



# Our Lady of Perpetual Succour Catholic Primary School West Pymble

## 2012 Annual Report

*Celebrating 50 Years of Catholic Education in 2012*



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## **1. Message from Our School Community**

### **1.1 Message from the Principal**

This year Our Lady of Perpetual Succour Catholic Primary School, West Pymble, celebrated fifty years of education and what an occasion! In 1962, the Mercy nuns opened the school in Kendall Street, West Pymble, with the blessing of the Parish Priest and the high support of the parent community. In 1962, there were 32 Kindergarten children and one class. This is a contrast to 2012, where we have had a record high enrolment of 189 students and seven classes. The OLPS spirit of 1962 is alive and well this century. Highly evident this year was the OLPS spirit of generosity, hospitality, faith, compassion and peace with the binding love from the community who daily live by our motto "With Love We Grow." The anniversary was a wonderful opportunity to reflect on and appreciate our past, relish the present and look towards the future with hope and promise.

### **1.2 Message from the Parent Body**

The P&F Association celebrated a special year in 2012, the 50<sup>th</sup> Anniversary of our wonderful school. Our focus for the year was our 50<sup>th</sup> Anniversary weekend. Great celebrations took place on 20 July for 250 guests with a Masquerade Ball at Curzon Hall. On Sunday 22 July we celebrated an outdoor Mass in the school grounds followed by a family day with food and entertainment provided by the parents and children. It was a truly special weekend for all past and present families, teachers and Priests.

The P&F thank the Principal and all the teachers and staff for their commitment and dedication to our children's learning.

### **1.3 Message from the Student Body**

2012 was a huge year for the OLPS school community, as we celebrated our 50<sup>th</sup> anniversary. Students were involved in many 50<sup>th</sup> anniversary activities such as the Family Day Mass, Open Day tours, school art display and band performances.

There was also a number of fundraising events held by the student body. Some of these events were: St Patrick's Day, Book Week Parade, Project Compassion, sale of produce from the school vegie patch.

Our learning environment was enriched by our participation in A3 dance performances, cooking and preparing meals for The Dish (an Outreach Programme providing meals and company for the homeless in Hornsby) and the design, construction and maintenance of a vegie garden outside the Year 5 class room. Academically our students participated in Maths and English competitions.

The leadership opportunities at OLPS for the Years 5 and 6 students included the chance to create and run their own clubs during break time. These clubs covered interests such as dance, magic, books, art and puzzles.

Students at OLPS participated in many student welfare programs throughout 2012. The whole school participated in a musical performance called "Colour It In" which carried a strong anti-bullying message. Senior students also took part in anti-bullying programs tailored to boys ("Rock & Water") and girls ("True Colours") which focused on positive friendships and strategies for dealing with bullying. Mentoring is also a big part of the OLPS school community, and this includes the Kindergarten/Year 6 Buddy system, as well as other informal mentoring such as the Year 6 students assisting the Year 5s in their preparation for their leadership roles.

### **2012 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 2012 is 189. (August 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 a new building directly on Kendall Street which accommodates administration, library and hall. A main brick building houses four classrooms and toilets for both girls and boys and three classrooms are contained within spacious demountables scattered on the site. The playground is certainly one of the most endearing features of the school with a beautiful 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. This year two outdoor table-tennis tables were purchased along with an outdoor abacus. The whole site has made use of all spaces and they have been designed to meet the needs of the children. A parent committee and the Principal are currently working on providing more interesting active play areas for the playground.

The school draws on the geographical areas of 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. 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.

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. Parents of boys in Years 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 2012:

Girls	Boys	LBOTE*	Indigenous	Total
92	97	29	0	189

\*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
13	0	0	13

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 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 100%.

## 2.5 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.

Teachers worked on Spelling strategies and saw positive Spelling results in their classrooms by the end of the year.

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 Musical, whole school sports day, open day and professional learning opportunities lead to a strengthened sense of unity.



## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	98
2	97
3	96
4	97
5	95
6	91

The average student attendance rate for 2012 was 95%.

**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

Purposeful and meaningful leadership opportunities that focus on Gospel values are evident. Students participate enthusiastically in the following leadership opportunities: a Student Representative Council, supporting the Social Justice Project, The Dish, Buddy System, leading fund raising events, School Fun Days, Leadership 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;
- Diocesan events eg. Cluster Year 6 Mass, A3 Choral event, Mission Mass;
- Fiftieth Anniversary Celebrations;
- K-6 Excursions to support class programs;
- OLPS Olympic a Thon;
- School choir and Band;
- OLPS School Concert in Term 3;
- School sports carnivals; and
- Inter school competitions-Sports days, debating and Public speaking.



