



Our Lady of Perpetual Succour Catholic School West Pymble

2008 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

"With Love We Grow"

Being the principal of a Catholic primary school is challenging, enriching and rewarding. It is a vocation I treasure and take very seriously. Leading the community of Our Lady of Perpetual Succour is an honour and a huge responsibility and I aim to meet the needs of all who are blessed to be a part of this community. I am ever-mindful of the school's Vision and Mission to be recognised as a family-like, Catholic faith community, committed to quality teaching and learning. I need to make explicit to the school community how we are continually working towards this vision through our daily actions and by articulating to the community how we can work together to achieve our Vision and Mission.

I am conscious of Christ's example in our everyday life and reflect regularly and recognise in others the qualities of love, care and compassion, respect and understanding of others and their differences, tolerance and inclusion, justice and freedom, generosity, sympathy and empathy, patience and forgiveness.

I am also conscious of nurturing the Mercy tradition at Our Lady of Perpetual Succour; the tradition that the Mercy nuns began close to fifty years ago. Their philosophy was one of outreach to the marginalized and to make a difference by empowering them. This is evidenced at Our Lady of Perpetual Succour in our Social Justice programs and in particular our constant support for Sudanese at Mamre House.

The students are at the heart of all decisions here at Our Lady of Perpetual Succour. There is a deep respect for each and every student at Our Lady of Perpetual Succour and a commitment to truly listen and respond in a "Christ-like way." In a small community I am able to know every child very well indeed and, as time goes on, I am able to build up a whole picture of the child, their strengths, their needs and their family.

This year two key achievements were being host to 60 Swedish pilgrims during World Youth Day 08, and our whole school musical in Term 3, 'The King of Oz'. Both of these events highlighted the community's generosity and the ability to work as a team. It was with great sadness we farewelled our parish priest of eight years.

1.2 Message from the Parent Body

Last year the Catholic Schools Office handed down a revised P&F Constitution which was adopted by the 2007 P & F Executive. This year the P&F Committee embraced the new constitution and, with the full support, encouragement and guidance of the Principal, moved towards implementing a program focused on:

- involving more parents, carers and friends in all aspects of the school community
- moving toward a P&F model that spreads the responsibility for social and fundraising activities amongst many.

This focus remains a key priority for 2009 and beyond. Fundraising will always be one of the aims of the P&F but it is not its sole focus.

The Committee would like to acknowledge the overwhelmingly positive response to calls for assistance with World Youth Day and 'The King of Oz'. Once again the parents of Our Lady of Perpetual Succour rose to the challenge to ensure these events were a huge success.



Social Events

The P&F would also like to extend a vote of thanks to those who have organised social activities for the year including the New Parents Night, Melbourne Cup Lunch, Christmas shopping fundraiser, Christmas Party, Class gathering and Parish Family Masses.

Fundraising

The Committee would like to acknowledge the following fundraising efforts:

- The fundraiser for the commemorative bush path
- The Spring Games Carnival.

The growing support of our local village shops has been a success in fostering community support and awareness of our school.

In 2008, the P & F have been instrumental in commissioning a playground master plan where the Kidsafe audit has been incorporated and drainage issues addressed. This plan is fundamental in identifying fundraising priorities for the next 12 to 24 months.

In closing I would like to reiterate the important role parents and friends play in ensuring Our Lady of Perpetual Succour continues to provide a vibrant and exciting learning environment for our children.

President of the Parents' and Friends' Association

1.3 Message from the Student Body

Our Lady of Perpetual Succour is an excellent school with amazing opportunities to learn, be recognised, be a leader, be involved in sporting events and to make friends for life!

The teachers are kind and caring and are always willing to help. If you need something there is always a friendly face to talk to.

Throughout the course of the year Our Lady of Perpetual Succour has accomplished many outstanding programs and events, all of which have been learning opportunities.

Highlights of the Year

- Exciting and engaging classroom activities
- Maths Olympiad
- Speech Competition
- Eucharist Program
- Student Representative Council
- Charity Fund raising
- Sporting Gala Days
- Science Week
- Blessing of the All Purpose Court
- The King of Oz, School Musical
- Awesome excursions
- World Youth Day
- Fun Days
- Mamre House
- Farewell to our Parish Priest

School Captains 2008



2. School Profile

2.1 Introduction

Our Lady of Perpetual Succour Catholic School at West Pymble is a primary school in the North Shore Cluster of the Broken Bay Diocese. Enrolment in 2008 is 169. There are seven classes catering for the students from Kindergarten to Year 6.

The site is secluded from the road and consists of a variety of buildings including demountables and a main brick building which houses four classrooms and toilets for both girls and boys. The playground is certainly one of the most endearing features of the school with its bush setting and interesting layout. In 2007, a new All Purpose Level Playing Field with a shade shelter was built and financed with P & F and school funds as well as a grant from the Commonwealth Government under the Investing in Our Schools program. Our Open Space group planned and supervised construction, in consultation with the principal. The Open Space group is a group of parents who seek to make the best possible use of the whole site and have designed spaces and equipment to meet children's needs. In 2008, this group, along with the P & F, commissioned a playground master plan.

Geographical areas we draw on include West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the diocesan system.

