



Our Lady of Perpetual Succour Catholic Primary School West Pymble

2010 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Our Lady of Perpetual Succour Catholic (OLPS) Primary School is a comprehensive Parish school where all students are known, catered for and valued. Our motto "With Love We Grow" is central to all we do as we believe that in an atmosphere of love we all grow and flourish. Each child is given time to grow in all areas of development so as to fully reach his/her true potential. Effective partnerships between child, staff, parents and parish is valued and fostered. It is our vision that we are recognised as a family-like Catholic Faith community committed to quality teaching and learning.

We are blessed with a dedicated and highly skilled staff who respect the dignity of each child. Staff work hard to provide all children with the highest quality of education, ensuring that the learning environment is meaningful, engaging, stimulating and meets the needs of the learners.

In 2010, Our Lady of Perpetual Succour Catholic Primary School continued the implementation of the school's Strategic Management Plan, 2007-2010. This plan has served us well over the past four years and school improvement is evident as a result of its implementation.

Change over to the new Information, Communications and Learning Technologies (ICLT) architecture in 2010, has opened up new and exciting ways to learn. Optic fibre cabling has increased efficiency and speed when working with technology and interactive white boards are in every classroom. To enhance their learning, students have access to desktops at any time of the day.

The **Primary Schools for the 21st Century** (P21) work began in June 2010. A new library, multi purpose hall, administration area and staffroom will be completed in the first half of 2011. This project is most exciting and we all look forward to teaching and learning in our new spaces.

I have much pleasure in presenting the 2010 Annual Report of Our Lady of Perpetual Succour Catholic Primary School, a record of the past twelve months of the great achievements at Our Lady of Perpetual Succour. The school community looks ahead with confidence as it continues to work collaboratively and inclusively to meet the challenges of Catholic Education in the 21st Century.

1.2 Message from the Parent Body

The P&F Executive has continued their work in accordance with the Catholic Schools Office (CSO) P&F Constitution.

2010 saw another busy social calendar with events well attended. The OLPS Social Justice Group initiative continues to flourish.

The Committee would like to acknowledge and thank all those who contributed to the fantastic Lost Vegas musical production.

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 a great school for students from Kindergarten to Year 6. It has an excellent academic record. We have many brilliant mathematicians and some of these students enter competitions and do very well. Our English students are equally brilliant. Students particularly love the variety of sports which the school offers and they enjoy competing in the inter school competitions.

One of the many great things at Our Lady of Perpetual Succour is that when a student enters Year 6 he/she has many leadership opportunities including, School and Colour House captains, being a buddy to a Kindergarten child, leadership camp, inter school debating, public speaking and sports gala days.

In 2010, the students of Our Lady of Perpetual Succour have had a wonderful year full of many new and exciting learning experiences and challenges. One of the highlights of our year was the school musical, *Lost Vegas* in Term 3. All students in Year 5 and Year 6 had an opportunity to take on a special role as a soloist, dancer, actor or behind the scenes support person. All classes performed items which built the storyline. We all had a great time and so did the audience!

Other features of the year included:

- the canonisation of Mary MacKillop
- participation in cluster and diocesan sporting events
- 100 kilometre challenge
- the start of our new building
- book week activities
- OLPS speech competition

We are all proud and happy to be students of Our Lady of Perpetual Succour Catholic Primary School.

2010 School Captains



2. School Profile

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 2010 is 169. (Aug census). 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. In 2011 the school will have a new brick building on Kendall St which will consist of a school hall, library and administration. The Building Education Revolution (BER) has funded this new addition to the school. 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 needs for student active play, along with handball courts and a shelter area where ballgames are played. The whole site has made use of all spaces and they have been designed to meet the needs of the children.

Geographical areas the school draw upon 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. Parent prayer on Friday and Parish family Masses are well attended with parents closely involved with the organisation. There is a 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 meets 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 on to local Catholic high schools that are within close proximity to 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. Generally there is a fairly even balance of girls and boys.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
90	79	23	0	169

*Language background other than English



2.2 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.

