



Our Lady of The Rosary Primary School

Our Lady of The Rosary Primary School
PO Box 811
St Marys 2760
0288568000
OLORStMarys@parra.catholic.edu.au
www.olorstmarys.catholic.edu.au

2024 Annual School Report



Introduction

About the Annual School Report

Our Lady of The Rosary Primary School is registered by the New South Wales Education Standards Authority (NESA) 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 2024 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. Michael Siciliano

I am proud to present to you the 2024 Annual School Report for Our Lady of the Rosary Primary School, St Marys.

The school was founded in 1880 and the rich tradition of providing a high quality Catholic education continues.

The school provides a challenging and exciting educational environment. We are committed to maintaining the strong links between the parish and the school. We use Jesus as our example and have a very caring and welcoming school. We believe that every student is unique and therefore we cater for the needs of each individual. We celebrate our rich cultural diversity with children coming from families who originated from over 40 different countries.

Since the early 1970s, the school operated from two different sites. In August 2011, the new buildings and renovations were completed enabling the school to be on the one site. In 2021, the refurbishment works in the Years 4 and 5 learning spaces greatly enhanced these spaces in terms of size, quality ambience and functionality.

With a big focus on using technology to help with learning, new equipment and learning opportunities were provided at the school. Using computers, iPads and Chromebooks to assist the learning in all key learning areas continues to be a priority. We are now at the stage where every child in the school has access to a computer on a daily basis.

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

During 2024, Catholic Schools Parramatta Diocese (CSPD) engaged the Learning Bar Support Team to conduct the Tell Them From Me survey. This survey enabled us to gather feedback from parents, students and staff about our school.

The data collected and reported showed that parents at Our Lady of The Rosary Primary School felt that:

- They had an opportunity and were encouraged to make a contribution to school planning.
- Their children were provided with, and engaged in, a range of quality extra-curricular activities.

- Teachers delivered classes which were interesting and challenging for their child, and that teachers were passionate about what they did .
- They had seen an improvement in student behaviour since the previous year.
- The staff provided a stimulating learning environment and they were very positive about what was happening at the school.
- The staff were very approachable and that the parents' opinion counted.

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

Our students indicated via the Tell Them From Me survey that they experienced positive emotions at school, felt connected to the school and that they belonged.

The data showed students felt that the ongoing implementation of the Positive Behaviour Support for Learning strategy had been quite successful and continues to make a difference. The students still felt, however, that this improvement needed to continue.

The survey indicated that students felt that the learning was stimulating, planned and purposeful. They were very keen to find out more about 'why they were learning' and wanted to have more choice in their learning.

The students were positive about their relationships with the teachers and felt that the teachers listened, and understood their needs.

Students expressed the need to have more of a voice in school matters that affect them.

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

In 1880, Mary MacKillop instructed two sisters to journey up the road from Penrith to start a new school for the students in need from St Marys. Sister Patrick Barry was the first principal of the school which was known as St Joseph's Convent School. Later that year Mary MacKillop joined her sisters to ensure that a good Catholic education was being provided for the students. From this small cottage on Putland Street, grew a school that at one point in time, was actually operating simultaneously on three separate sites. Our Lady of the Rosary Primary School has undergone significant building development. Now it is a modern school, ready to provide the best learning experiences in a Catholic context for the students in this area. Every learning space is either new or refurbished with new carpet, furniture and technology. It is a school that has its doors open for the future while following in the footsteps of Jesus. In 2010 after the canonisation of Mary MacKillop, the new building structure centrally located in the school, was named 'St Mary of the Cross MacKillop Building' in her honour. The school crest embodies the major symbols of the Josephite emblem. The Sisters of St Joseph of the Sacred Heart, focus on a particular relationship with Jesus, Joseph, John the Baptist, Mary Mother of God, and the Cross as being symbolic of discipleship.