Our present parish priest is a Salvatorian priest, originally from Poland whose assistant is also a fellow Salvatorian. Together they minister to the parishioners and families of Pymble Catholic Parish. The level of involvement in parish life from school families has grown over the last few years with many families attending either Saturday evening or Sunday morning mass and their children attending children's liturgy. Wednesday and Friday parent prayer and parish family masses are well attended with parents closely involved with the organisation of both. There is a very high percentage of Our Lady of Perpetual Succour children involved in the parish sacramental program. Children's prayers take place every Tuesday morning in the church.

The challenge to ensure the effectiveness of teaching practices Kindergarten to Year 6 which meet the needs of individual children is ever present. The greatest challenge is to continually provide the right level of support to the staff so that high expectations are always balanced by sufficiently high levels of support across the whole spectrum from spiritual needs to personal and professional needs.

Occupational therapy, speech and drama lessons, instrumental and band classes and tennis coaching are available by private arrangement with parents.

Girls traditionally remain at Our Lady of Perpetual Succour for Years 5 and 6. The majority of them move onto local Catholic high schools within a fairly short distance from the school. There is, however, a growing trend to retain boys in Year 5 and Year 6 at Our Lady of Perpetual Succour. Parents of boys in Year 5 and 6 are making a conscious choice for their boys to remain at Our Lady of Perpetual Succour during their senior primary years for a range of reasons including the high quality of education and the opportunities for all the boys to take on a role of leadership. Year 6 2008 is a large class of twenty-nine students with seventeen boys. The Year 5 class has always been a small class. There are ten boys in Year 5.



Year	Girls in Year 5 and 6	Boys in Year 5 and 6
2005	22	9
2006	23	19
2007	25	29
2008	24	28
Predicted 2009	21	17

Year	Boys in Year 5	Girls in Year 5	Total students in Year 5	Boys in Year 6	Girls in Year 6	Total Students in Year 6
2005	7	11	19	2	11	13
2006	12	12	24	7	11	18
2007	16	12	28	13	13	26
2008	10	12	22	17	12	29
Predicted 2009	8	9	17	9	12	21

2.2 Student Profile

The following information describes the student profile for 2008:

Girls	Boys	LBOTE*	Indigenous	Total
83	86	25	0	169

*Language background other than English

The school population consists of children born in Australia to parents from Australia. A very broad range of different language and cultural backgrounds are evident including Filipino, French, Japanese, Peruvian, Italian, Vietnamese, Greek, German, Italian and South American. They all contribute to the rich fabric of life and culture in this community.

The following information describes the class groupings for 2008:

Class	No. of students
Kindergarten	19
Year 1	25
Year 2	24
Year 2/3	22
Year 3/4	27
Year 5	23
Year 6	29



Multi-ageing has been the norm in this school since 1980 and is accepted by the parent community because of the high standard of excellence in teaching across the school. This year was no exception and multi-ageing allowed for class groupings to be harmonious with a focus on meeting the diverse range of abilities and personalities. Teacher assistants supported the class teachers in Year 6 and Year 2.

In 2008, a literacy facilitator supported teacher and student learning in the K-4 classrooms.

2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
12	0	0	12

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2008 was 96.4%. This figure does not include teachers on planned leave.

The teacher retention rate from 2007 to 2008 was 100.0%.

2.6 Teacher Satisfaction

The teachers at Our Lady of Perpetual Succour are passionate and enthusiastic about teaching and have a genuine love of children. There is an extremely strong work ethic amongst staff and their focus is always on providing a safe and supportive environment where the aim is for every child to reach their full potential in all aspects of development.

Clear evidence of student achievement is reflected in class work samples, formative and summative assessment, standardised testing, Observation Survey for Year 1, and NAPLAN results for Years 3 and 5. Teachers are satisfied when every student demonstrates academic growth as well as spiritual, social and emotional growth.



Staff opportunities for professional learning vary and impact on teachers in different ways. This year, a literacy facilitator was employed to lead Kindergarten to Year 4 staff in professional learning in literacy. Her role involved visiting the Kindergarten to Year 4 classrooms on a weekly basis to model best practice, to monitor and support student learning and to lead literacy team meetings with all the staff involved in the Kindergarten to Year 4 program.

In 2006 an action research model was implemented where the focus was on boys' education. This model has continued in 2007 and 2008 with the collection of student data Kindergarten to Year 6 and adjustments to class programs to cater more effectively for boys at Our Lady of Perpetual Succour. In addition to this, the Rock and Water program was offered to the Year 6 boys and Fathers' Friday was introduced across the school to ensure students had male role models at school.

2.7 Student Attendance

The average student attendance rate for 2008 was 94.5%.

2.8 Student Satisfaction

Students are encouraged to be involved in self-reflection processes. Here they are given the tools to evaluate their own work and monitor their own progress. Students are happy when they know they have done their best and have improved on their work. Students receive direct teacher feedback to their work.

Teacher, parental and student involvement in setting goals at the beginning of the year gives a clear direction for each child as well as a means of reflection throughout the year and at the end of the year. Purposeful and meaningful leadership opportunities that focus on Gospel values are evident. Students participate enthusiastically in the following leadership opportunities: SRC, supporting the Sudanese Community at St Mary's, Buddy System, leading fundraising events, School Fun Days, Leadership Camp, Peer Tutoring, Writing Camp, representing the school in an official capacity and overall school responsibilities.

