



Our Lady of The Rosary Primary School

2023 Annual School Report



Our Lady of The Rosary Primary School
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Introduction

About the Annual School Report

Our Lady of The Rosary Primary School is registered by the New South Wales Education Standards Authority (NESAs) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr. Paul Battikha

On behalf of our school community, I am pleased to present to you the 2023 Annual School Report for Our Lady of The Rosary Primary School, Kellyville.

Our school is a part of the Our Lady of The Rosary Parish and local community. The school was founded by the Conventional Franciscan Friars and The Sisters of Mercy over 50 years ago. The philosophy of the school has been formed by these religious orders.

Our school focus is on honouring the core values of respect for ourselves, respect for others and respect for the environment. As a faith community, we strive to be the face of Jesus to each other. Being the face of Jesus to each other is at the centre of our work in formation.

We value our partnership with students, parents, and the wider community. As a staff, we strive to place the students at the centre of our work together. We encouraged the involvement of parents in the spiritual, educational and social life of the school. Parents are extremely supportive of our goals and the assists to involve our school community in our activities. The use of grade Facebook and Seesaw apps, allow students and teachers to share with parents classroom activities, as well as their learning.

As a community, we learn together. The professional development focus for the whole school. Within the areas of religious formation, Mathematics and English has been led by teachers. A key aspect of the mathematics and English work has been the gathering and analysis of student data across all grades. This analysis has formed the preparation for student learning and the setting of our school goals. This 2023 Annual School Report is a reflection of the life of our school, and the partnership we have with our students, their parents and the wider Parish community.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parents are key to the life of our lady of the Rosary, Primary School. There are many ways in which parents were invited to be involved, our prime focus being to strengthen the link between school and our Parish community.

Our regular initiatives, which included Grandparent's day, Mother's Day and Father's Day as well as community events, such as barbecues all played a vital role in further building community. We look forward to continuing to have such events throughout the course of the school year.

We strive to foster a strong community spirit with Our Lady of The Rosary Primary School families. We promote various donation appeals for worthwhile courses within our wider community, as well as helping families in need within our own school community.

All parents and caregivers are strongly encouraged to be involved in many aspects of school life, including, sports, carnivals, excursions, reading groups as well as various masses and liturgies. The school openly and regularly communicates with parents and caregivers through Compass app notifications, Facebook groups, as well as our school website.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Student voice was an important aspect of student participation at Our Lady of the Rosary Primary School. Students are regularly asked about student behaviour expectations, well-being and general school issues.

Our students had opportunities to participate in sporting events at school. Our students also had opportunities to participate in creative arts programs, dance, band performances, cooking and chess clubs at the school level. The Our Lady of The Rosary Garden Club is an initiative that students have access to throughout the school year. Students were involved in public speaking through debating and Voice of Youth competitions.

The senior students, staff and principal nominated the school student leaders. Senior students were voted in as leaders by their peers to lead initiatives within our school. These were in the areas of School captains, School Leaders as well as House Colour Captains.

The student leaders facilitated our assemblies and assisted with special occasions, such as Open Day, as well as leading the school teams and House Colours at our sports carnivals. Each Term, 2 students from each grade are selected as Students Representative Council (SRC).

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Our Lady of the Rosary Primary School Kellyville, was opened in 1978 with 35 pupils. At that time, the School was surrounded by farms and open spaces. The students saw horses, goats and cows roam the nearby paddocks. Over the years the environment took on a transformation. The School grew quickly over the ensuing years to a stable enrolment of about 400 students between 1985 and 1999. Kellyville is now part of the north west growth sector of Sydney where, over the last ten years or so, new suburbs and housing estates have grown almost overnight. The school enrolment expanded rapidly at the turn of the century and increased to over 600 students by 2002. The School went through a major building project from the planning stage in 2016 to completion in 2021. The school buildings are now all new and the learning spaces have been designed to promote agile and collaborative pedagogy. The School is surrounded by beautiful gardens and play spaces that reflect respect for our environment and it honours the St Francis Charism. The grounds have been designed to support the buildings with purpose-built play areas as well as flower, vegetable and well-being gardens. The actual building project began at the end of Term 4 2018 with Stage 1 completed by the end of 2019. Stage 2 was completed in Term 4 2021. The foundation principal was a member of the Congregation of the Sisters Of Mercy. Other principals have included a member of the Brigidine Order and three lay principals since.

