



Our Lady of Perpetual Succour Catholic Primary School West Pymble

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

In 2013 we celebrated the announcement of Pope Francis as our new pope. This has brought great hope to Catholic people of the world as we all have observed his prudent ways and his concern for the weak and vulnerable. Together as a Catholic community we have been renewed to seek the key messages of the Gospels of love, faith and hope by living our Vision and Mission statement and abiding by our beautiful school motto "With Love We Grow". As a family-like Catholic faith community, every child at Our Lady of Perpetual Succour Catholic Primary School, West Pymble (OLPS) is known, loved, cared for and nurtured just like children in a family. Each child is given time to grow in all areas of development so as to fully reach his/her true potential. It is the dedication of staff that enables this vision to be a reality.

This year key achievements include improved parent engagement in student learning, the KidsMatter Launch, the Art Show, the introduction of restorative justice practices across the school, preparations for implementation of the Australian Curriculum in 2014 and a variety of excursions to enhance student learning, including a Years 5 and 6 excursion to Canberra and Bathurst. Once again the generosity, hospitality and vitality of the community make OLPS a very special place to be.

1.2 Message from the Parent Body

The Parents and Friends (P&F) through the Executive Committee designed two surveys to obtain input from our student and parent community. The student survey was seeking feedback from the children regarding their likes and dislikes on the playground. From the data received and the P&F addressed the student's needs by installing eight handball courts, netball and basketball areas and a cricket wicket. The parent survey highlighted the need to have smaller more frequent class functions to enable parents to attend. Our social functions such as the New Parent Night, Mothers' day and Fathers' day, Grandparents' day, children's disco and the bi-annual Art Show weekend were fantastically supported. Our thanks and appreciation always to the school principal and all our teachers for their commitment and support of our children's learning.

1.3 Message from the Student Body

OLPS is a small school. This means that every student is well known and is given the opportunity to be involved in many things. At OLPS, the teachers have a passion for teaching and learning. They are always ready to help anyone. Teachers love to display our work and they listen to and value the students' ideas. This was particularly noticed when there were changes made to the playground, and lunchtime visits to the oval were introduced as a response to a Student Playground Survey. The Student Representative Council (SRC) is another way the student voice can be heard and acted upon.

The classrooms at OLPS are well resourced with computers, iPads, interactive whiteboards and lots of other educational resources. Our beautiful bush area is a favourite with all the children with its unique shady area, dry creek bed and amphitheatre. In the bush students like to imagine, create and explore.

OLPS loves to give everyone a chance to perform and show their talents. This year we had an Art Show and next year we will have a whole school musical. Throughout this year all students competed in a variety of sporting events.

Finally, as a Catholic school, OLPS encourages students to learn how to make the right choices and walk in Jesus' footsteps. We strive to learn about God, love each other and thus become good disciples and leaders. We do this by praying, reading the bible, celebrating Mass and learning Jesus' teachings in our Religious Education lessons.

OLPS is a great school with helpful, caring and enthusiastic teachers, busy and happy classes, plenty of fun and challenging things to do and activities in which to be involved. We love OLPS!

Year 5 Students



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 2013 is 164. 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 need for student active play, along with handball courts, painted playground markings and a shelter area. Two outdoor table-tennis tables and a huge abacus are popular with the students. 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 worked on the playground layout this year to improve the active areas of the playground. This was a response to a Student Playground Survey.

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 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. Parent prayer on Friday and Parish family Masses are well attended with parents closely involved within 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 the girls 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 leadership role.

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
82	82	24	0	164

*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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 93%.

2.5 Teacher Satisfaction

The teachers at OLPS are passionate and enthusiastic about learning and 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 assessments, standardised testing, Observation Survey for Year 1, as well as NAPLAN results for Years 3 and 5. Teachers are satisfied when every student demonstrates academic growth as well as spiritual, social and emotional growth.

