



# Our Lady of Perpetual Succour Catholic Primary School West Pymble

## 2009 Annual Report



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## 1. Message from Key Groups in Our School Community

### 1.1 Message from the Principal

Our school vision statement is clear that we are recognised as a family-like Catholic faith community committed to quality teaching and learning and I believe Our Lady of Perpetual Succour Catholic Primary School (OLPS) is true to this vision. Every child is known, loved, cared for and nurtured just like children in a family. Each child is given time to grow in all areas of development so as to fully reach his/her true potential.

Our school motto is 'With Love We Grow'. Love is central to our Catholic faith and it was Jesus Christ who became human so we could all know the greatest commandment of all, 'Love one another as I have loved you'. At Our Lady of Perpetual Succour, it is our respectful and loving relationships with each other that give witness to this core Catholic value. Here our Catholic faith permeates all that we do and is at the heart of all decision making. We seek to uphold all Gospel values particularly:

- respect and understanding of others and their differences
- tolerance and inclusion by caring for the weak and vulnerable
- recognizing and celebrating each others' God-given gifts so all can benefit

Our literacy and numeracy levels continue to be high, however not at the expense of other Key Learning Areas. A wide range of learning experiences is offered to the children across all Key Learning Areas. There is a high level of skill and expertise amongst teachers who implement effective teaching strategies to meet the needs of all students in their class. Professional learning of staff is a constant priority as we endeavour to improve teaching practice so as to improve student learning.

This year the Building Education Revolution (BER) impacted directly on Our Lady of Perpetual Succour Catholic Primary School with funding from the Federal Government for repairs and maintenance under the Pride initiative. This money was spent on refurbishing the main building block and realising the dream of building the 2008 playground master plan. Pride money and parent fundraising have resulted in a beautiful interactive bush area for the children where they can initiate creative and imaginative play. The refurbishment to the bush area addresses drainage and Occupational Health and Safety issues.

Our application for *Primary Schools for the 21<sup>st</sup> Century* (P21) funding has been successful in securing a new library, multi-purpose hall, administration area and staffroom with work commencing in early 2010. The Catholic Schools Office is leading, supporting and guiding all project work and school consultation and involvement is welcomed and necessary.

OLPS' high standard of academic achievement, strong community spirit, strong focus on Catholic values and stunning physical environment sets itself apart from other schools. I can think of no better place to lead a school community.

### 1.2 Message from the Parent Body

In accordance with the Catholic Schools Office's P&F Constitution, the P&F Executive has continued to focus on:

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



## Social Events

Social activities for the year included:

- New Parents Night
- Melbourne Cup Lunch
- Christmas shopping fundraiser
- Christmas Party
- Class gatherings
- Parish Family Masses.

The OLPS Social Justice Group, initiated by the P & F, raises awareness of the needs of those less fortunate on a local, national and global scale. The group will be holding events throughout 2010 to educate the school community about various causes.

## Fundraising

The focus of our fundraising changed early in 2009 with the allocation of significant funds through the Pride and BER programs. Whilst still looking to achieve our primary goal of a much needed makeover of the Bush Area, we were also now able to allocate additional resources towards the help of our Out of School Hours (OOSH) centre.

In 2009, the P&F donated considerable funds to the school. The whole school community needs to be congratulated for their effort.

The Committee would like to acknowledge the following fundraising efforts and their associated committees:

- Art Show, Auction and Trivia Night
- 100km Challenge
- Cake Stall
- St Patrick's Day.

Our local village shops continue to support the school community.

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.

*P&F President*

### 1.3 Message from the Student Body

The students of Our Lady of Perpetual Succour enjoyed the past year. Our Year 6 classes graduated in December, having had a very busy year as Kindergarten Senior Buddies, School Captains, Colour House Captains and senior students with lots of different responsibilities. A highlight of our year was the leadership camp at Challenge Ranch and the excursion to Canberra. We leave Our Lady of Perpetual Succour with very fond memories and we feel well prepared for high school.