Location / Drawing Area

Our Lady of the Rosary Primary School is one of two schools meeting the spiritual and educational needs of primary students in the parish of Our Lady of the Rosary Kellyville. Our sister school is St Angela's Primary School situated 3 kilometres away. The school is located in the original section of Kellyville and is now surrounded by growing residential areas of North Kellyville, Rouse Hill and Stanhope Gardens. The school is in the vicinity of Castle Hill. Our School is built to grow into a four stream school with a current enrolment of approximately 500 students and over 45 members of staff. The enrolment area includes Kellyville, Castle Hill, Baulkham Hills, Rouse Hill, Stanhope Gardens, The Ponds and adjacent suburbs.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	47
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	21
Number of part time teaching staff	18
Number of non-teaching staff	8

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

Teacher status at Our Lady of The Rosary Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Staff were involved in Professional Learning around the New English and Mathematics Curriculum.
- Goals developing strong efficacy through student centred inquiry based learning.
- Early Career Teacher Program, staff attended before-school induction sessions, which were devoted to familiarising them with the culture and expectations of the school.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- The whole school engaged in supporting Caritas Australia's Project Compassion appeal.
- Students volunteered break time to create Christmas cards to send to local aged care home residents.
- Families donated food items to support the Christmas Appeals of the St Vincent de Paul Society and David's Place.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- A formation day focused on deepening their awareness and understanding of prayer.
- The introduction of praying the Regina Coeli during the Easter season.
- The integration of prayer into Religious Education learning cycles.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (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 carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2023

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	86%	67%
Writing	94%	76%
Spelling	73%	61%
Grammar and Punctuation	63%	54%
Numeracy	70%	65%

NAPLAN Results Year 5 2023

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	74%
Writing	82%	66%
Spelling	82%	69%
Grammar and Punctuation	70%	64%
Numeracy	75%	68%

Student Profile

Enrolment Policy

Our Lady of The Rosary Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2023	
Number of Boys	Number of Girls
289	283
Total Enrolments: 572	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	94%
1	93%	5	94%
2	93%	6	91%
3	93%	School Average: 93%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	266
Students with disabilities (SWD)	105
Aboriginal and Torres Strait Islander	6

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Our Lady of The Rosary Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Relaunch of PBS4L Framework, including policies and procedures, with the OLOR community (including a parent handbook).
- Weekly assemblies to collect PBS4L tokens and implement reward days across the term/ year in conjunction with our colour house groupings.
- Implementation of Mindfulness across the Our Lady of The Rosary School community.

Our Lady of The Rosary Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Our Lady of The Rosary Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused activities aligned with PBS4L, identifying Respect for Self, Respect for Others and Respect for Environment.

- Zones of Regulation lessons to teach students explicit strategies for managing emotions.
- Peer support Program implemented K-6 (Living Positively).

Community Satisfaction

During 2023, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents value the mutual respect of children, teachers and the greater community.
- Parents find it relatively easy to talk about issues with teachers and staff.
- The weekly communications from the team of teachers helps to keep parents organised and allows conversation with our children.

Areas of strength from the student feedback include:

- Students enjoy a strong sense of belonging.
- Students are interested and motivated in their learning.
- Students enjoy a positive relationship with their teachers.

Areas of strength from the staff feedback include:

- There are meaningful opportunities for teachers and students to engage in reflection, mindfulness and gratitude to support all members of the school.
- There is a strong emphasis on Church and prayer within our school.
- There is focus on high expectations for student success in learning outcomes.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To explore the new 3-6 English Curriculum and implement the new K-2 English Curriculum.	Achieved.
Priority 2	To explore the new 3-6 Mathematics Curriculum and implement the new K-2 Mathematics Curriculum.	Achieved.

Projected School Priorities		
Priority 1	With the expectation that programs include the new 3 - 6 English Curriculum from 2023, the teachers will need time to navigate, explore and program using the new curriculum. K-2 teachers will embed and continue to evaluate the new K-2 Curriculum.	
Priority 2	With the expectation that Programs include the new 3-6 Mathematics Curriculum from 2023, the teachers will need time to navigate, explore and program using the new curriculum. K-2 teachers will embed and continue to evaluate the new K-2 Curriculums.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$5,460,677
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,438,532
Fees and Private Income ⁴	\$1,556,637
Other Capital Income ⁵	\$311,360
Total Income	\$8,767,206

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$191,941
Salaries and Related Expenses ⁷	\$6,051,516
Non-Salary Expenses ⁸	\$2,827,447
Total Expenditure	\$9,070,904

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses