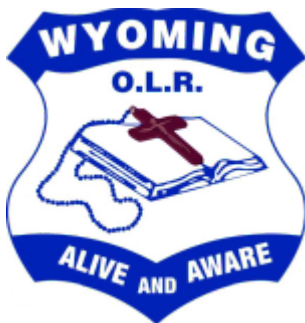




**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2025

## ANNUAL SCHOOL REPORT



### **Our Lady of the Rosary Catholic Primary School**

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

Web: [www.olrwyomingdbb.catholic.edu.au](http://www.olrwyomingdbb.catholic.edu.au)

## About this report

---

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

---

### Principal's Message

Our Lady of the Rosary Catholic School is a community of love and faith. As such we are committed to working together within a positive Catholic learning environment reflecting the gospel values in the pursuit of excellence.

Our Lady of the Rosary Catholic School is an integral part of our parish, providing quality teaching and learning based on Catholic values, traditions and beliefs. The school fosters an atmosphere of mutual respect and tolerance where all differences are valued and appreciated. This community continues to recognise the potential and dignity of each student and provides opportunities for sequential academic development within a positive structure of spiritual, emotional and physical growth.

The staff of Our Lady of the Rosary (OLR) must be acknowledged for their ongoing commitment to the education of all students, for their participation in school-based initiatives and for the care and concern taken to ensure every child reaches their full potential.

The dedicated commitment of parents to the education of their children is reflected in their involvement and contribution to a wide range of activities and celebrations at OLR. We are encouraged by and always grateful to the many parents who give so freely of their time and efforts to support the staff and students in all new and ongoing initiatives. Their active involvement in fundraising and continued assistance in the school's many diverse academic, social and sporting programs is always appreciated.

2025 sees my last year as Principal. I would like to thank the talented staff, the supportive parents, but most of all the children, who daily engage in the life of the school, and the reason why the school exists.

### Parent Body Message

It has been a wonderful and productive year for the OLR Wyoming Parent Council. In 2025, our school community has truly come together supporting events, contributing to fundraising efforts, and strengthening the spirit that makes OLR such a special place. The enthusiasm, generosity, and teamwork shown by our school parents and community continued to foster a warm and connected school environment where every child can learn, grow, and thrive.

There have been many opportunities for collaboration throughout the year, with Parent Council meetings held once each term. This year, we trialled a new approach by offering some meetings during the day, which proved to be quite successful and allowed a wider range of parents to attend and contribute. Communication and Parent Council updates were

shared regularly through a designated Parent Council section in the weekly school newsletter and via grade Facebook pages, ensuring families stayed informed and connected throughout the year.

Our first major event of the year was a Welcome BBQ, fully funded by the Parent Council. The afternoon featured jumping castles for the children and market stalls for families who run small businesses, providing an opportunity to showcase their work. We were also treated to live music by a talented student from St Edward's College, creating a wonderful atmosphere of community connection.

The School Disco this year had a fresh twist, held in the hall with a vibrant glow theme. The children had a fantastic time dancing the night away.

Our two main fundraising events for 2025 were the Bunnings BBQ and a very successful Trivia Night. The Trivia Night drew around 100 attendees and featured a silent auction and raffle with an incredible range of donations from our school community and local businesses.

In addition to our fundraising, the Parent Council also focused on giving back to students and staff. Recognising that not all families are able to attend after-school events, we organised an Inflatable Fun Day during school hours to coincide with the OLR Feast Day.

A special thank you goes to committee members Emily, Kylie, Rebecca, Tahlia, Jodi, and Jemma for their incredible hard work, creativity, and dedication throughout the year. Every event and resource brought to life in 2025 has been a reflection of your teamwork, enthusiasm, and commitment to supporting our school. It has been a privilege to work alongside such a wonderful team.

I would like to extend my heartfelt thanks to everyone who has contributed their time, energy, and ideas throughout the year. I wish the incoming 2026 Parent Council all the very best, may you enjoy the experience of continuing to build and strengthen our wonderful school community.

Joanne Lightbody

2025 Our Lady of the Rosary Wyoming Parent Council Chairperson

### **Student Body Message**

2025 was a great year for the OLR community, filled with lots of amazing events. We had our athletics and cross-country carnivals, along with all the exciting gala days and fun days.

