



Our Lady of Perpetual Succour Catholic Primary School West Pymble

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2011 has been a very special year for Our Lady of Perpetual Succour West Pymble with the completion of our BER work consisting of a new library, hall and administration area. The Opening Ceremony in June marked the significance of the building to the community.

In September OLPS underwent School Review and Development. This gave our school an opportunity to celebrate and reflect on our practices as well as demonstrate our accountability to our community, the Diocese and to State authorities.

I am constantly energised by the community and motivated to create a learning community where Christ is at the centre of all we do. This year OLPS has experienced ever increasing enrolments, which says a lot about the high quality of education offered and the nurturing environment for all. I would like to express my gratitude and thanks to the staff and parents for their constant support, trust, expertise and hard work. I pray that God continues to bless every person in our community and that their relationship with each other and Christ is ever strengthened.

In 2012, we look forward to the 50th Anniversary of the school.

1.2 Message from the Parent Body

The P&F Association enjoyed a great year with the highlights being the Cake stall and New Parents Night in March; the 100km Challenge in May, the opening of our magnificent new facilities under the BER funding in June; the children's disco in September; the Collaborative Artworks evening in October; the Melbourne Cup Sweep and luncheon in November and the Parents' Christmas party in December. The Mothers' and Fathers' day breakfasts, and Grandparents' morning tea were also very special celebrations.

The focus of the P&F at OLPS is always to put community first.

1.3 Message from the Student Body

As representatives of OLPS, we are proud to be a part of a community that nurtures all children from Kindergarten to Year 6. At Our Lady of Perpetual Succour, we recognise the talents of each child, while following the Catholic Values.

We were recently granted funds from the Government in order to build new learning facilities to enhance the education at OLPS. With these grants, we were able to construct a new library, multi purpose hall and administration area. Also this year, OLPS has participated in many Diocesan and Cluster sporting, cultural and religious events, giving children many opportunities to showcase their talents. Each year OLPS holds an Art Show for children from K-6 to display their artworks. This year we held a Trash and Treasure stall at our Art Show to raise money for Catholic Mission, run by our Mini Vinnies, our social justice group, which was a huge success.

Again this year, the children in Year 6, have shown fantastic leadership by taking on different captaincy roles, such as: Dance Captains, Social Justice Captains, Colour House Captains and School Captains.

In conclusion, the year of 2011 has been a great year and we wish the Year 6s the best of luck throughout their high school journey.

2011 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 2011 is 187 (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 for both girls and boys. In 2011 a new brick building on Kendall St was built and consisted of a school hall, library and administration. The Building Education Revolution 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 we 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 Salvadorian priest, originally from Poland whose Assistant is also a fellow Salvadorian. 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 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 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 Years 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.

2.1 Student Profile

The following information describes the student profile for 2011:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 93 | 92 | 25 | 0 | 185 |

*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.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

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

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

| a | b | c | Total |
|----|---|---|-------|
| 12 | 0 | 0 | 12 |

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.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

Based on teacher surveys for School Review in 2011, 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; and
- has high Literacy and Numeracy levels from K-6 and a whole school approach to these key areas.



2.6 Student Attendance and Retention Rates

| Year | Average student attendance rate (%) |
|------|-------------------------------------|
| K | 94 |
| 1 | 92 |
| 2 | 92 |
| 3 | 95 |
| 4 | 92 |
| 5 | 96 |
| 6 | 98 |

The average student attendance rate for 2011 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 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 Years 5 and Year 6 student surveys in 2011, 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; and
- they are proud of the new building and enjoy learning in its spaces.

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 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 187 in 2011.

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; and
- 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 and the work of that group continued in 2011. 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 Fathers' 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 students' 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.

The Catholic Worldview paper developed in 2010 by the Parish Youth Minister was presented for reflection by the school community. The Parish Youth Minister also presented to the community the Principles of Catholic Social Teaching.

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 RE 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:

- 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.
- During 2011, the Assistant Principal, who is a member of the Broken Bay cohort for the Masters of Educational Leadership successfully completed BBI units 'Introduction to Theology' and 'Biblical Studies-Foundations'.
- REC led staff meetings focusing on the new translation of the Roman Missal.



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 continue to be reviewed and monitored by Staff on an annual basis.