Students express great satisfaction in being involved in whole school events such as:

- liturgical celebrations
- World Youth Day involvement
- visits to Mamre House
- Kindergarten to Year 6 excursions to support class programs
- school choir and band
- musical in Term 3
- school sports carnivals
- inter-school competitions: Representing Our Lady of Perpetual Succour at Cluster and Diocesan sporting days, gala days, debating and public speaking
- school speech competition.

These events give students a sense of belonging and develop learning and skills that are important for life.



3. Catholic Life and Mission

3.1 Catholic Heritage

At Our Lady of Perpetual Succour West Pymble, Catholic discipleship is promoted by providing a distinctively Catholic school where Christ's Gospel message is witnessed; acknowledging our faith identity as part of the Broken Bay Diocese and the wider Catholic church; imparting knowledge and understanding of Catholic history, traditions and rituals in our contemporary setting; rejoicing in faith-filled celebrations and nurturing a personal relationship with God.

The school was opened in 1962 with a staff of one, a Sister of Mercy, Sister Mary Antoinette, and thirty-two Kindergarten children. The school grew by one class each year until 1966 when it catered for children from Kindergarten to Year 4. In 1979 the school was extended to cater for Year 5 and in 1980, Year 6. Numbers were in serious decline in the late 1990s and the viability of the school was in question. However, there has been a steady increase in numbers, from 76 in 1997 to 169 in 2008.

Our vision is that Our Lady of Perpetual Succour will be recognised as a family-like, Catholic faith community, committed to quality teaching and learning. It is the mission of all members of this community to work together to provide a learning environment which:

- fosters and witnesses to Catholic values
- responds to the needs of individual children
- recognises and celebrates the gifts and achievements of each person
- invites all community members to work together in an atmosphere of partnership and to become involved in the life of the school.

It is a vision and mission which is lived each day. In 2008, the students have continued to action Blessed Mary MacKillop's words: "Never see a need without doing something about it", by linking with our Sudanese families. Parent and teacher involvement has been strong and families have regularly visited and supported the Sudanese in need. This year for Christmas, our School Choir sang for the Sudanese women and children at Mamre House. Christmas gifts were given to the children and women.

3.2 Religious Life of the School

- Weekly masses, class liturgies, regular opportunities for reconciliation, and parish family masses are held, with class parents taking responsibility for the organisation around these special celebrations.
- Parent prayer on Wednesday and Friday mornings is well attended and deepens the spiritual life of the community.
- Children's prayer on Tuesday morning at 8:40am is well attended. Many children take on the responsibility for writing a prayer at home each week which is shared with the group at the next prayer session.
- Staff gather regularly for prayer. Most full time teachers have participated in the Bishop's Ministry for Teachers courses.
- A Student Liturgy committee was formed in 2008 to involve students in the preparation of Liturgy. Liturgies were prepared by this group. Students visited a liturgy workshop on the Northern Beaches to deepen their knowledge of liturgy and to develop their communication skills.



- Creative ways to deepen students' encounter with Jesus are offered. These include: re-enactment of the Passion, liturgical movement, meditation, visualisation, artwork and the Christmas concert featuring a Christian singer/songwriter.

3.3 The School in the Life of the Parish and Diocese

The parishes of West Pymble and Pymble now form the one parish called Pymble Catholic Parish. There are two Systemic Diocesan schools with the Parish, Our Lady of Perpetual Succour West Pymble and Sacred Heart, Pymble. There is one parish pastoral council and one parish finance committee. The Principal regularly attends Parish Pastoral Council Meetings.

Parishioners are offered a huge range of adult faith formation and spiritual growth opportunities including Catholics Returning Home, Alpha, Mothers' and Fathers' Prayers, Taize and Cancer Support group. There are the vibrant youth groups in the Parish, Jericho (Year 7-Year 9) and Flame (17-35 years). A youth Mass at Our Lady of Perpetual Succour on a monthly basis is now established. The school advertises parish initiatives and groups weekly in the Parent Newsletter.

This year the school and parish partnered in hosting pilgrims for World Youth Day throughout the Pymble Catholic Parish. The school accommodated approx sixty Swedish pilgrims in classrooms. The Our Lady of Perpetual Succour Church was a catechesis venue for the Swedish pilgrims and their Bishop was their leader and teacher. The school and parish community worked in partnership to provide meals, home stay accommodation, transport, local information, warm clothes and blankets and friendship. It was a very rewarding and fulfilling experience for all involved.

During the month of May, the whole Our Lady of Perpetual Succour community were encouraged to pray the rosary. All students Kindergarten to Year 6 were given rosary beads and parishioners visited classrooms to pray the rosary with the children. Many shared of the importance of the rosary in their own lives.

Our school choir joined in the carols celebration at Sacred Heart Church for the seventh year in succession. Year 6 joined other Year 6 groups across the North Shore Cluster of the Diocese for the Year 6 Mass at Waitara and the Student Representative Council attended and participated in the Mission Mass at Waitara in Term 4.

The school, in particular the Religious Education Co-ordinator and teachers, support the parish sacramental program and speak from the school perspective at Parent Information Evenings. The parish sacramental coordinator works with the school executive to ensure state school students are involved in all aspects of parish life including regular parish family masses. The annual State Schools Mass is always an occasion for great celebration and 2008 was no exception. Our Lady of Perpetual Succour children welcomed the children in our parish from State schools by celebrating Mass in our Parish church, providing morning tea and a playground games session.