Crazy Sock Day was definitely a favourite, and Book Week was awesome too because we got to dress up as our favourite book characters and walk around the school showing off our

costumes. Stage 2 and 3 also had soccer and touch tag gala days, which were so much fun, especially playing against other schools.

For us, one of the biggest highlights of the year was our Canberra trip, along with being able to help people who are less fortunate through Mini Vinnies. The school disco was another highlight of the year. We also loved knowing that we were making a difference in our school community by helping other students.

We are honoured to have been the captains of 2025. It has been amazing helping the students and the whole OLR Wyoming community, and we hope we've helped pave the way for future years. We hope the school continues to grow and be as great as it already is.

## 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 seventeen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominantly our families come from North Gosford, Wyoming, Narara, Niagara Park, and Lisarow.

A new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces, all contribute to the well-being of all the children and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high-quality learning and teaching practices within an environment of support, nurture, and partnership with parents. We strive to model Gospel values for our children and all in the community so that each may contribute to building a better world.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
218	225	108	443

\* 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 2025. 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 2025 was 90.06%. 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
91.79	92.27	88.42	89.96	89.67	89.78	88.21

## 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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	37
Number of full time teaching staff	19
Number of part time teaching staff	8
Number of non-teaching staff	10

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	25

## 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 disciples."

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Our Lady of the Rosary (OLR) is a faith-filled community that inspires our students, both in heart and mind, to know Christ, to love learning, and to use their talents to be the very best they can be.

Our school motto, Alive and Aware, supports students in understanding the challenges of an ever-changing world and the God-given uniqueness of each individual. This is evident through the rich liturgical life the students experience while at school. We offer opportunities to engage in liturgical celebrations, morning prayer, whole school and grade Masses, and liturgies during Lent and Advent.

Religious Education (RE) is a key learning area taught in all classes from Kindergarten to Year 6. Prayer is a central part of daily school life for students, parents, and staff. The Religious Education learning and teaching programs have a strong focus on scripture, supported by effective techniques such as Biblical Micrography, Storytelling, Illuminated

Texts, Visio Divina, and Lectio Divina. These techniques allow students to delve deeply into scripture to better understand its meaning for their lives. RE lessons are enriched with thinking routines and learning opportunities catering to all academic levels. Students can make their thinking visible as well as illustrate their knowledge, analysis, and connections to the content of our outcome-based curriculum.

Earlier this year, we farewelled Pope Francis, who led the Church with kindness and compassion, and we now joyfully welcome Pope Leo XIV as our new Holy Father. He encourages everyone—especially young people—to live with hope, joy, and love for others. We keep Pope Leo in our prayers as he begins this new chapter of leadership in our Church. We also warmly welcome Fr Alex and Fr Vincent to our parish community. Both priests have already shown great care and dedication in guiding and supporting us on our faith journey. Their presence has brought renewed energy and joy to our celebrations, and they continue to help our students, staff, and families grow in faith, love, and connection with God. We are truly blessed to have them as part of our community.

Social Justice continues to be a key focus at OLR. The school has participated in fundraising for Caritas, St. Vincent de Paul, and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs. The school newsletter contains input from the Principal and REC that supports and explores the Catholic worldview, offering Gospel reflections and prayers that align with Feast Days and other key initiatives.

## Curriculum, Learning and Teaching

---

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

OLR honours its commitment to providing a quality Catholic education in which each Key Learning Area promotes a Catholic worldview. Through the curriculum, students receive a holistic Christian education that develops every aspect of their potential. At OLR, we are a learning community characterised by high expectations, in an environment that engages, empowers and enables students to achieve excellence, academic rigour, innovation and purpose.

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas. As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all students in their class. Regular professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement.

Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students entrusted to their care. In order to ensure we are meeting the needs of all students, we conduct weekly student review meetings for staff to come together and analyse collated data. This is valuable time to focus on specific students or notice trends and make adjustments or goals for future teaching and learning. Students were also given the opportunity to participate in a wide range of extracurricular activities including choir, chess, coding, Math's Olympia, Math's Games, ICAS, debating and public speaking competitions

A highlight for Staff is our Staff Spirituality Day. This year it was in June and was held at the St Joseph's Spirituality and Education Centre at Kincumber. The day focused on Church's 'Year of Jubilee' with the staff finding this an invaluable day.