2.3 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
11	0	0	11

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

Based on teacher surveys in 2010, teachers strongly agreed that the school:

- clearly articulates the school's vision and mission
- provides an environment where faith is nurtured
- meets the pastoral needs of the students, staff and families
- is student centred, safe and supportive
- is an evangelising community, accepting and welcoming of families
- has a strong sense of social justice and outreach
- acknowledges and celebrates the achievements of all
- has high literacy and numeracy levels from K-6 and a whole school approach to these key areas



2.6 Student Attendance

Year	Average student attendance rate (%)
K	94
1	96
2	95
3	90
4	93
5	95
6	96

The average student attendance rate for the whole school for 2010 was 94%.

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 (CSO) 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.



2.7 Student Satisfaction

Based on Year 5 and Year 6 student surveys in 2010, students agreed that:

- they like learning at Our Lady of Perpetual Succour Catholic Primary School
- they have many opportunities to learn and work independently as well as from each other
- they recognise that their teachers are interested in their learning, provide regular feedback on ways to improve and congratulate them on their achievements
- they have lots of opportunities to work on computers at school
- It was pleasing to note that most students knew their school motto, recognised that they learn a lot about God and the church at school and knew how to care for the their environment.



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 2010.

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 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 2010, parents and staff worked together to establish the Social Justice Group. The focus of this group is to educate our community on local, national and international social justice issues.

3.2 Religious Life of the School

- Fortnightly Masses for classes, whole school Masses, eg. Beginning of Year Mass, Thanksgiving Mass, Mothers and Father Day Masses, Grandparents 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.
- School attendance at Diocesan Masses- Year 6 North Shore Cluster Mass, Beginning of Year Staff Diocesan Mass, Mission Week Mass at Waitara.
- Parent prayer each Friday morning is well attended and deepens the spiritual life of the community. This year during Kindy Orientation time, new parents were invited to prayer and it was successfully attended.
- Staff gather regularly for prayer. All full time teachers have participated in Bishop David Walker's *Ministry for Teachers* Courses.
- Creative ways to deepen student's encounter 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
- School Environmental Group-GRUBS



3.3 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.

This year the Parish Youth Minister developed a Catholic Worldview paper for reflection by the school community. Work in this area will continue in 2011.

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

All teachers are Religious Education accredited.

Six 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 -The Sacrament We are Becoming The focus of the day, was through the enneagram - discovering our personality traits, allowing us to become more aware of who we are and how we relate with God and others
- The principal is a member of the Diocesan Schools Board Mission Committee and regularly shares with staff, insights and developments as a result of this role
- The principal participated in The Broken Bay Institute Faith Education Course: Explorers, Guides and Meaning Makers: Catholic Educators on the Frontier of Mission
- Religious Education Coordinator and a parent from the Social Justice Group attended the two day course "Growing a Culture of Peace – making connections between Peace, Ecology & Justice".
- The assistant principal is a member of the Broken Bay cohort for the Masters of Educational Leadership. Units of study include 'Introduction to Theology' and 'Biblical Studies-Foundations'.



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

The OLPS Emergency Procedures, all Excursions (including local and overnight) and Off- Site Risk Assessments were developed 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 support each other through the Class Parent, especially if there is an illness or bereavement.

Where necessary, families have been referred to the CSO 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 they are followed up by the class teacher and principal.

As a part of their leadership role, senior students are a 'buddy' for Kindergarten students. In 2010, an orientation program for new students in Years 1 to 5 beginning in 2011, 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 heavily relies on the experiences of past Our Lady of Perpetual Succour students and parents. A kids' forum provides an opportunity to discuss the issues that impact on students and their families when moving on to high school. Ex students are invited to share their experiences at this forum. Parents make contact with each other informally to exchange information.

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 etc) to the families within the school that are experiencing temporary hardship, difficulties or crisis. The 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 CSO.



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 CSO 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 CSO 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 at Our Lady of Perpetual Succour. 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.