The religious dimension of the school continues to be strengthened by the ongoing involvement in the everyday life of the school by our parish priest, assistant priest and the parish sacramental coordinator who manages the parish-based sacramental program and parents are involved with the planning of the parish family masses throughout the year. The ministries that are most strongly supported are Children's Liturgy and the Care network which assists families in need.

The number of students at the school involved in the parish sacramental program is significant as the table below indicates:



Sacrament	No. of Students
Reconciliation	23
First Holy Communion	23
Confirmation	30

3.4 Catholic Worldview

The Catholic Worldview Statement developed by the Bishop has been adopted by Our Lady of Perpetual Succour as paramount in directing our hearts and minds as teachers in the Broken Bay Diocese.

Our Lady of Perpetual Succour continually seeks to offer opportunities to apply the Catholic worldview to all aspects of school life.

In 2008, teachers under the leadership of the Assistant Principal developed a Catholic Worldview support statement for Our Lady of Perpetual Succour staff and parent community. The support statement explicitly states how the Catholic Worldview is implemented at Our Lady of Perpetual Succour. This document is published for parents and is evident in teacher programs.

3.5 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Staff are given many opportunities to participate in a comprehensive professional development program in Catholic Life and Mission.

All teachers are RE accredited. Our third year out teacher completed her Certificate of Education this year.

Five members of staff have attended Ministry of Teachers I and three teachers have attended Ministry for Teachers II.

Other opportunities for professional learning of staff include:

- The Adult Faith Formation Module, Trinity, on a Staff Development Day in Term 3
- Adult faith education by the REC on the Compendium of the Catechism of the Catholic Church
- The Bishop's presentation to the parent community and staff on 'Catholic Schools at a Crossroads'
- Principal's informal sharing of BBI course, Liturgical Foundations by John Frausenfelder and Gerard Moore
- REC Consultant and Education Officers-Mission Services planning RE units with teachers and developing assessment rich tasks.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Staff undertook an inservice on the Catholic Schools Office Work Bullying Policy and Procedures and an inservice on the Catholic Schools Office Professional Guidelines for School Staff and their Relationships with Students.

The Our Lady of Perpetual Succour Supervision Policy, Evacuation and Lock in Policy were evaluated and updated by staff.

4.3 Pastoral Care of Families

Support structures exist for families within the Our Lady of Perpetual Succour school community. All teachers, together with the school leadership team work closely with parents during the year to provide whatever support is required in relation to issues concerning particular children.

Where necessary, families have been referred to the Catholic Schools Office counsellor or local health and counselling agencies. A number of students with emotional and social problems have experienced positive outcomes as a result of this intervention.

Anti-bullying strategies are well-embedded in the culture of the school. Teachers teach about bullying and anti-bullying strategies during Term 1 and throughout the year as required. Student surveys are conducted twice a year and followed up by the class teacher and principal.

As a part of their leadership role senior students are a 'buddy' for Kindergarten students. In 2008, an orientation program for primary students beginning in 2008 was very successful with incoming students attending an orientation session. A special buddy was appointed to each new child to assist them with orientation.

'Buddy' families were introduced in 2006 and have continued through to 2008. New families are allocated an existing Our Lady of Perpetual Succour family. The setting up of this program began on student orientation days with a formal meeting followed by an information sheet that contained family member names and contact details.

A Year 7 transition program is offered to Year 6 students and parents in Term 4. This program heavily relies on the experiences of past Our Lady of Perpetual Succour students and parents. A kids' forum and parents' forum provides an opportunity to discuss the issues that impact on students and their families when moving on to high school.

With a significant number of children who had lost grandparents and close relatives and who had experienced a separation of parents, it was decided that there was a need to run the Seasons for Growth Program in 2008. A senior and junior group were formed. A Seasons trained teacher offered the program on a weekly basis for eight weeks.

The School Care Network was very successfully coordinated by a family in the school and supported by the whole school community. The network aims to provide practical support (meals, transport, household chores) to the families within the school that are experiencing temporary hardship, difficulties or crisis. Circumstances where support may be required include: death in the immediate family, serious illness, an accident causing temporary injury or the birth of a child.



4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

A child-centred approach to teaching and learning is practised by all Our Lady of Perpetual Succour staff. Adherence to mandatory syllabuses, the use of scope and sequences, creative and innovative teaching strategies and assessments that link with programming and teaching are features of our approach.

Our Lady of Perpetual Succour continues to be recognised as a school of high quality teaching and learning. In Term 4, the principal was invited to speak at the Broken Bay Pedagogy Initiative forum at Hornsby RSL. The presentation focused on how Our Lady of Perpetual Succour has worked on building a whole school culture of quality teaching and learning within the context of Literacy. Key conditions were identified as being in place at Our Lady of Perpetual Succour:

- Teaching and learning is linked to student achievement.
- Teachers know the student as a learner and a human being.
- There are very clear expectations for students and teachers - whole school targets, term targets, weekly targets, daily targets.
- Student and teacher reflection are worked upon and evident.
- There are high expectations for all.
- Students and teachers ask the following questions: Why am I doing this? Why does this matter?
- There is a shared responsibility for quality teaching and learning.
- There is a flexible delivery - one size doesn't fit all.
- Teachers have a deep knowledge of the subject and how to teach it.
- Different pathways to learning are recognized.
- Student thinking and learning are promoted.
- Everyone is recognised as a learner.

