

## SCHOOL PROFILE

School name Our Lady of the Rosary School

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School website www. olr.qld.edu.au

Contact person Dr Michael Stewart

### Principal's foreword

Our Lady of the Rosary (OLR) is a co-educational Catholic Parish School situated on the Sunshine Coast, in the picturesque beachside city of Caloundra. OLR is a small school of 306 students in Prep to Year Six (14 classes) and this enables us to be a tightly-knit community where we know every student and their family. OLR shares with students and parents a welcoming family atmosphere, great community spirit and an active parent body. Our school has a caring, progressive staff and offers a dynamic, evolving curriculum, based on academic excellence, gospel values and spiritual awareness.

OLR was opened in 1980 by the Sisters of St Joseph and was solidly built on the Catholic Christian tradition and the Charism of Mary MacKillop. The quote from Mary Mackillop which states, "Never see a need without doing something about it." is a firmly established 'catch-cry' at our school which often drives our purpose as a Catholic learning community.

These traditions are highly valued and have continued to thrive through the joint efforts of staff, parents, students, parish and the wider community. Through these traditions, OLR school community strives to shape the uniqueness of our individual 'spirits' to create a communal spirituality which is characterised by our motto: 'to pray, to care, to share'.

For more information please visit our website: [www.olar.qld.edu.au](http://www.olar.qld.edu.au)

### School facts

Our Lady of the Rosary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational  or Single sex

Year levels offered: Primary  Secondary  P-12

Total student enrolments: 306

Girls: 152

Boys: 154

## Characteristics of the student body

2016 saw the student body of OLR as a predominantly homogenous group, largely consisting of students born in Australia. Although some were born overseas, the majority of students have English speaking parents. All of our students have much in common. This includes: the need to be cared about and loved; the need to be challenged within their proximal zone of development; the need to be successful in meeting those challenges; and, the need to make responsible choices. We are privileged to support the learning and development of every one of our students. In 2016, we were especially privileged to support: 4% indigenous students; 5% students with verified disabilities; and 3% students for whom English is a second language.

While those elements are common to all of our students, there remains much diversity. In 2016, 61% of our students were from the Catholic, Christian tradition, 16% were of other Christian Traditions while 23% of OLR's students have no religious affiliation.

## Social climate

Our student community is drawn from families who are representative of the broader Caloundra community. This is evidenced by The Index of Community Socio-Educational Advantage (ICSEA). This index is compiled from: the occupation and education level of parents/carers; the socio-economic characteristics of the areas where students live; whether a school is in a metropolitan, regional or remote area; the proportion of students from a language background other than English; and, the proportion of Indigenous students enrolled at the school. In 2016, OLR's ICSEA spread from the bottom 12% to the top 28% was as follows: 12%; 25%; 35%; 28%.

## Curriculum - our distinctive offerings

Religious Education; English; Mathematics; Science; History; The Arts: Music, Drama, Dance, Visual Arts, Media; Health and Physical Education; Technology; Indonesian Culture and Language (P-6).

Our curriculum is also complemented by an extensive network of available technologies - interactive whiteboards or televisions in every classroom; a sound field system in every classroom; banks of laptops and iPads available for student use; green screen technology; and film and TV production equipment. All students in years 4 - 6 have their own device for use with their learning.

## Curriculum - our extra curricula activities

The school further offers the following extra-curricular activities:

- Surfing; Skateboarding; Netball; Swimming; Cross Country; Athletics; Year 6 Camp.
- School Musical or Wakakirri (alternate years); Choir; Community Band; Weekly Instrumental Music Program (Singing, Percussion; Guitar; Keyboard); Speech and Drama.
- Optiminds; Readers Cup; Days of Excellence; Computer Coding; Chess; Math, English, Science and Computer skills competitions.
- Incursion and Excursion opportunities, as well as a 'Buddy' Program for students in Prep and Year 5 and in Years 1 and 6.

## Parent, student and teacher satisfaction

We recognise the importance of feedback in relation to community satisfaction with the school. In 2016, we provided a number of opportunities for stakeholders to liaise, correspond and discuss various elements concerning school practices. From data gained through community surveys and the internal school review process, there was a good level of satisfaction expressed by all stakeholders. Areas of commendation from the parent community included: OLR having a welcoming, inclusive and supportive school culture with a strong community spirit. Our current Strategic Renewal Plan is informed by feedback provided in areas to be strengthened. A copy is available on our website: [www.olr.qld.edu.au](http://www.olr.qld.edu.au)

## Parent engagement

Parents are welcome partners in the education of our students at OLR and their involvement in the children's education and in the general life of OLR are both highly valued and a vitally important part of building an effective home and school partnership. Parents and teachers are encouraged to maintain honest and open communication. We have an active and involved P&F Association, who work to support and build the OLR community. The following strategies and activities provide opportunities for parents to be involved in their child's education: parent teacher meetings and evenings, participation in classroom activities, library support, attendance at celebrations of learning and open classrooms, participation in prayer gatherings and liturgies, P&F Meetings, social functions, involvement in excursions, sports days/carnivals, and P&F fund raising events.