## 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 2009 is 163. 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 newly refurbished bush setting and interesting layout. An all purpose level playing field with a shade shelter meets the need for student active play, along with handball courts and a shelter area where ballgames are played.

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, which was implemented this year with Federal Government money, Pride.

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 the 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. Children's prayer on Tuesday, parent prayer on Friday and parish family masses are well attended with parents closely involved with the organisation of all three. There is a very high percentage of OLPS children involved in the parish sacramental program.

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, chess, instrumental and band classes and tennis coaching are available by private arrangement with parents.

Girls traditionally remain at OLPS 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 OLPS. Parents of boys in Year 5 and 6 are making a conscious choice for their boys to remain at OLPS 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. In fact, in 2009, no boys left at the end of the year to attend Year 5 in private schools. Three families left throughout the year to move interstate or overseas.



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
2009	20	16
Predicted 2010	22	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
2009	8	8	16	8	12	20
Predicted 2010	9	13	22	8	8	16

## 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
83	80	26	0	163

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

The following information describes the class groupings for 2009:



Class	No. of students
Kindergarten	24
Year 1/2	23
Year 2	22
Year 3	21
Year 3/4	25
Year 4/5	27
Year 6	20

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 class teachers in classes where there were children with special learning needs.

In 2009, a literacy and numeracy 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.csodbb.catholic.edu.au/about/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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.



## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 94.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 90.9%.

## 2.6 Teacher Satisfaction

The teachers at OLPS 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, as well as NAPLAN results of Year 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/Numeracy Facilitator was employed to lead K-4 staff in professional learning in Literacy and Numeracy. Her role involved visiting the K-4 classrooms on a weekly basis to model best practice, to monitor and support student learning and to lead literacy and numeracy team meetings with all the staff involved in the K-4 program. Her role as Numeracy Facilitator involved modelling numeracy clinical interviews to the Year 1 teacher as well as sharing with K-2 teachers a newly developed mathematical identification tool for gifted mathematicians in Kindergarten, Year 1 and Year 2.

Teachers comment on the sense of community and cohesion among the staff. Pastorally the staff feel supported and this is particularly evident through the OLPS Care Network. Events such as whole school Masses, staff prayer, the OLPS Art Show, whole school sports day, open day and professional learning opportunities lead to a strengthened sense of unity. The Staff Reflection Day at MacKillop House was highly valued. Staff acknowledges the support of the Leadership Team in their daily work.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	92
1	93
2	97
3	96
4	95
5	96
6	97

The average student attendance rate for the whole school for 2009 was 96%.





**Management of 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 Education Act 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 in students, a sense of wellbeing and belonging
- 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, the Catholic Schools Office and the relevant Department of Education and Training officer 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.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 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 on their work.

Teacher, parental and student involvement in setting goals at the beginning of the year gives a clear direction for each and every 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, Buddy System, leading fund raising events, participation in the environmental group GRUBS, 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
- Special Feast Day celebrations such as Our Lady of Perpetual Succour Feast Day and St Patrick's Day
- K-6 excursions to support class programs
- School choir and Band
- OLPS Art Show in Term 3





- school sports carnivals
- Inter-school competitions - representing OLPS at Cluster and Diocesan sporting days, Gala Days, debating and public speaking
- school speech competition
- Da Vinci Decathlon.

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

Students also express an appreciation of the extracurricular activities on offer at OLPS such as drama, tennis, chess and instrumental lessons.



### 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 163 in 2009.

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 2009, parents initiated a Social Justice Group who will focus on social justice education in our community.