### 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. Our faith identity is acknowledged as part of the Broken Bay Diocese and the wider Catholic Church. The school works to impart knowledge and understanding of Catholic history, traditions and rituals in our contemporary setting, whilst 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 190 in 2012.

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.

Some examples of the way our school lives out its vision and mission are:

- outreach to the homeless through "The Dish" project;
- our commitment to be a Fair Trade school;
- reflections (religious and pastoral) in the school newsletters;
- implementing "KidsMatter" as a way of responding to needs of children and recognising the importance of healthy mental health and well being;
- differentiated curriculum;
- parent prayer group; and
- 50<sup>th</sup> birthday celebrations.

#### 3.2 Religious Life of the School

As a Catholic school in the Diocese of Broken Bay the religious life of the school is highly valued and actively promoted by means such as:

- creative ways to deepen students' encounter with Jesus. These include: re-enactment of the Passion, liturgical movement, meditation, visualisation and artwork;
- participating in Masses, liturgies, reconciliation, staff and parent prayer;
- the Sacraments of Reconciliation, Confirmation and Eucharist are celebrated and prepared for each year at Our Lady of Perpetual Succour;
- social justice action and support for Catholic organisations such as : St Vincent De Paul (Mini Vinnies), Caritas, Catholic Mission, Mercy mission in Candela, Peru; and
- 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.

### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Staff members are given many opportunities to participate in a comprehensive professional development program in Catholic Life and Mission. Some examples of Professional Learning in Catholic Life and Mission that happened in 2012 were:

- prayer;
- "Lights, Camera, Action";
- Scripture Storytelling;
- Centre for New Evangelisation at Rosehill;
- REC days and conference focussing on "ways of being, ways of doing", coming from the Diocesan Synod; and
- One staff member has been successful in her application to attend WYD 2013.

All teachers are RE accredited.

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





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 Policy

The major focus in this area for OLPS in 2012 was the successful WH&S Audit of the school. This was a 'whole year' project and involved all members of staff. Many new rules and regulations were introduced and discussed and teachers, parents and the community at large made every effort to make themselves familiar with the changes. Together with the advice and help of WH&S staff from the CSO we were able to alleviate problem areas such as excess rubbish removal, updating of safety signage, organising the archives to move off site, and creation of new signage where necessary. Risk assessment regulations were a major focus in all areas of school activity.

### 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 on offer throughout the year for new students in Years 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 in Term 4. 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.

The School Care Network continues to be 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.

In 2012 Our Lady of Perpetual Succour continued the implementation of the KidsMatter framework, Component 1, which focuses on belonging and connecting to the school community. A variety of strategies was implemented to help kids and families make stronger connections to their school community. In 2012 Component 2, Social and emotional learning for students, was introduced to the staff and planning begun on implementing this component in the classroom.



#### 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. An external OHS system audits was conducted at Our Lady of Perpetual Succour Catholic Primary School in 2012 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;
- 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, students' Literacy levels are increasing.

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 staff focused on Spelling strategies and there was a whole school focus. Five key Spelling strategies were identified by staff and then were explicitly taught to the students. Staff shared teaching strategies and activities that improved Spelling outcomes for the students.

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 2013.



## 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 27 students in Year 3 and 25 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 *MySchool* 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
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	3.7	18.5	22.2	18.5	37.0	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	7.4	14.8	66.7	11.1	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	7.4	3.7	33.3	29.6	25.9	100
<b>Gr. &amp;Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	0.0	14.8	18.5	33.3	33.3	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	14.8	14.8	18.5	25.9	25.9	100

Every student in Year 3 is above the national minimum for every test area. 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 in Year 3 are very good. The results in Writing are excellent where 77% of the students achieved in the top two Bands. Spelling performance is above the state and national results, and is an indication that the whole school focus on Spelling is making an impact. In 2013 Reading will be a whole school focus.

**Band Distributions (%) – Year 5**

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0.0	4.2	20.8	33.3	20.8	20.8	100
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	4.2	16.7	41.7	25.0	12.5	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	0.0	20.8	41.7	16.7	20.8	100
<b>Gr. &amp;Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	4.2	8.3	45.8	20.8	20.8	100
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	8.0	8.0	44.0	32.0	8.0	100

Every student in Year 5 is above the national minimum in all test areas. Band distributions at Year 5 demonstrate that for every test area, the school percentage of students in the top two Bands exceeds national and state rates.