Literacy

There is strong emphasis on literacy and teachers are constantly examining and re-examining their literacy practice within the classroom ensuring that through modelled and shared reading and writing sessions and focused guided reading and writing groups that the students' literacy level of achievement is ever increasing.

Shared Reading has taken on a much larger focus in the classroom. Teachers use a large text to teach the strategies that students need to make meaning from a text. The focus question is "How did you know...?" Students are taught to refer back to the text for the appropriate answer. In addition to a range of reading strategies, the students are also taught the skills of inferencing and critical thinking.

Teachers feel very supported by the Principal and literacy facilitator. The two hour uninterrupted literacy block ensures whole class, small group and individual teaching can be covered in both reading and writing on a daily basis.

This year there has been a focus on journal writing for Years 2-6. Every student has a personal journal which they write in regularly. The purpose is to share journals with other students, teachers and family. Feedback is encouraged with the use of post it notes. Students are also encouraged to collect objects, such as photographs, tickets, postcards, docketts, to stimulate writing.



Results from Observation Survey (Year 1 students) this year have been outstanding with students demonstrating increased literacy skills. All these students have now attained the literacy benchmarks set for Year 1. These students will continue to be monitored in 2009.

Paired Writing is a program throughout the school where an older student tutors a younger student who is having difficulties in writing. This program is overseen by the Principal and takes place four mornings a week for a seven week period. Pre and post work sample show evidence of an increase in the quantity and quality of the writing.

Numeracy

In 2008 there has been a strong focus on numeracy throughout the school to improve student achievement. This year the school implemented the following to target mathematics:

- Maths Mentor Model
- Clinical interview for at risk Year 2 students and an intervention program developed suited to their needs
- Gifted students partially accelerated for mathematics
- Kindergarten to Year 4 students recognised as gifted particularly in mathematics have participated in the 'Come on Kids' gifted program. This is an online learning website, developed by a teacher here at Our Lady of Perpetual Succour. This year the focus for 'Come On Kids' is working mathematically. Eighteen Year 1-4 children participated in the program
- Freaky Friday: Year 5, Year 6 and accelerated students participated in problem solving activities every Friday during the mathematics lesson. Maths Olympiad was incorporated at this time
- Online mathematics resource for every student, Mathletics. This program is integrated into the teacher program and students can work at home on the site
- Mathematics homework book Years 2-6
- Standardised mathematics testing of students Year 3-6 to identify at risk students.

Creative and Practical Arts

The school musical, 'The King of Oz', took place in Term 3. This adaptation of the Wizard of Oz focused on drama, singing, movement and dance. This ensured that the syllabus outcomes in each of these areas were covered for the year.

5.2 Student Achievement

2008 was the first year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- A national minimum standard replaces the national benchmark of previous years.
- It is not possible in 2008 to provide comparisons with previous years' data.
- Students who were exempted from a test were deemed not to have met the national minimum standard.
- In the 2008 cohort, there were 24 students in Year 3 and 23 students in Year 5.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.


Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0	4	13	13	21	50	100
	National	6.1	12	17.7	23	21.7	17.7	92.1
Writing	School	0	4	25	13	4	54	100
	National	2.9	6.5	15.6	28.7	27.4	17.2	95.4
Spelling	School	0	8	17	17	17	42	100
	National	5.9	10	19	25.9	21.9	15.5	92.4
Grammar & Punctuation	School	0	4	13	8	21	54	100
	National	6.6	10.7	17.3	23.3	21.3	19.1	91.7
Numeracy	School	0	4	8	21	42	25	100
	National	3.3	10.9	22.9	28	20.9	12.4	95.0

Band distributions at Year 3 demonstrate that for every test area, the school percentage of students in the top two bands far exceeds national rates. Results of the Year 3 are clearly outstanding. Students achieved particularly well in reading, and grammar and punctuation where over 71% of students achieved in the top two bands. It is also very pleasing to note that there are no students in the bottom band and a very small percentage of children in Band 2 and Band 3. All students achieved above the national minimum. These results indicate that student intervention programs for students at risk are working effectively to support and refine their skills in literacy and numeracy.

In literacy, Kindergarten to Year 4 teachers were supported by a literacy facilitator. Her impact in each of these classrooms is significant: teaching techniques are refined and designed to meet the needs of the class. Shared Reading to assist students with comprehension and the development of narrative writing rubrics based on the 11 national writing criteria directly resulted in high student performance in reading and writing. Although school performance in spelling is well above the national results, spelling will be a whole school focus in 2009/2010 in the hope of raising spelling standards across the school.

Numeracy was given renewed focus in 2007 and 2008 through a teacher mentor model where teachers were supported in identifying students at risk and then implementing strategies to meet their needs. Teachers were directed to cover all grade mathematics content in Semester 1 so revision of that content can occur in Semester 2. Teachers were also supported in differentiating the curriculum particularly for those students demonstrating a high ability in mathematics. Teachers were also given strategies to help further develop working mathematically and problem solving with students. An uninterrupted numeracy block of one hour per day or more was established in every classroom in 2008. Numeracy will continue to be a focus in 2009 as there is still room for growth in the attainment of numeracy skills.

It is also worth noting (although not indicated on the above table) that the school average for every test area was at least one whole band above the national average.



Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	4	0	9	17	22	48	96
	National	7.5	13.6	23.9	26	18.1	9.3	90.9
Writing	School	4	0	13	35	9	39	96
	National	5.9	11.8	25.3	29.3	17.9	8.3	92.5
Spelling	School	4	4	22	26	30	13	96
	National	6.8	12.8	24.9	28.2	18.2	7.6	91.7
Grammar & Punctuation	School	4	0	0	39	22	35	96
	National	6.6	11	21.2	26.4	19.9	13.4	91.9
Numeracy	School	0	9	4	35	17	35	100
	National	5.9	17.4	28.9	25.7	13.9	6.6	92.6

Across all test areas it is clearly evident that there is a very high percentage of Year 5 students in Band 8 and 7 compared to the students nationally. In reading, 70% of Year 5 students achieved in Bands 8 and 7. This is an excellent result. Numeracy results are particularly pleasing with 52% of students in the top two bands and all students attaining above the national minimum. This indicates the whole school focus on numeracy and efforts to target students who are at risk or who require extension and enrichment are working effectively. Explicit teaching of necessary skills across literacy and numeracy contribute in a big way to these fine results. Numeracy will continue to be a focus in 2009 and 2010.

Results in spelling and writing, although good, indicate a need for further development across the school. This will take place in 2009 and 2010.

It is also worth noting (although not indicated on the above table) that the school average for every test area was at least one whole band above the national average.

5.3 Extracurricular Activities

Many extracurricular activities are offered at Our Lady of Perpetual Succour:

- Boys' Gymnastic/ Acrobatics class, Term 3 in preparation for the School Musical. A father coached the boys and prepared them for an item in the musical: Classes on site
- Choir: Classes on site
- Instrumental Lessons: Classes on site
- Tennis Lessons: Kendall street courts and Father Jones Centre onsite during wet weather.
- Speech and Drama Lessons: Classes On site. A new teacher conducted these lessons in Term 4. They are very well attended.
- Keyboard Lessons: Classes on site
- Occupational Therapy: Classes on site
- Our Lady of Perpetual Succour students continued to participate in cluster and diocesan events including cross country, netball, soccer, athletics and swimming carnivals.
- Our Lady of Perpetual Succour Spring Games focussed on physical activity and raising money for the school.



5.4 Professional Learning

All teachers participated in a range of professional learning in 2008. Professional learning included boys' education, literacy, numeracy and ICLT.

Professional learning is most effective when it is meaningful, based on recognised need and there is a long term commitment by those involved.

The professional learning and development program at Our Lady of Perpetual Succour meets the needs of the present staff by differentiating the professional learning opportunities afforded individual staff members. This is particularly evident when teachers work with the literacy facilitator on a weekly basis.

The role of key reference teachers drives the professional development not only in the Key Learning Areas but also in special projects such as boys' education.

The Special Language Project was targeted at upskilling teachers. A speech pathologist worked with teachers to develop strategies that would assist those children who were experiencing difficulties with language. Teachers felt strongly that the project built capacity and they were now better able to provide for children with language difficulties.

The average expenditure on professional learning, per teacher, in 2008 was \$1,358.



6. Strategic Initiatives

6.1 2008 Priorities and Achievements

The priorities for 2008 were developed based on the School's Strategic Plan and developed into an Annual Plan for the year in partnership with the school's leadership team, staff and parents. The following areas were identified and achieved:

Catholic Life and Mission

By the end of 2008 we will have provided students with a range of opportunities, in which they encounter Jesus, deepen their faith and celebrate their Catholicity.

Exposed the children to experiences of Prayer

- Tuesday morning Children's Prayers was well attended
- During the Month of May every child prayed the Rosary
- World Youth Day-Student Representative Council attended the WYD Cross and Icon liturgy at Holy Cross.
- A Student Liturgy Committee was developed and students were involved in preparing Liturgies.
- Creative ways were explored to deepen the children's faith and encounter Jesus such as Passion in the Bush Area, Christmas Concert, and creative classroom activities to develop a deeper understanding
- Class Units of work focused on Prayer

Exposed the children to experiences of service to others

- Choir sang for a Nursing Home and made cards
- Christmas gifts to the Sudanese community
- World Youth Day participation within the school context

By the end of 2008 we will have maintained and developed significant social justice programs.

Continued our connection with the Sudanese at Mamre House St Mary's

- Our Lady of Perpetual Succour students and families fundraised for the purchase of Christmas gifts for the Sudanese children and their mothers at Mamre House. A cheque of \$911 was donated to Mamre for expenditure in the Creche. The SRC and Year 5 visited Mamre House for the gift giving and morning tea. The choir sung Christmas Carols.

Cared for our environment

- An environmental student group, GRUBS was formed in 2005. This group have continued to be proactive in addressing environmental issues at a school level. Recycling, reusing, gardening projects and keeping our school beautiful were ongoing projects throughout the year. This year the children created a Grubs Prayer and a Grubs banner was made from recyclable materials. More significantly, GRUBS began composting biodegradable food scraps across the school and educating the school about composting. A presentation to students from Ku-ring-gai Council on composting assisted.
- This year we made available an electronic version of the parent weekly newsletter which has considerably reduced paper usage. 44% of our parent population now receive the Parent Newsletter via email or the parent website.



- Installation of water saving devices across the school including five water tanks, three of which flush the girls' and boys' toilets. This was funded by a Commonwealth Government Community Water Grant.

Professional Learning

By the end of 2008 we will have developed professional learning processes.

- Action research model for Boys' Education- Attitudinal Surveys were conducted with students Kindergarten to Year 6. These were analysed by staff and programs were implemented such as Rock and Water for Year 6 boys, Father's Friday, Paired Writing and classroom programs were put in place to address issues such as stereotyping and bullying. An acrobatics class was conducted for the senior boys in Term 3 with a dad as the coach. This was in preparation for our school musical.
- An effective Our Lady of Perpetual Succour professional learning model for literacy was articulated to staff by the Principal and literacy facilitator in preparation for a presentation at the Broken Bay Pedagogy Initiative at the beginning of Term 4.
- Teacher mentored beginning teachers throughout the Diocese.
- Participation by one teacher in the University of Sydney's Certificate of Primary Mathematics course.

By the end of 2008 we will have supported staff in using technologies effectively and efficiently in their work.

- Two interactive whiteboards were installed and three teachers were trained and supported in their effective and efficient use. A learning community was formed.
- New PCs for each classroom were purchased. Every classroom now has six up-to-date computers connected to the internet.
- Whole staff and individual support to teachers was offered in ICLT by the Assistant Principal in Mathematics, Scootle, Rainforest Maths and MyClasses. Teachers included an IT component into each Key Learning Area and were particularly encouraged to use the learning objects from the Teachers Federation.
- Staff participated in an ICLT survey that indicated that there was a variety of capabilities and competencies across the staff.

Leadership

By the end of the 2008 we will have explored and implemented a new model of student leadership.

- Staff, parents and students were consulted and a new student leadership model was developed. All School Captains and Colour House Captains are drawn from Year 6. Every Year 6 student has a Kindy Buddy. Other leadership roles were developed including a Liturgy Committee.
- Students throughout the school led fundraising activities for worthy causes such as Camp Quality and Caritas.

Pastoral Care

By the end of 2008 we will have maintained a high level of pastoral care amongst the whole school community where respect, tolerance and inclusion are evident.

- The Care network was regularly supported and used by the families in our community.
- Seasons for Growth was offered to students in need.



- The needs of staff, students and families were met in a way that was respectful and confidential.
- Student and staff achievements were celebrated.

By the end of 2008 review policies and programs to ensure best practice.

- The following policies were reviewed and implemented: Pastoral Care, Discipline, Homework, Supervision, Evacuation and Lock in.

Curriculum Teaching and Learning

By the end of 2008 we will have differentiated the curriculum to address the diverse needs of all students.

Children with English as a second Language:

- Identification and monitoring of these students, support to teachers to meet their needs
- Special Language Project

Children with special needs:

- Paired Writing (Term 3 and Term 4)
- Special Language Project with a Speech Pathologist (Early Stage 1, Stage 1 and 3)
- Monitoring and tracking Observation Survey students
- Monitoring and tracking students at risk in each classroom - Numeracy Clinical Interview for at risk Year 2 students and program implemented by the class teacher and supported by the Teacher Assistant
- The Even Start Program was implemented by a classroom teacher for two students
- Occupational Therapy offered to children on site

Gifted and talented:

- Team meeting with all stakeholders, the Education Officer-Students with Special Needs and the Principal.
- Monitoring and tracking gifted and talented students
- Kindergarten to Year 4 'Come on Kids!' Program
- Teachers supported and guided in differentiation of the curriculum. Evidence of this in teacher programs.
- Partial acceleration for gifted students in Mathematics
- Jason Project offered to all Year 5 and Year 6 students
- Da Vinci Decathlon and Maths Olympiad
- Special Projects for students who demonstrate giftedness - creation of a school DVD to promote the school.

By the end of the 2008 the students will demonstrate improvement in numeracy.

- All students in Year 3 and 5 attained the national benchmarks in numeracy.
- Based on the Year 5 NAPLAN data, school growth in numeracy was 139.7 compared to 79.7 across the state. 85.7% of the Year 5 students achieved in the 75th or above percentile range.
- 2008 Australasian Problem Solving Mathematics Olympiad - 35% of our students scored in the top 25%.



- Mathematics results across the school in The University of NSW Mathematics Competition: 7 Distinctions and 20 Credits
- Year 2 at risk students were identified and targeted for intervention – post-assessment has shown improvement in numeracy for these students.
- Kindergarten screening for mathematics and parent education at Orientation information session has raised the profile of numeracy and Kindergarten 2008 achieved all Early Stage 1 outcomes for mathematics.

Stewardship, Management and Accountability

By the end of 2008 we will have modelled best practice for environmental sustainability.

- Community Water Grant - installation of water saving devices across the site including five water tanks, three of which flush the girls' and boys' toilets.
- Participation in Clean up Australia Day.
- Staff member attended a Sustainable Schools in service and began the development of a sustainable school plan.
- Principal supported a local area initiative that invited key leaders in the area to share ideas about creating a sustainable local environment.
- Continuing commitment and work by the environmental group, Grubs
- Reduced use of paper across the school by making available to parents an electronic version of the parent newsletter. Paper use for the parent newsletter has been reduced by 40%.
- Participated in Earth Hour.

By the end of 2008 we will have promoted the achievements and profile of the school.