## SCHOOL ACHIEVEMENTS

### **Achievements - progress towards goals**

The school achieved the following goals in 2016:

- introduction of a school wide Literacy program
- completion and validation of the OLR Religious Education Program
- introduction of an 'Extension Program'
- the removal of all asbestos
- resurfacing of the school driveways and car parks
- refurbishment of the chicken pen and environmental garden
- refurbishment of the gardens outside the school
- refurbishment of the 'Computer Hub'
- purchase and installation of the LED sign outside the school for communications

### **Future outlook**

A new Principal was appointed at the end of 2016 - Dr Michael Stewart. From 2017 onward, Dr Stewart will be drawing on his expertise in building positive schools, to drive OLR to become an 'awesome' school. He has brought many years' experience as a principal and in education and is working with staff to build a new and exciting vision and mission for OLR. Architects have been engaged to create a master plan to improve the learning and teaching environments, while staff consistently strive to build their teaching pedagogy and practice. Traditionally, OLR has had a strong and thriving Catholic Identity, which continues to be highly valued and promoted by parents, students and staff alike.

## STUDENT OUTCOMES

Whole school attendance rate			93.00	%
Prep attendance rate	92.00	%	Year 4 attendance rate	94.00 %
Year 1 attendance rate	94.00	%	Year 5 attendance rate	94.00 %
Year 2 attendance rate	94.00	%	Year 6 attendance rate	92.00 %
Year 3 attendance rate	94.00	%		

### Management of non-attendance

In the event of children being absent, a communication from the parents to the school on the morning of the absence is required. Absence notifications can be provided via telephone, email or through the Parent Portal. If a notification is not received, class teachers follow up with parents to ensure the safety of the child. The school requests, where possible, that parents advise the school in advance of any absences. Absences are followed up for children who arrive back after an absence without a written explanation or verbal advice from the parents.

### NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	435.58	425.70	482.00	501.70
Writing	425.21	420.50	454.38	475.40
Spelling	425.76	420.10	481.27	492.90
Grammar & punctuation	455.24	436.30	481.88	505.00
Numeracy	427.79	402.20	466.31	492.90

## STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	25	14
Full-time equivalents	19.84	7.77
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	4
Post Graduate Diploma/ Certificate	0
Bachelor Degree	18
Diploma/Certificate	3

### Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 103877

The major professional development initiatives were as follows

During 2016, a significant amount of professional development funding continued to be directed towards our school goals and the implementation of the Australian Curriculum, in particular Visible Learning and Religious Education. Other areas of Professional Development included: A school-wide focus on developing literacy through reading comprehension in all year levels, The completion and validation of the OLR Religious Education Program, Introduction of the '3 High Yield Strategies' for excellent learning and teaching (Walks and Talks, Review and Response, Data Walls), Understanding and using the 'Gradual Release of Responsibility' model of teaching, First Aid, Consistency of Teacher Judgment

**Average staff attendance rate** The staff attendance rate was 96.00 % in 2016.

### Proportion of staff retained from the previous school year

From the end of the 2015 school year, 84.00 % of staff were retained by the school for the 2016 year.

## SCHOOL INCOME

### School income by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

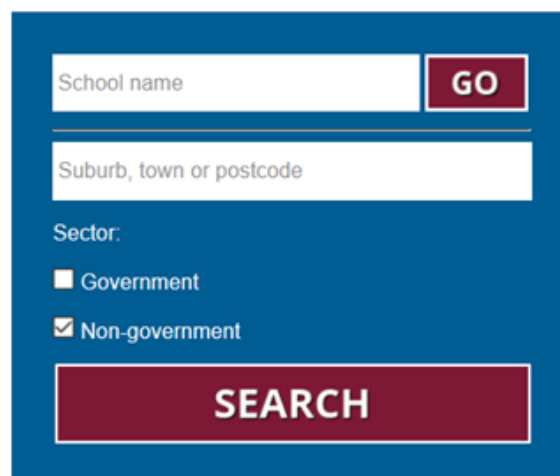
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.

### Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.