The following key conditions are in place at Our Lady of Perpetual Succour to continue 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 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 recognized 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 student's 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 that they are strongly 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 continued focus on Spelling. Professional learning focussing on spelling strategies and proofreading skills is changing classroom practice in a positive way.

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 2011.

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 2010 there has been a strong focus on Numeracy to improve student achievement throughout the school. This year the school implemented the following strategies to target Mathematics:

- 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.
- *Clinical Interview* for 'at risk' Year 1, 2 and 3 students and an intervention program developed suited to their needs
- 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 on line learning website which was originally developed by a teacher here at OLPS. 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 Maths Lesson. Maths Olympiad was incorporated at this time.
- On line Maths resource for every student- *Mathletics*. This program is integrated into the teacher program and students can work at home on the site. Other interactive maths sites and learning objects are well used by class teachers to enhance learning in numeracy.
- Mathematics Homework book Yr 2-6
- Standardised Mathematics Testing of students Yr 3-6 to identify at risk students - used as a diagnostic tool.

Science and Technology

The Science and Technology for 2010 has focussed on developing teacher's knowledge and understanding of Science and Technology Process Skills and Content by reflecting on their own needs as Learners, Teachers and Leaders in the field of Science and Technology. This has been achieved through whole staff consultation and lively discussion on content knowledge that developed "rich" tasks with a view to fostering authentic learning experiences and opportunities for the children to be assessed on criteria that encourage a range of knowledge and understanding.

Peer teaching and resourcing of classroom teachers, as well as cooperative planning have been key features in developing the Science focus to improve student outcomes.

The staff has continued to develop the 2010 Science and Technology Scope and Sequence to include the Process Skills and Content of the current Science and Technology syllabus.

Creative and Practical Arts

The School Musical in 2010 was titled "Lost Vegas". The musical has grown in complexity over the last six years and gives every child in the school the opportunity to perform on a professional stage. The students work through a thorough process developing drama, dance and singing skills over a term. The senior students in Years 5 & 6 have the opportunity to audition for individual roles that develop their singing, acting and dancing skills. They learn how to develop a character from the script to the stage. The Musical gives the school the opportunity to link class music lessons, before school drama lessons and classroom drama and dance lessons together for a common purpose and in front of an audience. The Musical also brings together the parents who share their skills of designing, sewing, lighting, singing, drama and organisation to support their students and the mission of the school.



5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 28 students in Year 3 and 22 students in Year 5.

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. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	4	0	4	29	14	50	96
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	4	0	0	0	36	61	96
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	4	0	18	18	39	21	96
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	4	0	4	57	36	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	14	14	43	29	100



Band distributions at Year 3 demonstrate that for every test area, the school's percentage of students in the top two bands far exceeds national and state rates. Results of the Year 3 are clearly outstanding. The results in writing and punctuation/grammar were exceptional where 97% and 93% of students achieved in the top two bands respectively. School performance in spelling is well above the national and state results however, with the intention of raising spelling standards across the school, spelling will continue to be a whole school focus in 2011.

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. The development of narrative writing rubrics based on the 11 national writing criteria directly resulted in the high student performance writing.

School performance in Numeracy in Year 3 is well above national results. Students in Bands 5 and 6 increased from 53% in 2009 to 72% in 2010. This is a very pleasing result and indicates our whole school focus on Numeracy over the past four years has been effective and is improving student outcomes. Numeracy will continue to be a focus in 2011 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
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	5	23	9	27	36	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	18	27	18	36	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	5	9	14	23	32	18	95
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	5	9	14	45	27	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	5	18	23	36	18	100

Across all test areas it is clearly evident that there is a 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 with the exception of Spelling. In Reading, 63% of Year 5 students achieved in Bands 8 and 7. This is a good result. In numeracy 54% of students achieved 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 significantly to these fine results. Numeracy will continue to be a focus in 2011.