#### 3.2 Religious Life of the School

- Fortnightly masses for classes, twelve whole school Masses, eg. Beginning Of Year Mass, Thanksgiving Mass, Mother's and Father's Day Masses, Grandparent's Mass, class liturgies, K-2 Liturgy of the Word, regular opportunities for reconciliation, parish family masses with class parents taking responsibility for the organisation around these special celebrations.
- Parent prayer on 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. It is shared with the group at the next prayer session.
- Staff gather regularly for prayer. Most full-time teachers have participated in Bishop David Walker's Ministry for Teachers Courses.
- Novenas featured strongly this year with the whole school community praying for particular people in the community.
- A Student Liturgy Committee - School Liturgies are prepared by this group under the guidance of the Religious Education Coordinator.
- Creative ways to deepen students' encounters with Jesus are offered. These include: re-enactment of the Passion, liturgical movement, meditation, visualisation and artwork.
- The Sacraments of Reconciliation, Confirmation and Eucharist are the major sacraments celebrated and prepared for each year at Our Lady Of Perpetual Succour.



- Mini Vinnies

### 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 within 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 and in 2009 a parent representative regularly attends Council meetings.

Parishioners are offered a huge range of adult faith formation and spiritual growth opportunities, which are advertised weekly in the Parish Bulletin. There are the vibrant youth groups in the Parish, Jericho (Year 7-Year 9) and Flame (17-35 years). There is a youth Mass at Our Lady of Perpetual Succour Church each month which is coordinated and organised by the youth. The school advertises parish initiatives and groups weekly in the Parent Newsletter.

Our school choir joined in the carols celebration at Sacred Heart Church for the eighth 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 2009 was no exception. The OLPS 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. This year we have been blessed with a Youth Minister from the parish. He visits a classroom each week to support the Religious Education program. He is a strong link to the parish. The parish ministries that are most strongly supported by the parent community are children's liturgy, altar servers, church cleaning roster, church flower roster and the Sacramental Program.

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	30
First Holy Communion	30
Confirmation	26

### 3.4 Catholic Worldview

The statement Bishop David Walker has developed has been adopted by OLPS as paramount in directing our hearts and minds as teachers in the Broken Bay Diocese.



OLPS continually seeks to offer opportunities to apply the Catholic Worldview to all aspects of school life.

In 2007, teachers under the leadership of the Assistant Principal, developed a Catholic Worldview support statement for OLPS staff and parent community. The support statement explicitly states how the Catholic Worldview is implemented at OLPS. 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.

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:

- Spirituality staff development day at MacKillop House. The staff learnt about Blessed Mary MacKillop and reflected on the significance of her work in the life of the Australian Catholic Church and in the modern world today.
- The Principal is a member of the Mission Services Committee of the Diocesan Schools Board and regularly shares with staff insights and developments as a result of this role.
- The Principal participated in Elim. This is a two week live-in course for principals which focuses on best theory and practice in educational and religious leadership. Information was shared with staff.



## 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 child protection, Working Together to Manage Child Protection Concerns.

The OLPS Discipline, Evacuation, Lock in, Sun Protection and Anti-Bullying Policies were evaluated and updated by Staff.

### 4.3 Pastoral Care of Families

Support structures exist for families within the OLPS 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 and their families. Parents are encouraged to meet with the Principal when issues arise or if they need specific support. Parents are also encouraged to speak to their child's teacher who liaises with the Principal. Parents also support each other through the Class Parents, especially if there is an illness or bereavement.

Where necessary, families have been referred to the Catholic Schools Office counsellor or local health and counselling agencies with positive outcomes for children and families.

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 2009, an orientation program for students in Years 1-5 and beginning in 2010 was very successful. A special buddy was appointed to each new child to assist them with orientation and starting at Our Lady of Perpetual Succour.

A Year 7 transition program is offered to Year 6 students and parents in Term 4. This program relies heavily on the experiences of past students and parents. A kids' forum provides an opportunity to discuss the issues that impact on students and their families when moving onto high school. Ex-students are invited to share their experiences at this forum. Parents make contact with each other informally to exchange information.

The Seasons Program was run in 2009 for children who had experienced loss through a death in the family or due to separation of parents. A Seasons trained teacher led 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. The sorts of circumstances where support may be required include: death in the 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.