Staff gathered at the end of Term Two for a diocesan wide Staff Development Day to celebrate all the wonderful achievements coming from the 'Towards 2025 Strategy'. On this day, our new strategy was launched - 'Shaping Tomorrow, Together in Faith'. This is a

wonderful strategy, and we were fortunate to hear inspiring words from our Bishop Anthony, and our Director of Schools, Danny Casey, during the day.

# 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 student's 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.

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:

- 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 percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of the Rosary Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	78%	54%
	Reading	69%	66%
	Writing	70%	76%
	Spelling	79%	62%
	Numeracy	78%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	74%	63%
	Reading	75%	73%
	Writing	57%	65%
	Spelling	61%	69%
	Numeracy	73%	69%

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

### **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 contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

## 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

OLR is fortunate to enjoy a proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at OLR know that there are positive emotional and learning outcomes when parents are involved and active in their child's education.

Parent satisfaction, evidenced by enrolment numbers, attendance at school events and parent forums was satisfactory. OLR Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Attendance at Masses for Beginning of Year, Grandparent's Day, End of Year, and weekend Class Masses were well attended. The Welcome BBQ, Mother's and Father's Day events were again well supported.

Parent engagement in school events was very much appreciated. This included parents giving their time to support classroom reading groups, sports carnivals, excursions, the second-hand uniform shop and canteen.

### Student satisfaction

The students have a strong affiliation with our school and are very proud to be students of OLR. They enjoyed all aspects of their learning, in all Key Learning Areas, as teachers provided them with a range of strategies through which to approach learning; they appreciated many different and interesting learning experiences, and knew they were continuously developing new skills.

In particular, students enjoyed the fact that they were challenged and were faced with diverse, exciting, well-prepared and well-presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success.

After re-launching our PBL program in 2024, 2025 saw all aspects embedded in all that we do at OLR. All students could articulate that at OLR, 'We are safe, responsible, respectful learners'.

### **Teacher satisfaction**

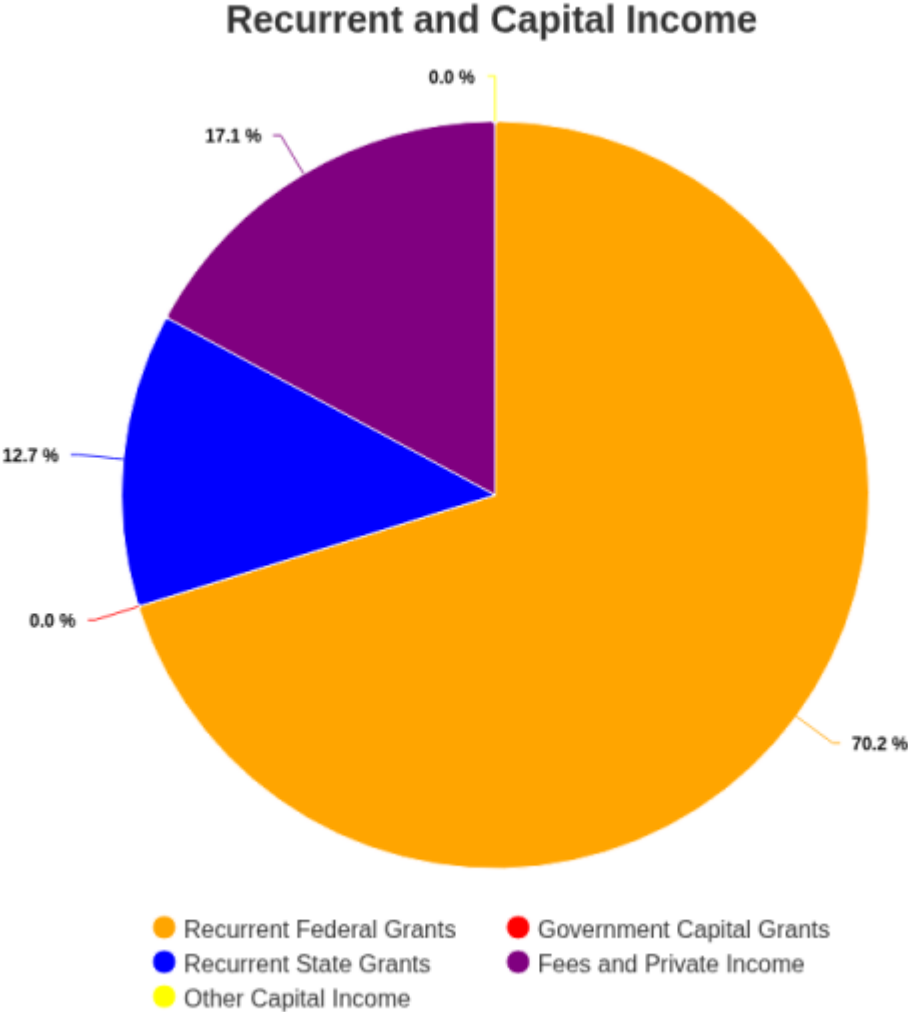
Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal. All teachers appreciated the opportunity to participate in Student Review Meetings and Case Management Meetings, which included classroom teachers and the Learning Support Teacher, the Assistant Principal and the Principal, where the progress of all children was discussed.