## Extra Curricula Activities

Many Extracurricular Activities are offered at OLPS.

- Choir;
- Instrumental Lessons;
- Tennis Lessons: Kendall Street courts and Father Jones Centre;
- Speech and Drama Lessons;
- Occupational Therapy;
- OLPS students continued to participate in Cluster and Diocesan events including cross country, netball, soccer, rugby, AFL, athletics and swimming carnivals; and
- Before school/ lunchtime training for Interschool carnivals-Cross Country training, Soccer, Netball and Basketball

## 5.3 Professional Learning

All teachers participated in a range of professional learning in 2012. Professional learning included KidsMatter, Literacy, Religious Education, Masters of Educational Leadership and ICLT.

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:

- all staff members attended a Spirituality staff Development Day (Lights, Camera, Action) as well as a session, "How to Pray";
- one teacher attended a seminar to learn about the use of iPads in Religious Education;
- all staff attended a seminar – *He'll be OK* – (Boy's Education);
- all staff attended a seminar – *How to Motivate your Child*;
- all staff have attended *KidsMatter* sessions – *Modules 1 and 2*;
- five staff members attended a day – *Spelling Strategies*;
- the Literacy key reference teacher presented strategies for both Spelling and Comprehension;
- three staff members attended a session on comprehension strategies at the CSO;
- one staff member completed - Masters of Educational Leadership;
- the Principal is a member of the current CSO Masters of Educational Leadership cohort; and
- The Special Language Project which aims to skill teachers was repeated in 2012 after its success in 2011. An Occupational Therapist worked with students and teachers to develop strategies that would assist those children who were experiencing difficulties socially.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

The Priorities for 2012 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 2012 we will have increased a whole school community awareness of our call to action through social justice initiatives.**

*Through a whole school plan for authentic and sustainable involvement with social justice which enables the school community to experience an authentic response and call to action.*

- School actively promotes and purchases fair trade products.
- School involved in The Dish, an outreach initiative in the Hornsby area where people in need are feed a meal. The students and families of OLPS are responsible for providing and serving two meals per term.
- Whole school involvement in raising funds for Caritas and Catholic Mission.
- Support to Mini Vinnies within the school.
- A sustainable vegie garden was established by the teachers and students.

**By the end of 2012 we will have increased community awareness of the importance of prayer.**

*Through involving staff, students and parents in becoming aware of various ways of praying.*

- Staff participated in a Staff Development Day exploring different ways of praying.
- Students were explicitly taught different ways of praying other than formal or prayers of petition.
- Parents participated in a spirituality morning with leaders from Catholic Schools Office and Broken Bay Institute.
- There has been an increase in attendance of Friday Prayer and an increase in parent leaders for this prayer session each Friday.

#### **Pastoral Care**

**By the end of 2012 we will foster mental health and well-being for all community members.**

*Through 2012 components 1 and 2 of KidsMatter will be implemented throughout the school.*

- Staff were inserviced in Term 2 on Component 2 of KidsMatter, Emotional and Social Learning.
- A KidsMatter team consisting of staff and a parent representative was formed to steer the KidsMatter framework and directions.
- Social Skills program targeted at specific groups of children eg. One of the Group and Local based program with specialist teacher.



## Teaching and Learning

**By the end of 2012 we will improve learning outcomes for students in the areas of Spelling and Reading through a shared vision for learning.**

- Staff attended a Staff Development Day on Spelling. A whole school approach to Spelling was developed and implemented. Staff gained a deeper knowledge on how students best learn to spell.
- Literacy Facilitator worked with staff and students on Spelling and Reading in classrooms.
- Through standardized testing students in Year 2 to Year 6 showed an improvement in their spelling age from the beginning of the year to the end of the year.
- Year 1 to Year 6 students at risk were targeted for intervention for Spelling. This included individual Spelling programs, paired writing and a strong focus on proofreading through teacher/ student conferencing.

## 6.2 2013 Priorities and Challenges

### Catholic Mission

- To improve students' understanding of what it means to be a disciple of Jesus.

### Pastoral Care

- To improve student well-being through the development of social and emotional skills in the students.

### Teaching and Learning

- To improve literacy skills in the students through the development of their reading comprehension skills.