#### **4.5 Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 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, explicit 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. The following key conditions are in place at Our Lady of Perpetual Succour to build a whole school culture of quality teaching and learning:

- 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 does not fit all.
- Teachers have a deep knowledge of the subject and how to teach it.
- Different pathways to learning are recognised.
- Student thinking and learning are promoted.
- Everyone is recognised as a learner.

#### Literacy

There is a 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 continued to be a successful reading strategy to develop a whole range of comprehension skills.

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 spelling. A spelling scope and sequence for K-6 was developed by the staff and implementation is evident in classrooms. Professional learning on spelling strategies and proofreading skills is changing practice in classrooms in regards to spelling.

Results from Observation Survey (Year 1 students) this year have shown significant growth in literacy for those students who were assessed. These students will continue to be monitored in 2010.

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 2009 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:

- Mathematics Mentor Model to staff
- The Numeracy Facilitator worked with Stage 1 and Stage 2 students who are having difficulties. The classroom mathematics curriculum was differentiated to support these students.
- Numeracy Grant - Project Title: The Maths Involved in Building Our School. This project catered for Kindergarten through to Year 6 and involved the students working through five rich tasks related to our new playground space. Visit [www.nlnw.nsw.edu.au](http://www.nlnw.nsw.edu.au) to see Our Lady of Perpetual Succour's project in detail and results.
- Clinical Interview for at risk Year 1, 2 and 3 students and an intervention program developed suited to their needs
- Gifted and Talented Identification Screening Tool-2D and Visualisation – this tool was developed in 2009 by the Assistant Principal and a group of teachers from Sacred Heart Pymble and Corpus Christi St Ives led by the Education Officer-Gifted and Talented from the Catholic Schools Office and a consultant from the Sydney Diocese. The tool was trialled, tested and reviewed. The assessment of selected OLPS students K-2 using the tool took place in Term 2 and 3. A unit of work was developed and implemented to support student learning in 2D and visualisation.
- Gifted students partially accelerated for mathematics.
- K-4 students recognised as gifted particularly in mathematics have participated in the Come on Kids gifted program. This is an online learning website originally developed by a teacher at Our Lady of Perpetual Succour. This year the focus for Come On Kids is mathematics. At different stages throughout the year twenty-five children participated in the program.
- Mad Monday- Year 3-Year 6 students participated in problem solving activities every Monday during the mathematics lesson. Maths Olympiad was incorporated at this time.
- Mathletics - this online mathematics program is integrated into the teacher program and students can work at home on the site. Other interactive mathematics sites and learning objects are well used by class teachers to enhance learning in numeracy.
- Mathematics homework book Years 2-6
- Standardised mathematics testing of students Years 3-6 to identify at risk students and to be used as a diagnostic tool.

## Science and Technology

Science and technology is a focus curriculum area for 2009 and 2010. A teacher on staff leads professional learning in this area. This year staff worked on developing knowledge and understandings in working scientifically. Students in Kindergarten through to Year 6 are learning skills to work scientifically through investigations. A science scope and sequence was developed to build on key scientific concepts and skills through each of the stages of learning.

## Creative Arts

In Term 3, the school Art Show was a highlight on the school calendar. Children's individual artworks had a multicultural theme and were inspired from India, Asia and our indigenous people. A collaborative artwork was produced by each class which was later auctioned at the OLPS Trivia Night.

In Term 4, the Year 6 class created a beautiful mural which reflects our newly renovated bush area. This artwork was donated to the school and takes pride of place on the school verandah.



This year a drama teacher supported the Kindergarten Drama program during Term 2.

## 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 32 students in Year 3 and 17 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above 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.

### Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	3	0	16	9	34	38	97
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	<b>2008</b>	School	0	4	13	13	21	50	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
<b>Writing</b>	<b>2009</b>	School	3	0	3	19	38	38	97
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	<b>2008</b>	School	0	4	25	13	4	54	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
<b>Spelling</b>	<b>2009</b>	School	3	6	13	9	28	41	97
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	<b>2008</b>	School	0	8	17	17	17	42	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	3	3	31	28	34	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	<b>2008</b>	School	0	4	13	8	21	54	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
<b>Numeracy</b>	<b>2009</b>	School	0	3	16	28	19	34	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	<b>2008</b>	School	0	4	8	21	42	25	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95



Band distributions at Year 3 demonstrate that for every test area, the school percentage of students in the top two bands far exceeds national percentages. Results of the Year 3 are clearly outstanding. Students achieved particularly well in reading and writing where over 72% of students and 76% of students achieved in the top two bands respectively. School performance in spelling is well above the national results and students in Bands 5 and 6 increased from 59% in 2008 to 69% in 2009. However, spelling will continue to be a whole school focus in 2010/2011 in the hope of further raising spelling standards across the school.

In literacy, K-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 eleven national writing criteria directly resulted in high performance writing.

Numeracy was given renewed focus in 2007, 2008 and 2009 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 2009. Numeracy will continue to be a focus in 2010 as there is still room for growth in the attainment of numeracy skills.

**Band Distributions (%) – Year 5**

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	0	6	29	41	24	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	<b>2008</b>	School	4	0	9	17	22	48	96
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
<b>Writing</b>	<b>2009</b>	School	0	6	6	47	18	24	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	<b>2008</b>	School	4	0	13	35	9	39	96
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
<b>Spelling</b>	<b>2009</b>	School	0	0	24	35	24	18	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	<b>2008</b>	School	4	4	22	26	30	13	96
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	6	29	35	29	100
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	<b>2008</b>	School	4	0	0	39	22	35	96
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
<b>Numeracy</b>	<b>2009</b>	School	0	0	6	35	29	29	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	<b>2008</b>	School	0	9	4	35	17	35	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93



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. It is also worthy of note that all students achieved at or above the minimum national standard in every test area. In Reading, 65% of Year 5 students achieved in Bands 8 and 7. This is a good result. Numeracy results are the best results we have achieved with 58% of students in the top two bands. This indicates the whole school focus on numeracy is having an impact on student achievement in numeracy. There is an effort to target students who are at risk and students who require extension and enrichment. 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 2010.

Spelling has been a curriculum focus in 2009 and results in spelling indicate significant improvement on 2008 results. Results in this area over time will give a clearer picture in regards to school improvement. Writing results, although good, indicate a need for further development across the school. This will take place in 2010.

### 5.3 Extracurricular Activities

Many extracurricular activities are offered at OLPS:

- 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
- Chess: classes on site
- Occupational therapy: classes on site
- Cluster and diocesan events such as cross country, netball, soccer, rugby, AFL, athletics and swimming carnivals
- Before school/ lunchtime training for interschool carnivals - cross country training, soccer, netball, basketball
- 100 km Challenge- focus here was on physical activity where the students and their families were challenged to 'clock up' 100 km of fitness in the month of May. This was also a fundraising event.

### 5.4 Professional Learning

All teachers participated in a range of professional learning in 2009. Professional learning included numeracy, literacy, science and technology 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 OLPS 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 and teachers taking on leadership roles within the school, across the diocese and nationally as evidenced below.

#### ***Building leadership capacity***

- One teacher building her own leadership skills through the lens of science and technology. This teacher is leading the staff in this area.
- One teacher is mentoring beginning teachers across the diocese.
- One teacher is on the advisory panel for the National Mathematics Curriculum.



- Two teachers are leading the staff in developing a deeper knowledge on boys' education and addressing issues associated with boys' education.
- Two teachers are working with teachers from other schools to develop and implement a Gifted and Talented Identification Screening Tool - 2D and Visualisation.

The role of key reference teachers drives the professional development not only in the Key Learning Areas but also in special projects such as The Building Our School Project.

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 socially. Teachers felt strongly that the project built capacity and they were now more able to target social skills through language experiences.



## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievements

The Priorities for 2009 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 2009 we will have strengthened relationships across the parish.**

*Connected significantly with people across the parish to build positive relationships:*

- Parish Priest and Principal conducted joint interviews at enrolment time.
- Parent representative attended all Parish Council meetings.
- Parish youth minister visited the school on a weekly basis to work with teachers and children.
- Teachers shared the responsibility of contributing to the Sacramental education and information evenings.

*Supported the parish to maintain the church and church grounds:*

- Regular working bees to attend to church gardens.
- Mowing roster to mow lawns around church.
- Parent church cleaning roster is very heavily supported by parents.

**By the end of 2009 we will have maintained and developed significant Social Justice programs.**

*Continued commitment to long term social justice programs such as the Sudanese at Mamre House St Mary's, Candela in Peru, Caritas, Catholic Mission:*

- Maintained correspondence with organisations.
- Organised Fun Days and raised money.
- Provided education about each of the above organisations.

*Introduced Mini Vinnies across the school:*

- Formation of a committee and investiture of members from St Vincent De Paul.
- Students knitted squares for Wrap with Love.
- Committee promoted and organised Christmas Hampers for St Vincent De Paul and worked in a St Vincent De Paul Centre.

*Cared for our environment by working towards a sustainable school:*

- An environmental student group, GRUBS was formed in 2005. This group has 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 introduced composting to the whole school community. Education of the whole community is key in its success including the school cleaners. The new plantings in the bush area provided an opportunity for all children to get involved in caring for the young plants. The water from the rainwater tanks was used to water and the children found ways to protect the new plants from children's feet.
- New energy efficient lights were installed in the main building block.
- A Sustainable Schools Environmental Management Plan (SEMP) was developed.



*Parents initiated a social justice group (Social Justice @ OLPS)*

- Parents sought external experts in this area to help guide them.
- A parent committee was formed and a vision statement, draft guidelines and role descriptions were developed and published to the whole community.
- A 2010 action plan was developed in conjunction with the school's social justice calendar and presented to the P & F for approval and support
- Regular newsletter items

### **Professional Learning and Leadership**

**By the end of 2009 we will have planned on going learning experiences for staff that reflect contemporary research and best practice.**

**By the end of 2009 we will have developed leadership competencies and capabilities and reflect these in policies, practices and procedures.**

**By the end of 2009 we will have enabled leaders to network and learn from each other.**

### ***Leading Professional Learning in Science and Technology***

#### Professional Learning Team

- A teacher was involved in professional learning with a core group of teachers from Sacred Heart, Pymble and St Gerard's, Carlingford. This model of professional learning adheres to the principles of best practice - strategic and sustainable, relevant, purposeful and challenging, adopts a variety of modes, builds commitment and adopts principles of adult learning. The model also implements the learning community processes of community dialogue, self evaluation, team learning, creativity and spontaneity, re culturing and connecting everything you know (Stoll, Fink and Earl 2004).
- Teacher leading staff in science and technology. Focus for the teachers this year is: working scientifically. This is evidenced in teacher programs, teacher classrooms and teacher practice.
- Scope and sequence developed for 2010, which focuses on key concepts across the stages and working scientifically.
- Two staff development days led by Our Lady of Perpetual Succour teacher and consultant.

### ***Leading Professional Learning in Numeracy***

#### Professional Learning Team

- A professional learning team of teachers from Our Lady of Perpetual Succour, West Pymble (Year 2 teacher from OLPS), Corpus Christi, St Ives and Sacred Heart, Pymble was formed at the beginning of 2009 under the guidance of the Education Officer-Gifted and Talented from the Catholic Schools Office. The team aimed to develop a tool that would identify the more able mathematicians in Stage 1.
- Tool developed: Gifted and Talented identification screening tool-2D and visualisation.
- Year 1 teacher and Numeracy Facilitator were trained to implement the tool .
- Selected children in Kindergarten, Year 1 and Year 2 were screened with the tool.
- Unit of work was developed and taught by Year 1 and Year 2 teachers to support student learning in 2D and visualisation.
- Tool presented at the Diocesan North Shore Cluster Staff Development Day.