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 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 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. The orientation program for new students in Yrs 1 to 5 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. Every new family was allocated a buddy family. Feedback from new parents was very positive.

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 continues to be very successfully co-ordinated 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.

In 2011 Our Lady of Perpetual Succour began the implementation of the KidsMatter framework. Work began on Component 1, which focuses on belonging and connecting to the school community. A variety of strategies were implemented to help students and families make stronger connections to their school community. In 2012 work in this area will continue and Component 2 will be a focus which teaches students emotional and social strategies.



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 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 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 reflections 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; and
- everyone is recognized as a learner.

Literacy

There is a strong emphasis on Literacy. 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, student's literacy levels are 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.

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 2012.

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 2011 there has been a strong focus on Numeracy to improve student achievement throughout the school. This year the school implemented the following strategies:

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 all Year 1 students and 'at risk' Years 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- Years 3-6 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 Years 2-6; and
- 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 2011 has focused on developing teachers' knowledge and understanding of 'Process Skills and Content' by reflecting on their own needs as learners, teachers and leaders. This has been achieved through whole staff consultation and lively discussion on content knowledge. "Rich" tasks were developed to foster authentic learning experiences and opportunities for the children to be assessed on criteria that encourages a range of knowledge and understanding.

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

The staff has continued to develop the 2010 and 2011 Science and Technology Scope and Sequence to include the 'Process Skills and Content' of the current Science and Technology syllabus.

Creative and Practical Arts

In Term 3, the School Art show was the highlight in the school calendar. Children's individual artworks were displayed in our new hall and a collaborative artwork was produced by each class which was later auctioned at the Art Show evening in the Father Jones Hall.



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 (SMART2), 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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 26 students in Year 3 and 27 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 shown separately for Years 3 and 5. 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 | 3.7 | 10.5 | 18.2 | 21.2 | 17.5 | 29.0 | 95.4 |
| | National | 4.1 | 10.4 | 17.3 | 21.2 | 20.8 | 24.2 | 93.9 |
| | School | 0.0 | 7.7 | 3.8 | 15.4 | 30.8 | 42.3 | 100 |
| Writing | State | 2.0 | 4.0 | 12.4 | 20.7 | 43.0 | 17.8 | 96.4 |
| | National | 3.0 | 5.3 | 14.5 | 29.1 | 30.2 | 15.9 | 95.0 |
| | School | 0.0 | 0.0 | 7.7 | 11.5 | 53.8 | 26.9 | 100 |
| Spelling | State | 3.6 | 6.9 | 18.3 | 20.6 | 25.9 | 24.6 | 94.6 |
| | National | 5.2 | 9.7 | 17.7 | 24.7 | 22.6 | 18.1 | 92.8 |
| | School | 3.8 | 0.0 | 11.5 | 19.2 | 34.6 | 30.8 | 96 |
| Gr. & Punct. | State | 4.5 | 6.7 | 15.1 | 24.2 | 21.9 | 27.6 | 94.6 |
| | National | 5.0 | 8.8 | 15.0 | 21.0 | 21.6 | 26.7 | 93.0 |
| | School | 3.8 | 3.8 | 0.0 | 23.1 | 30.8 | 38.5 | 96 |
| Numeracy | State | 2.8 | 11.8 | 19.7 | 26.5 | 21.5 | 17.6 | 96.7 |
| | National | 2.4 | 11.4 | 23.8 | 27.3 | 19.9 | 13.3 | 95.7 |
| | School | 0.0 | 3.8 | 11.5 | 34.6 | 15.4 | 34.6 | 100 |



Band distributions at Year 3 demonstrate that for every test area, the school percentage of students in the top two bands far exceeds national and state rates. Results of Year 3 are excellent. Students achieved particularly well in Writing where approximately 80% of students achieved in the top two bands. School performance in Spelling is well above the national results and shows a 10% growth on the previous year's results, however Spelling will continue to be a whole school focus in 2012 in the hope to raise spelling standards across the school. 73% of students achieved at proficiency in Reading and all students achieved at or above the national benchmark. Reading will be an area in 2012 on which we intend to work to raise the percentage of students in the top two bands.

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 exposition writing rubrics based on the 11 national writing criteria directly resulted in high student performance in writing.