- Developed and published a welcome brochure to promote the school. This brochure was distributed to local preschools and the local area.
- Updated school website.
- Staff presented at conferences/in-services sharing best teaching practice evident at Our Lady of Perpetual Succour – Mathematics Association of NSW, Broken Bay Pedagogy Initiative.
- Blessing of All Purpose Playing Field by the parish priest; dignitaries and special guests invited
- Teacher who created, designed and implemented 'Come On Kids' throughout the school opened program to all schools throughout the Diocese.
- School participated in the North Shore wrap for Catholic Schools Week.
- Involved school in promotions at the local shops.
- Articles in the local paper to promote school achievements (Commemorative Path).
- The North Shore Cluster Speaking Competition was held here at Our Lady of Perpetual Succour in the Father Jones Centre.

By the end of 2008 we will have developed a master plan for the school playground.

- Draft master plan for the school playground was available for school community comment at the end of year and at the beginning of 2009.

6.2 2009 Priorities and Challenges

Catholic Life and Mission

- Strengthen relationships across the parish



- Maintain and develop significant Social Justice programs

Professional Learning

- Plan ongoing learning experiences for staff that reflect contemporary research and best practice

Leadership

- Develop leadership competencies and capabilities and reflect these in policies, practices and procedures

Pastoral Care

- Foster relationships within the school and parish community particularly with the elderly of the parish

Curriculum Teaching and Learning

- Demonstrate improvement in student achievement in all KLAs especially numeracy and science and technology
- Enhance the social and communication skills of students enabling them to live and interact cooperatively and collaboratively.

Stewardship, Management and Accountability

- Implement a plan for the development of the school plant in particular the masterplan for the school playground.
- Implement a shared wisdom model of governance



7. Parent Participation

7.1 Introduction

Parents are encouraged to involve themselves in the life of the school. This varies from person to person but there are ample opportunities to suit parents' time and talents. Ways that parents can involve themselves in the life of the school include working bees, mowing roster, assisting teachers in the classroom, assisting in the library, helping with excursions, helping with the implementing specific programs where expertise is required (eg acrobatics, drama) social justice programs, fund raising, gardening club, Care network, Parents' and Friends' Association, FJ's Oosh, Canteen, and the Uniform Shop.

Significant parent groups in 2008 who demonstrated new initiatives include:

OLPS Open Space Group

The parents who are part of the Open Space group have worked on addressing the bush area of the playground. Other schools were visited to gather ideas and the Our Lady of Perpetual Succour children were involved in the decision making process for developing a master plan for the entire Bush area. A Kidsafe audit was conducted and their recommendations were incorporated into the plan. The master plan retains the beautiful bush area and incorporates a dry river bed to address the drainage issues, a commemorative path, amphitheatre and a variety of safe play options for the children. By the end of 2008 a master plan was published for community feedback. In 2009, fundraising will focus on the implementation of the plan.

Parent support group for the Our Lady of Perpetual Succour School Performance of 'The King of Oz'

Many parents involved themselves in the preparation of the school musical. A committee of parents designed and created costumes and props. Parents also shared their expertise in drama and gymnastics by coaching students outside of school time. A great deal of satisfaction and enjoyment was gained by parents during their involvement and the community spirit of Our Lady of Perpetual Succour was highly evident.

Capital Works and Repairs and Maintenance

This year has again seen further improvements to the school site with the installation of water saving devices, including water tanks, drainage work behind the administration area and the installation of outdoor lights.

Emergency work has been carried out as needed, for example, plumbing, electrical, locks, and tree lopping.

7.2 Parent Satisfaction

Throughout the year parents have acknowledged their high level of satisfaction in:

- the high standard of academic achievement
- the strong community spirit where parents, children and teachers support and care for each other
- the strong focus on Christian values and teaching the Catholic faith.

In particular, Year 5 parents articulated to the principal and class teachers their great joy in reading their child's NAPLAN results. It was highly evident that most children had improved their literacy and numeracy skills by one whole band since Year 3. Year 1 parents with children who were assessed in the Observation Survey were delighted with their children's progress in literacy.



The Principal's Contract Renewal was also an opportunity to gauge parent satisfaction within the school community. Parent data was very strong.



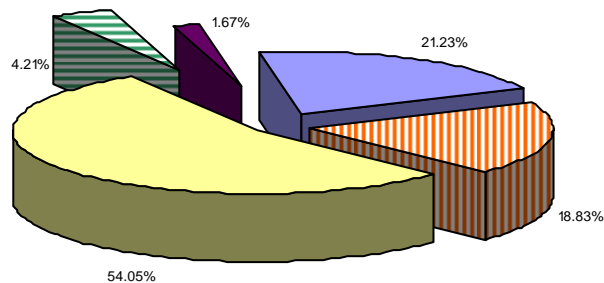
8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

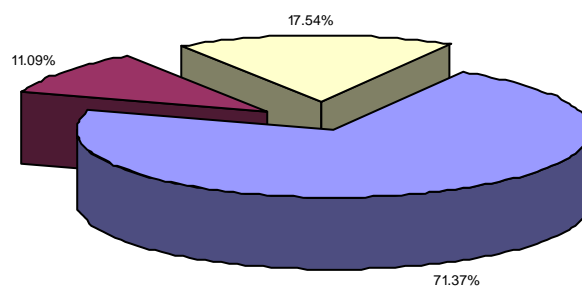
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the School's consultant, Diann Hynes.