



Our Lady of the Rosary School,
Caloundra

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Maximising learning in a caring Catholic community

Mission

As a welcoming Catholic community we strive to educate and nurture through care, service and respect.

Values

- * Excellence – Inspired by our Catholic tradition, strive for excellence
- * Integrity – As witnesses to the Good News of Jesus Christ, act ethically
- * Justice – As people of faith, foster respectful relationships, advocating for and empathising with those at the margins
- * Hope – Empowered by the spirit, embrace the future with confidence.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

By the end of 2018, a consistent approach to teaching the expected and effective practices in reading will result in 90% or more of students in Prep - Year 2 demonstrating the minimum benchmark for the year level.

Future outlook

The explicit improvement agenda for 2019 will focus on:

That there is an expectation that each child will achieve their potential through effectively embedded literacy strategies.

All teachers and school leaders identify and utilise the highly effective evidence-based teaching strategies to improve student outcomes.

Focus on the wellbeing of each student and to promote a safe, nurturing and academically challenging environment.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	335	172	163	6

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

2018 saw the student body of OLR as a predominantly homogenous group, largely consisting of students born in Australia. Although some were born overseas, most students have English speaking parents. All 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 2018, we were especially privileged to support: 3% indigenous students; 6% students with verified disabilities; and 3% students for whom English is a second language. While those elements are common to all our students, there remains much diversity. In 2018, 67% of our students were from the Catholic, Christian tradition, 33% were of other Christian Traditions or have no religious affiliation.

Curriculum delivery

Approach to curriculum delivery

Religious Education; English; Mathematics; Science; History; The Arts: Music, Drama, Dance, Visual Arts, Media; Health and Physical Education; Technology; Indonesian Culture and Language (5-6).

Co-curricular activities

The school further offers the following extra-curricular activities: - Surfing; skateboarding; netball; swimming; cross country; soccer, athletics; Year 6 camp, choir; community band; weekly instrumental music program (singing, percussion; guitar; keyboard); Tournament of the Mind; Auskick; Reader's Cup; Friendship Club; Days of Excellence; Computer Coding; Maths, 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.

How information and communication technologies are used to assist learning

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

Social climate

Overview

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 - 1074).

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 2018, OLR's ICSEA spread from the bottom 7% to the top 33% was as follows: 7%; 26%; 34%; 36

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	97.8 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	85.9 %
Religious Education at this school is comprehensive and engaging	97.5 %
I see school staff practising the values and beliefs of the school	95.5 %
This school looks for ways to improve	92.0 %
The school is well managed	92.0 %
My child is making good progress at this school	96.6 %
This school is a safe place for my child	97.7 %
This school helps students respect the needs of others	96.5 %
Teachers and staff are caring and supportive	95.4 %
Teachers at this school expect my child to do their best	94.6 %
Teachers and staff relate to students as individuals	96.6 %
The teachers help my child to be responsible for their own learning	95.7 %
My child is motivated to learn at this school	93.6 %
I can talk to my child's teachers about my concerns	94.6 %
This school offers me opportunities to get involved in my child's education	91.4 %
My child's learning needs are being met at this school	84.9 %
I am happy with my decision to send my child to this school	95.5 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	73.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.2 %
Religious Education at my school is interesting and engaging	67.4 %
I see school staff practising the values and beliefs of my school	84.6 %
My school looks for ways to improve	93.9 %
Students at my school are encouraged to voice their concerns or complaints	86.0 %
Teachers treat students fairly at my school	86.6 %
Teachers recognise my efforts at school	86.1 %
I feel safe at school	94.8 %
My school helps me to respect the needs of others	97.9 %
I am happy to be at my school	91.7 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	96.9 %
Religious Education at this school is comprehensive and engaging	96.7 %
I see school staff practising the values and beliefs of this school	97.0 %
This school is well managed	75.8 %
My concerns are taken seriously by the school	93.9 %
This school is a safe place to work	97.0 %
This school has an inclusive culture	93.9 %
This school has a culture of striving for excellence	97.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	97.0 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community 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 funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	25	15
Full-time Equivalents	20.8	9.3

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	
Bachelor degree	19
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Degree, Honour's Degree and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11 737.

The major professional development initiatives are as follows:

- Literacy
- High yielding strategies
- Differentiation
- Professional learning teams

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)

Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.1 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **90%** of staff was retained by the school for the entire 2018.

PERFORMANCE OF OUR STUDENTS

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018

Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	92.0 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.1 %	91.5 %	92.0 %	92.3 %	90.9 %	92.6 %	91.4 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

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 given via telephone, email or through the Parent Portal. If a notification is not received, contact may be made with parents to ensure the safety of the child.

It is recommended that, where possible, the school is advised in advance or upon your child's arrival back at school. Children who arrive back without a written explanation or verbal advice from the parents will have their absence followed up.

Children are encouraged to arrive at school at approximately 8:25am, ready to start at 8:40am. School concludes at 3:00pm. Students arriving at school after the 8.40am bell are to be accompanied by a parent to sign in at the school office and collect a late slip. When collecting your child before 3:00 pm, parents are required to come via the school office to sign your child out and collect an early departure slip to give to the class teacher.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	450.5	433.8	529.2	509.0
Writing	418.1	407.2	474.8	464.6
Spelling	417.1	417.8	501.3	502.5
Grammar & Punctuation	401.0	431.7	515.8	503.6
Numeracy	408.2	407.7	505.3	494.2