Numeracy was a focus from 2007-2011 through a Teacher Mentor Model where teachers were supported in identifying students at risk and then implementing strategies to meet their needs. Teachers were 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. The clinical interview administered in Kindy to Year 3 certainly assisted teachers in identifying student weaknesses and help develop class programs and individual programs. Professional learning of teachers was a strong focus around developing rich tasks to cater for all students. An uninterrupted Numeracy block of one hour per day or more is now established in every classroom.

Band Distributions (%) – Year 5

| | | Band 3 (-) | Band 4 | Band 5 | Band 6 | Band 7 | Band 8 (+) | % at or above national minimum |
|-------------------------|----------|------------|--------|--------|--------|--------|------------|--------------------------------|
| Reading | State | 7.2 | 11.0 | 26.0 | 21.0 | 19.2 | 15.6 | 93.1 |
| | National | 6.7 | 13.8 | 23.2 | 25.7 | 18.1 | 10.7 | 91.5 |
| | School | 0.0 | 3.7 | 14.8 | 22.2 | 25.9 | 33.3 | 100 |
| Writing | State | 4.5 | 7.2 | 30.9 | 30.7 | 17.4 | 9.3 | 94.8 |
| | National | 6.0 | 11.9 | 26.5 | 30.7 | 16.3 | 6.6 | 92.1 |
| | School | 0.0 | 0.0 | 14.8 | 48.1 | 29.6 | 7.4 | 100 |
| Spelling | State | 4.8 | 8.9 | 24.4 | 26.8 | 21.6 | 13.6 | 93.8 |
| | National | 6.8 | 12.7 | 24.7 | 28.0 | 17.9 | 8.1 | 91.3 |
| | School | 0.0 | 3.7 | 18.5 | 44.4 | 22.2 | 11.1 | 100 |
| Gr. & Punct. | State | 6.5 | 8.7 | 20.7 | 23.0 | 24.8 | 16.3 | 93.5 |
| | National | 6.3 | 11.0 | 20.5 | 25.3 | 20.1 | 15.0 | 91.9 |
| | School | 0.0 | 3.7 | 18.5 | 14.8 | 25.9 | 37.0 | 100 |
| Numeracy | State | 4.1 | 9.8 | 27.7 | 29.3 | 13.7 | 15.4 | 95.4 |
| | National | 3.8 | 13.5 | 27.8 | 28.2 | 16.1 | 8.8 | 94.4 |
| | School | 0.0 | 0.0 | 14.8 | 25.9 | 18.5 | 40.7 | 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. In Reading, 59% of Year 5 students achieved in Bands 8 and 7. This is a good result. In Numeracy, students in Bands 5 and 6 increased from 54% in 2009 and 2010 to 59% in 2011. This is a pleasing result and indicates our whole school focus on Numeracy over the past five years has been effective and is improving student outcomes.

There will be a strong whole school focus on Reading and Spelling in 2012 with dedicated time to professional learning.



5.3 Extra Curricula 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;
- 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; and
- 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 2011. 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:

- 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 mentoring teachers with Numeracy with support from Catholic Schools Office;
- two teachers mentor to beginning teachers across the Diocese;
- one teacher is a member of the CSO Masters of Educational Leadership cohort which was concluded in 2011;
- the Special Language Project was targeted at up 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; and
- the average expenditure on professional learning, per teacher, in 2011 was \$2,250.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

The Priorities for 2011 were developed based on the School's Strategic Improvement 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 as achieved:

Catholic Life and Mission

By the end of 2011 we will have developed greater awareness of who we are and how our Catholic Identity is shaped and nurtured.

- Staff willingly shared faith and spiritual experiences and became more of the "gift of who we are" and the importance of our faith in our lives.
- Michael Mangans' Mass - Jubilee & Mass of Celebration, was implemented;
- Year 6 students participated in the standardised RE assessment. The results have been analysed in order to find the gaps in children's Religious Education/knowledge – an excellent result.