Spelling has been a curriculum focus in 2010 and results in Spelling have been maintained from 2009. Results in this area over time will give a clearer picture in regard to school improvement.



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 - on site during wet weather.
- Speech and Drama Lessons: Classes on site.
- Chess: Classes on site
- Occupational Therapy: Classes on site
- OLPS students continued to participate in cluster and diocesan events including 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 – the focus was on Physical activity where the students and their families were challenged to “clock up” a 100 km of fitness in the month of May. This was also a fund raising event.

5.4 Professional Learning

All teachers participated in a range of professional learning in 2010. Professional learning included Numeracy, Literacy, Science and Technology, Masters of Educational Leadership 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 take on leadership roles within the school and across the Diocese as evidenced below.

Building leadership capacity

- one teacher is building her own leadership skills through the lens of Science and Technology. This teacher is leading the staff in Science and Technology
- one teacher is mentoring to beginning teachers across the Diocese
- one teacher attended the Australian Literacy Educators Association (ALEA) National Conference in Western Australian
- one teacher is a member of the CSO Masters of Educational Leadership cohort
- 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 school musical
- The Special Language Project was targeted at skilling teachers. An Occupational Therapist worked with students and 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 2010 Priorities and Achievements

The Priorities for 2010 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 2010 we will have strengthened relationships across the Parish.

- Communication with Parish about the Building Education Revolution (BER) work

By the end of 2010 we will have maintained and developed significant Social Justice programs.

Through the OLPS Social Justice Group which consists of the Principal, Religious Education Coordinator (REC) and a group of parents

- Whole school education of Fair Trade and school registered as a Fair Trade School
- Support to Father Chris Riley, Youth Off the Streets
- Whole school involvement in the Caritas "Be More Challenge" where students gave evidence of conserving water
- Support to Mini Vinnies within the school
- Coordination of Catholic Mission - Yr 5 and 6 Village Space and Kindy to Yr 4 guest speaker

By the end of 2010 we will have made the Catholic worldview and values explicit across all priority areas.

- Parish Youth Minister wrote a reflection paper for the school community, "Incorporating the Catholic Worldview into the Curriculum"

➤ **Professional Learning and Leadership**

By the end of 2010 we will have planned on going learning experiences for staff that reflect contemporary research and best practice.

By the end of 2010 we will have developed leadership competencies and capabilities and reflect these in policies, practices and procedures.

By the end of 2010 we will have enabled leaders to network and learn from each other.

Numeracy

All staff members received Professional Development in the "Extended Clinical Interview" - Staff Development Day. Teachers administered interviews on targeted students in their class, they were supported to analyse the data and programs were developed to meet the needs of the students. A 2011 plan for implementation of the Extended Clinical Interview was developed.

- Maths Consultant worked with staff on differentiating the curriculum to meet the needs of the
- Students - Staff Development Day, modelling of lessons, and mentoring teachers in classrooms
- Maths Resources were reorganised in classrooms to easily enable differentiated lessons
- NAPLAN data was analysed, students targeted for intervention and programs refined to meet the needs of the students



Science and Technology

- 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 and 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 andEarl:2004)
- Teacher leading the Our Lady of Perpetual Succour staff in Science and Technology. The whole school focus for this year is on teacher pedagogy and integrating the use of technology. They are evidenced in teacher programs, teacher classrooms and teacher practice.
- Scope and Sequenced developed for 2011, which focuses on relevant assessment criteria. This will be an ongoing priority in this Key Learning Area.

Literacy

- The Literacy Facilitator works with K-4 teachers in classrooms on a weekly basis. Her work involves modelling teaching strategies, collaborative teaching, small group teaching and ongoing support to teachers with a view to meeting the student needs.
- The Literacy Facilitator collaboratively leads staff meetings focused on Spelling and the analysis of the NAPLAN results. The focus on what we need to address in the classroom to increase student achievement in specific areas. Writing and spelling was a focus in 2010.

Beginning Teacher Mentor Program

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

Special Language Project

- An Occupational Therapist worked with the staff on social skills and language. Students and teachers taught social skills in a playground setting.

