaction is evident through their involvement in school activities and with others. Students believe OLR fosters a positive learning climate where everyone is expected to succeed. They take great pride in their school, and the learning experiences they undertake are highly valued. Friendships and social groups formed at OLR are extremely positive and provide a strong foundation for lifelong connections.

The Student Representative Council (SRC), the Mini-Vinnie group, and choir are just three examples of student involvement. SRC positions are elected and highly sought after, while membership in Mini-Vinnies and the choir continues to grow.

Our leadership program for senior students continues, offering Year 6 students the opportunity to nominate for leadership roles such as School Captains, Vice-Captains, and Sports Captains. This modeling provides excellent formation opportunities for younger students. Leadership positions are viewed as important and worthwhile goals for which all children strive.

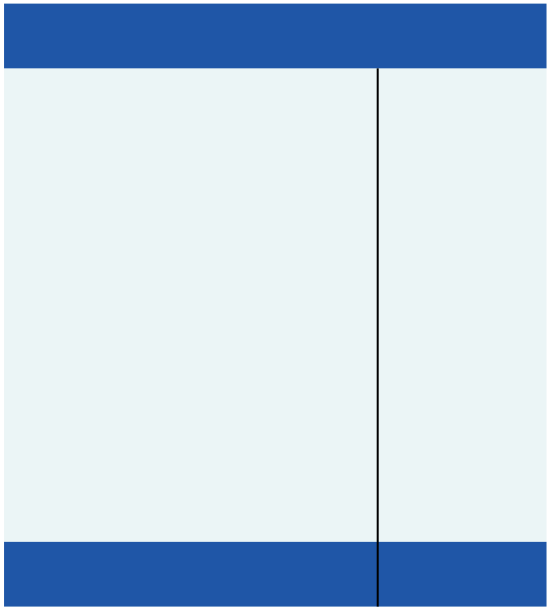
Teacher satisfaction

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 them 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.

The staff values our Annual Staff Spirituality Day, and they pray together on a weekly basis, supporting each other in an inclusive and pastoral manner.

The introduction of 'Collaborative Coaching' allows teachers to meet weekly to discuss students' learning with colleagues and members of the school leadership team. Teachers value this time each week and are grateful that it continues.



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