By the end of 2011 we will have investigated ways of accompanying parents in their faith journey so that there will be support at critical points (enrolment, sacraments, transition)

- Education Officer from Mission Services, CSO, facilitated a Retreat for mothers at OLPS and Sacred Heart– well received. It was extended to the Parish community.
- A Social Justice Group presentation by Dan Fleming and the Aboriginal Forum from Four Corners Program, though not well attended, was very well received by the attendees.
- Teachers attended the Confirmation, Eucharist and Reconciliation Adult Education sessions and this was well received by parents – excellent feedback ensued.
- 2011 Kindergarten parents were invited to Parent Prayer – this experience has led to an increase in numbers. At 2012 Kindergarten orientation, Parent Prayer was offered again and excellent feedback was received.
- Parents were regularly involved in parish liturgical celebrations. The Parish Priest and a staff member from Broken Bay Institute reflected with parents on the importance of the celebrations.

Pastoral Care

By the end of 2011 we will have maintained a high level of pastoral care amongst the whole school community where respect, tolerance, understanding and inclusion are evident.

- 'KidsMatter' - Component 1 will be fully implemented within the school in Term 1, 2012. Component 2 was initiated in Term 4 and will be completed and implemented – Term 1, 2012.
- The 'True Colours' Program was implemented in Years 5 and 6 for the girls and 'Rock and Water' implemented for the boys in Term 3 – both programs were a success as there has been a significant positive change in girl's behaviour towards each other.
- A Parent Workshop for Bully Busters was offered. It was well attended and positive feedback was received from the evaluations.



- A variety of successful groups led by Year 6 students has been in operation. e.g. -Children's Prayer, Book Club, Dance Group, Social Justice Group, Skipping Group.
- All new families to the school were allocated a 'buddy' family in 2011.
- 2012 Kinder families have been assigned buddies with 2012 Year 6 families and the first Parish Family Mass for 2012 has been designated as a Kinder / Year 6 Mass.
- The Year 1 classroom is now situated in the main playground area so that the parents of that class can have improved contact with other school parents – they have felt isolated in previous years due to the position of the classroom.

Teaching and Learning

By the end of 2011 we will improve student learning in Mathematics, particularly Number and Algebra and further develop Working Mathematically K-6.

- The Leading Learning In Service conducted by the Catholic Schools Office at Forestville was attended by all staff members.
- Mathematical growth points for individual students were identified and programs developed to meet their individual needs.
- Teacher programs demonstrate evidence of differentiation – explicit Mathematics lessons are taught especially in Number and Algebra.
- The Mathematics Key reference teacher was released to work in classrooms and to develop and demonstrate new strategies for teaching the Number strand. Demonstration lessons were given in participating classrooms.
- Parent education on how to best support their children in numeracy was offered to all parents. This was very well attended and extremely well received.

By the end of 2011 we will develop a culture of reflection_on learning by developing strategies across the school to enable both teacher and student reflection.

- School Review and Development enabled staff to document and reflect on practice.

6.2 2012 Priorities and Challenges

Catholic Life and Mission

By the end of 2012 we will have:

- increased whole school community awareness of our call to action through social justice initiatives; and
- increased community awareness of the importance of prayer.

Pastoral Care

By the end of 2012 we will have:

- fostered mental health and wellbeing for all community members through the implementation of KidsMatter.

Teaching and Learning

By the end of 2012 we will have:



- improved learning outcomes for students in the areas of Spelling and Reading and
- developed a shared vision for learning at OLPS.



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
- A significant parent group in 2011 that demonstrated new initiatives was the Parent Initiated Social Justice Group