➤ **Curriculum Teaching and Learning**

By the end of 2010 there will be a demonstrated improvement in student achievement in all Key Learning Areas (KLA's) especially numeracy and Science and Technology.

Numeracy

- All students in Year 3 and 5 attained the National Benchmarks in Numeracy.
- 2010 Australasian Problem Solving Mathematics Olympiads - 25% of our students scored in the Top 10% and 49% scored in the top 25% across Australasia. Overall, Our Lady of Perpetual Succour scored in the top 10% of schools across Australasia. Results have dramatically improved each year and verify the whole school approach to problem solving as effective in improving student learning in Mathematics.
- Mathematics results across the school in The University of NSW Mathematics Competition: 3 High Distinctions, 8 Distinctions and 24 Credits. These results are consistent with last years' results and are pleasing.
- 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 *Mathletics* across the school, especially in Year 1 and Year 2.
- Kindergarten screening for Mathematics and parent education at Orientation information session has raised the profile of Numeracy and Kindy 2010 achieved all Early Stage 1 outcomes for Mathematics.

Science and Technology

- Teacher reflection on own needs as Learners, Teachers and Leaders in Science and Technology
- Staff discussion and development of "rich tasks" for authentic learning experiences
- Development of valuable assessment tasks that encourage a range of knowledge and understanding
- Peer teaching and classroom resourcing
- Cooperative planning sessions
- Continued development of Science and Technology Scope and Sequence in line with Science and Technology syllabus

Literacy

Most 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.

- In Year 3, 97% of students achieved in the top two bands of writing and 93% of students achieved in the top two bands of grammar and punctuation. This is a significant improvement on 2009 results and maintaining this result will be a priority.
- 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 K-Year 2 students met the challenge.

➤ **Stewardship, Management and Accountability**

- Input and monitor the new building development of a new hall, library and administration and refurbishment of the staff room. This project is funded from the Building Education Revolution.

6.2 2011 Priorities and Challenges

Catholic Mission

- To develop greater awareness of who we are and how our Catholic Identity is shaped and nurtured
- To investigate ways of accompanying parents in the faith journey so that there will be support at critical points (enrolment, sacraments, transition).

Pastoral Care

- To maintain a high level of pastoral care amongst the whole school community where respect, tolerance, understanding and inclusion are evident.



Teaching and Learning

- To improve student learning in Mathematics particularly number and algebra and to further develop Working Mathematically K-6.
- To develop a culture of reflection on learning -develop strategies across the school to enable teacher and student reflection



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:

- class parents
- 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 group
- 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 School Musical