### Numeracy Facilitator

- Professional development of Numeracy Facilitator- observing best practice in numeracy teaching in expert teacher classroom at Our Lady of Perpetual Succour and University of Sydney's Certificate of Primary Mathematics course.
- Training of Year 1 and Year 3 teachers to administer clinical interview.
- Input at staff meetings.

### Mathematics National Curriculum

- Year 2 teacher on the advisory panel for Mathematics National Curriculum.
- Informal and formal discussion amongst staff of Mathematics content K-6.

### Numeracy and Literacy Week Grant

- Numeracy unit of work, The Maths involved in Building our School, developed by three teachers and shared with the rest of the staff.
- Unit of work implemented during Literacy and Numeracy Week.
- Unit of work and results available on the Literacy and Numeracy Website.

### ***Leading in Literacy***

#### Literacy Facilitator

- Literacy Facilitator and teacher developed a spelling scope and sequence K-6.
- Inserviced teachers on spelling strategies.

### ***Beginning Teacher Mentor Program***

- A Year 6 teacher mentored a group of beginning teachers throughout the Diocese. The Catholic Schools Office coordinated the mentoring program.

### ***Leading Boys Education***

- Year 3 and Year 6 teachers led an action research model for Boys' Education - Attitudinal Surveys were conducted with students K-6. These were analysed by staff and programs were implemented such as Rock and Water for Year 5 and 6 boys, Fathers' Friday, Paired Writing and classroom programs were put in place to address issues such as stereotyping and bullying.

### ***Leading in Visual Arts***

- A teacher led staff to appreciate artworks with a multi cultural theme and effectively taught staff skills and techniques for the children to create art works for the 2009 Art Show.
- A successful art show where children's artwork was the focus

### ***Special Language Project***

- A speech pathologist educated the staff on a language disorder which is evident in a student.
- A speech pathologist worked with the staff on social skills and language. Teachers taught social skills in classrooms and Speech Pathologist provided feedback for teachers.

### **Curriculum Teaching and Learning**

**By the end of 2009 there will be a demonstrated improvement in student achievement in all KLAs especially numeracy and science and technology.**



## **Numeracy**

- Based on the Year 5 NAPLAN data, school growth in numeracy was 118.5 compared to 95.3 across the state. 91.7% of Year 5 students attained above or equal to the expected growth in numeracy from Year 3 to Year 5.
- 2009 Australasian Problem Solving Mathematics Olympiads-31% of our students scored in the top 25% and 6% scored in the top 10% across Australasia. Results have gradually improved each year and verify the whole school approach to problem solving is effective in improving student learning in mathematics.
- Mathematics results across the school in the University of NSW Mathematics Competition: 3 High Distinctions, 10 Distinctions and 22 Credits. These are our best results to date.
- Year 1, 2 and 3 students at risk were identified and targeted for intervention – post-assessment has shown improvement in numeracy for these students.
- There is evidence across the school that students are using a variety of mental strategies to solve mathematical problems.
- Students are aware of problem solving skills. This is particularly evident in the Year 3-6 Mad Monday Sessions.
- High use of Mathematics across the school.
- Kindergarten screening for mathematics and parent education at Orientation information session has raised the profile of numeracy and Kindergarten 2009 achieved all Early Stage 1 outcomes for mathematics.

## **Science and Technology**

- Students are more able to articulate the scientific process involved in scientific investigation.
- Students demonstrated an enthusiasm and curiosity for scientific investigations.

## **Literacy**

- Kindergarten, Year 1 and Year 2 children attained above or equal to the reading benchmarks as set by the Broken Bay Diocese for each grade.
- 76% of students achieved in the top two bands of writing in Year 3. This is a significant improvement on 2008 results.
- English results across the school in the University of NSW English Competition: 2 High Distinctions, 9 Distinctions and 22 Credits.
- Increasing participation across the school in the Premier's Reading Challenge. All Kindergarten to Year 2 students met the challenge.