7.2 Parent Satisfaction

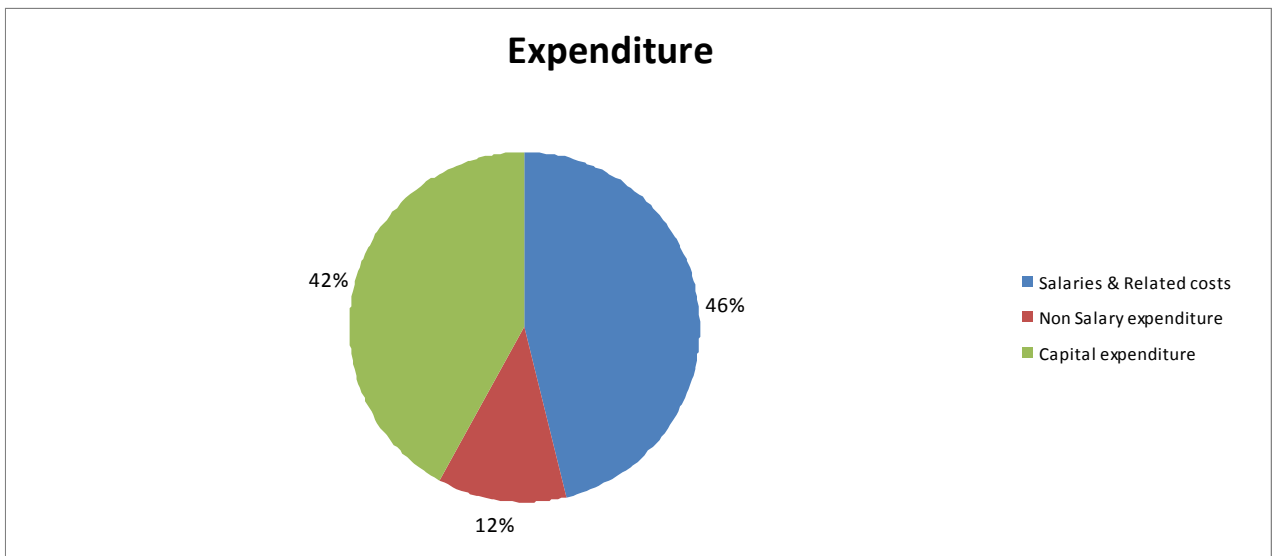
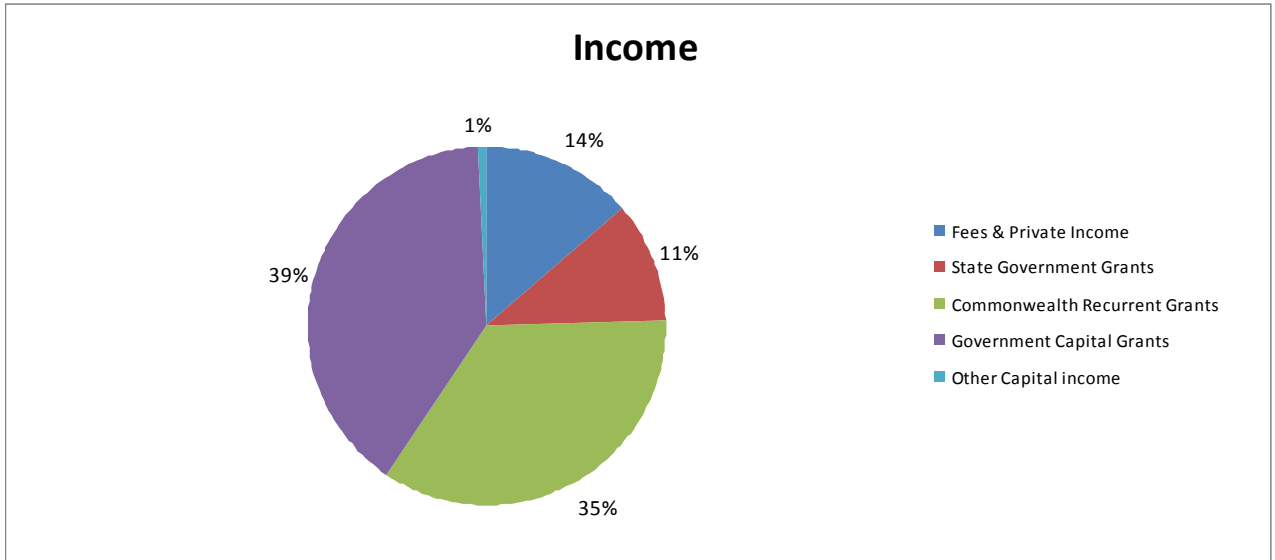
Based on parent interviews for School Review in 2011 parents strongly agreed:

- that the school is a truly community based Catholic school with a high degree of trust between all stakeholders;
- its strength is in creating a family-like atmosphere where every child is known, nurtured and celebrated;
- that the school's vision, mission, motto, key values and range of school events and initiatives provide clear evidence of faith and learning in action;
- the school has a positive connection to the parish;
- that there is a strong commitment to the celebration of the Eucharist and active participation of the community in a variety of social justice outreach actions;
- there are high levels of achievement in Literacy and Numeracy;
- that the school offers a comprehensive curriculum;
- that there is a high degree of pastoral care which is inclusive and effective; and
- That staff are approachable and work in collaboration with them for the whole development of their child.



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.