7.2 Parent Satisfaction

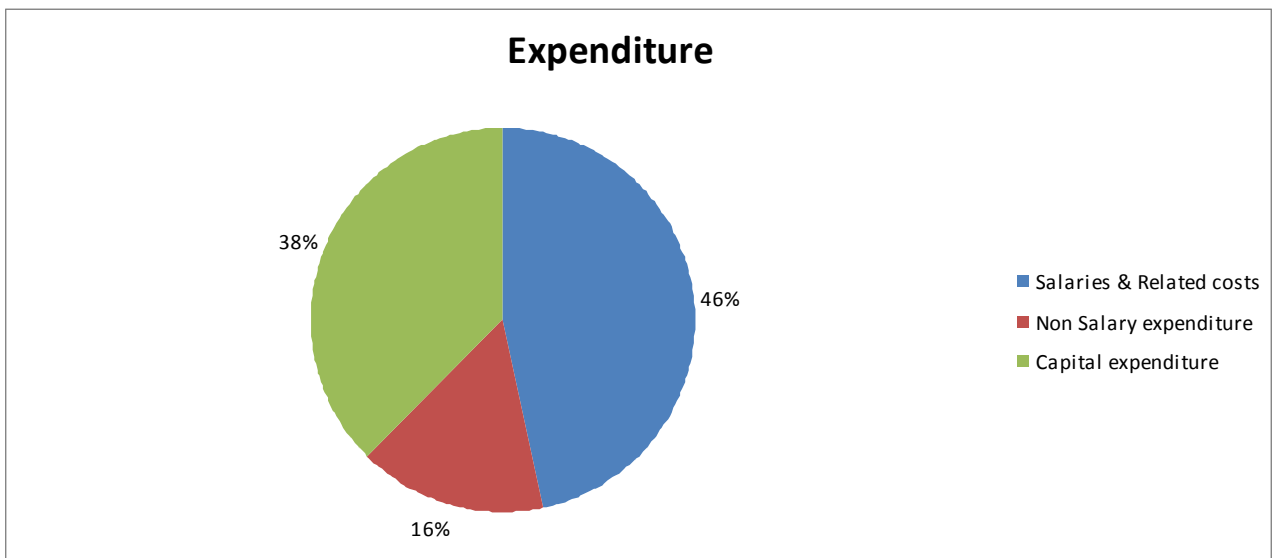
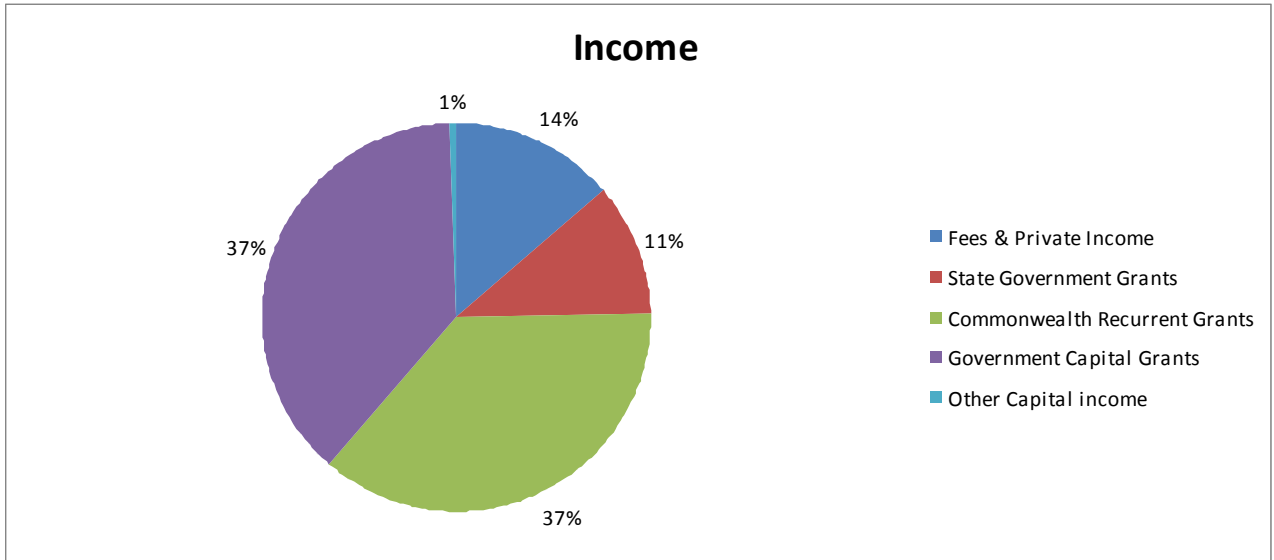
Based on parent surveys in 2010 parents strongly agreed:

- That the school is an environment where Catholic practices, philosophy and faith is highly evident and nurtured
- That the school is committed to the pastoral needs of the students and that the school is student centred, safe and supportive of the child. The well being, learning and growth of the child is the priority.
- That the school encourages parent involvement and the parent voice is genuinely included in key decisions.
- That the teachers are effective and committed professionals.
- That the school is effective in delivering quality teaching and learning in literacy and numeracy.
- That they were satisfied with the quality of teaching their child was receiving at Our Lady of Perpetual Succour Catholic Primary School.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. 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>



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