## **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.

### **7.2 Parent Satisfaction**

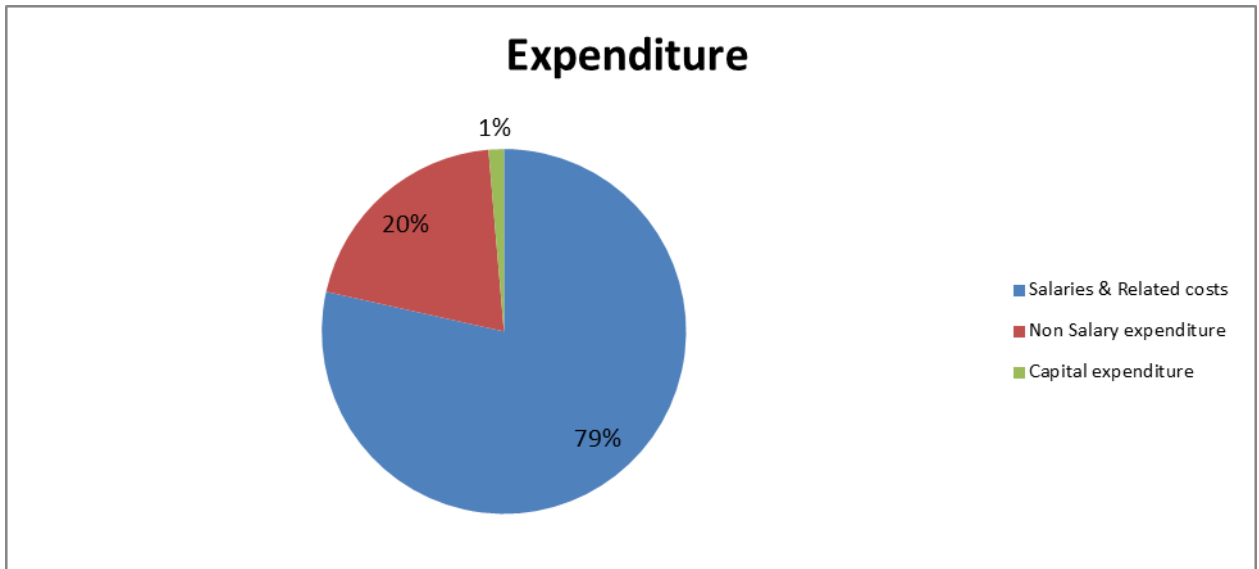
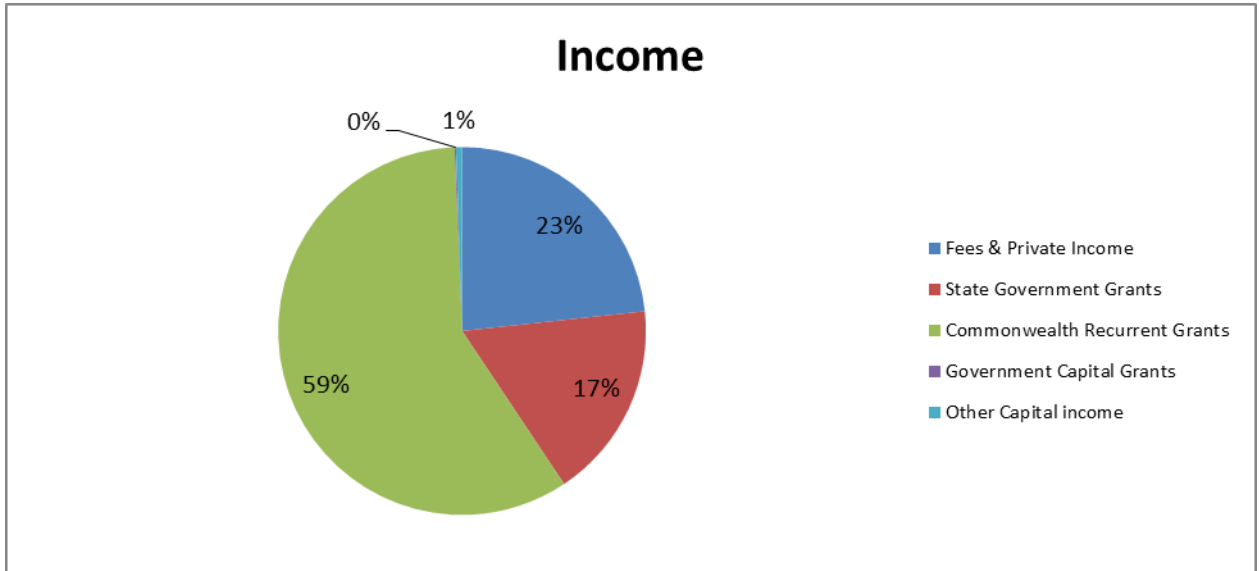
Based on parent interviews at the end of 2011 in preparation for School Review, Parents strongly agreed:

- 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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