The collaboration of teachers with learning partners from the Catholic Schools Broken Bay was appreciated.

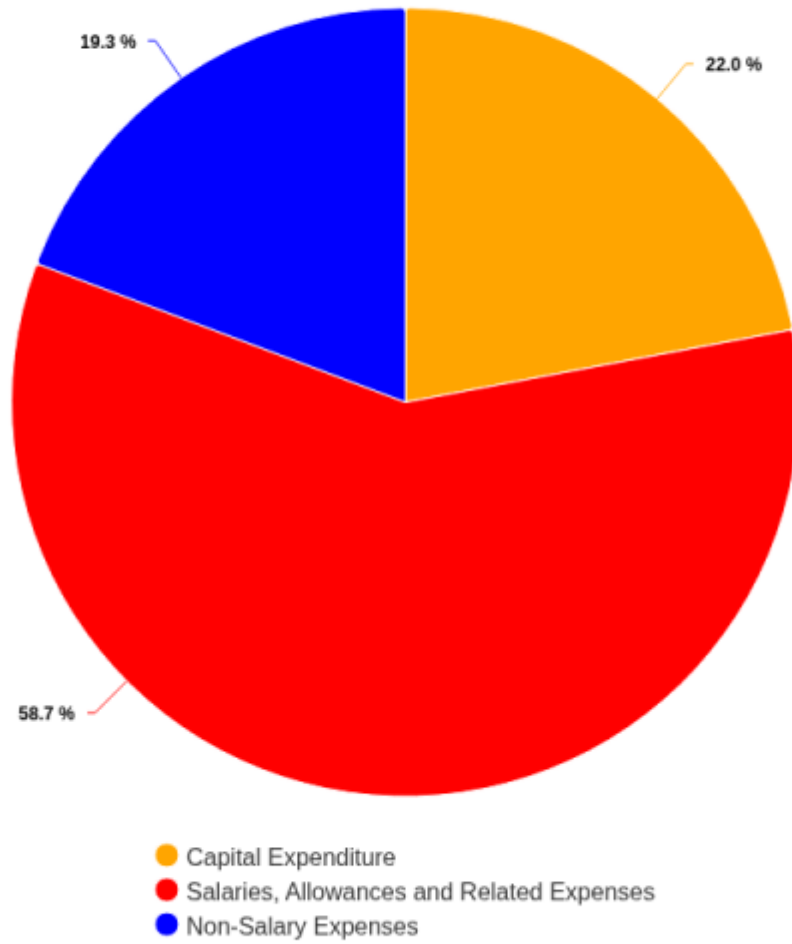
Teacher satisfaction was also evidenced by voluntary attendance at school events and parent forums. Voluntary attendance by teachers at events such as weekend Masses, after school professional learning and offering to coordinate extra activities such as lunch groups and parent events and forums, exemplifies the strong commitment of teachers to the school.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



## Recurrent and Capital Expenditure



END OF 2025 REPORT