Location / Drawing Area

Our Lady of The Rosary Primary School is located in St Marys and predominantly enrolls students from St Marys, Colyton and Claremont Meadows. Families from neighbouring areas also choose to send their children to Our Lady of the Rosary Primary School. The school serves the parish of Our Lady of the Rosary St Marys. Students travel to school by bus, car or walk. Our Lady of the Rosary Primary School St Marys, is conveniently located on the corner of Mamre Road, between the M4 and the Great Western Highway.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	41
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	24
Number of part time teaching staff	9
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	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

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:

- The development of a Faith In Action Team (FIAT) provided staff with insights into contemporary Religious Education and formation.
- We had our four Staff Development Days as well as the additional 3 days focusing on the new NSW Syllabuses. All teachers both part-time and full-time were encouraged to attend.
- Early Career Teachers were involved in staff induction programs, they were allocated a mentor and a supervisor who provided both before school and after school sessions.

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:

- Many social justice initiatives were carried out by students, parents and teachers and everyone was invited to engage in activities.
- Social justice initiatives included organising a range of fundraising activities to respond to community and world needs through awareness raising.
- The Faith In Action Coordinator led the focus on social justice, organising numerous appeals such as Caritas and St Vincent de Paul.

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:

- Teachers reconnected with Sharing our Story, providing experiential learning through inquiry.
- Staff delved deeper into a hermeneutical approach to interpret Scripture and used theological content and tradition in their learning cycles.
- The formation goal for students to grow in understanding of the person Jesus, through engagement in outreach opportunities, was implemented for staff.

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 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	51%	66%
Writing	72%	77%
Spelling	42%	61%
Grammar and Punctuation	38%	54%
Numeracy	52%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	82%	71%
Writing	76%	67%
Spelling	78%	68%
Grammar and Punctuation	69%	65%
Numeracy	70%	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 2024	
Number of Boys	Number of Girls
171	192
Total Enrolments: 363	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	93%
1	91%	5	91%
2	93%	6	93%
3	92%	School Average: 92%	

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)	169
Students with disabilities (SWD)	114
Aboriginal and Torres Strait Islander	4

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:

- Regular assemblies are held recognising student achievements.
- PBS4L Merit System allowing students to work towards both class and whole school rewards.
- Bravehearts Anti-Bullying Program was presented to Kindergarten, Year 1 and Year 2 students providing social skills strategies.

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:

- Involvement in the CSPD Jarara Totem Project, building student awareness of the local indigenous community.

- Relaunch of our learner profiles through the 3C (Peer Support) Groups creating a common language and learner expectations.
- Establishing a Student Representative Council (SRC) to promote student voice amongst the students.

Community Satisfaction

During 2024, 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:

- Effective communication between school and parents.
- Teachers are professional and caring.
- Teachers are accessible and happy to respond to phone calls.

Areas of strength from the student feedback include:

- Teachers are interested in the students as individuals.
- Teachers make learning fun.
- Teachers give positive feedback to enable them to learn.

Areas of strength from the staff feedback include:

- There is always opportunities for professional learning and growth.
- My position at the school is valued and appreciated.
- The school executive team are always available to listen and assist when needed.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For teachers to embed the explicit teaching of spelling and phonics into the English Block, as well as intentionally plan for explicit teaching in Mathematics with a focus on multiplication and division.	Still Working Towards.
Priority 2	For all students to feel that they belong and are seen as individuals. This will be through an increase in opportunities for student voice including the introduction of an SRC.	Achieved.

Projected School Priorities		
Priority 1	For students to be active, curious learners who embrace challenge. Our vision encapsulates the 'learner' we want to see at OLR. Our 'Learner Profile' define these dispositions and are unpacked with the students. The PBS4L Framework supports this.	
Priority 2	We used pre and post data to implement impact cycles in both Literacy and Numeracy. The aim is to improve teachers practice and pedagogy with the new syllabuses and improve students outcomes.	

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 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$4,924,888
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,292,356
Fees and Private Income ⁴	\$875,301
Other Capital Income ⁵	\$160,417
Total Income	\$7,252,962

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$127,524
Salaries and Related Expenses ⁷	\$5,826,184
Non-Salary Expenses ⁸	\$1,560,312
Total Expenditure	\$7,514,020

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