**By the end of 2009 we will have enhanced the social and communication skills of students enabling them to live and interact cooperatively and collaboratively.**

- Special Language Project with a focus on social skills and language –implemented Year 1-Year 3
- Student Representative Council and Mini Vinnies provided opportunities for all students to communicate clearly and cooperate with each other to achieve desired goals.

## **Stewardship, Management and Accountability**

**By the end of 2009 we will have implemented a plan for the development of the school plant in particular the masterplan for the school playground.**

- Masterplan for the playground was executed with Pride money from the Federal Government and parent fundraising. The beautiful new bush area addresses drainage and OH&S issues and



provides a wonderful creative play area for the children. The children were involved in the planning process with the landscape architect.

- The main building block was refurbished with Pride Money - classroom shelving, display board, new energy efficient lights, new OH&S compliant bag hooks, painting, new toilet cubicles and all windows in this block were repaired.

## 6.2 2010 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**

- Enable leaders to network and learn from each other.
- Develop leadership competencies and capabilities and reflect these in policies, practices and procedures.

### **Pastoral Care**

- Maintain a high level of pastoral care amongst the whole school community where respect, tolerance, understanding and inclusion are evident.
- Foster relationships within the school and parish community particularly with the elderly of the parish.

### **Curriculum Teaching and Learning**

- Differentiate the curriculum to address the diverse needs of all students.
- Develop and implement a coherent framework to guide quality learning and teaching.
- 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**

- New building development consisting of a new hall, library and administration and refurbishment of the staff room.
- 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 implementing specific programs where expertise is required (eg Acrobatics, drama)
- social justice programs
- fundraising
- gardening club
- Care network
- Parents' and Friends' Association
- FJ's OOSH
- canteen
- uniform shop.

Significant parent groups in 2009 that demonstrated new initiatives include:

- Parent Initiated Social Justice Group
- Parent support group for the OLPS Art Show

Many parents involved themselves in the preparation for 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 OLPS 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, 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.



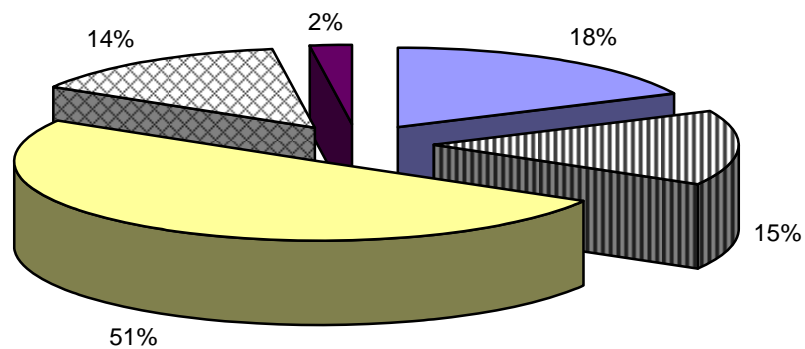
## 8. Financial Report

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 at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

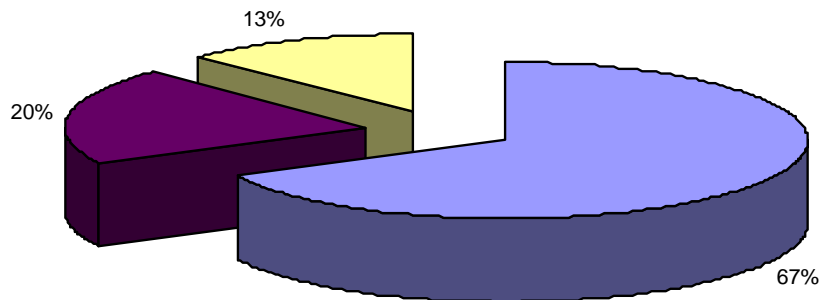
### Income

- 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 Schools Consultant, Diann Hynes.