Special events on the school calendar really bring to light the gifts and talents of the community. In 2013, our Bi Annual Art Show, collaborative artworks demonstrated the creative expertise of staff in bringing out the talent of the students. Teachers were proud of the collaborative artworks which raised close to \$10 000 for the school. This year iPads were introduced into classrooms and teachers saw their benefits to student learning and engagement, which was most satisfying.



There are always opportunities for professional learning which correlate with the School Improvement Plan. This year, a Literacy Facilitator was employed to support Stage 3 as well as lead the learning K-6 in Reading Comprehension strategies. The Catholic Schools Office supported professional learning by offering a Staff Development Day on the new Australian Curriculum. Year 5 and Year 6 teachers were involved in the Empowering Teachers in Mathematics (ETM) project with Sydney University and CSO. Both teachers developed a deeper knowledge of, and greater confidence in teaching fractions and decimals. This has been a catalyst for one teacher to further pursue professional learning in Mathematics in 2014 through the Extending Mathematical Understanding (EMU) course offered by the Australian Catholic University, Ballarat. In 2014, this teacher will be the Lead Mathematical Teacher at OLPS in implementing EMU, Kindy to Year 6.

Finally, many staff members became involved in the Social Justice project, 'The Dish' and they have expressed a great sense of making a difference to the lives of others.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	97
1	97
2	98
3	99
4	97
5	97
6	96

The average student attendance rate for 2013 was 97%.

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; and
- 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

In August 2013, one hundred and thirty nine students were surveyed on their overall wellbeing, happiness and satisfaction with OLPS. The results from the survey were very positive and expressed a strong sense of student satisfaction in the school which they attend. 90% of students reported that they feel they belong at OLPS and 94% reported that they felt safe at school. 78% reported that they like coming to school and 95% of students reported that they are able to learn at school. The surveys also demonstrated student satisfaction in terms of school friendships and being recognised for their special gifts and talents and as a disciple of Jesus.

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

- KidsMatter Launch;
- Liturgical celebrations;
- Diocesan events e.g. Cluster Year 6 Mass, Mission Mass, Sporting events;
- School Choir and Band;
- Christmas Concert;
- Art Show; and
- Inter-school competitions- Sports Days, debating and Public Speaking.



3. Catholic Life and Mission

3.1 Catholic Heritage

OLPS School, founded by the Mercy sisters was opened in 1962 with a Kindergarten class of thirty-two 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 164 in 2013. Throughout history, the school has worked 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.

3.2 Religious Life of the School

At OLPS, 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. New staff members, as well as parents enrolling students, are reminded of the Catholic identity and mission of the school and of the expectation that they will assist in that mission.

Eucharistic and liturgical celebrations occur on a regular basis to mark our Catholic heritage as well as to celebrate special community events. Each class is responsible for the preparation of both, thus giving a sense of involvement. Parish-Family Masses are celebrated monthly, with the intention of bringing together our families with those who belong in our Parish, and yet attend other schools. Year 6 attends the Year 6 Cluster Mass and our SRC members attend the Diocesan Mission Mass. The children also attend the Combined Schools' Mass which once again brings members of the Parish together. Teachers attend the Annual Diocesan Mass at the beginning of the year.

The Sacramental Programs offered allow the children ample preparation and provide a wonderful opportunity for both schools of the parish to come together as one, thus fostering positive relationships between the two communities.

Our weekly Parent Prayer (now in its twelfth year) provides a reflective and supportive environment where we pray together-formally and informally through various means eg: exploring the scriptures, discussion, music, listening and simply just being together.

3.3 Catholic Worldview

OLPS continually seeks to offer opportunities to apply the Catholic worldview to all aspects of school life especially linking Catholic Worldview with Key Learning Areas (KLAs).

Co-curricular activities such as Project Compassion, Catholic Mission, Mercy Mission in Candela and Mini Vinnies are aimed at further evangelising and catechising students as well as nourishing their spiritual life.

Social Justice issues are promoted in the school newsletter to heighten an awareness of issues in our world. As we are registered as a Fairtrade School, Fairtrade products are constantly promoted and we hold a Fairtrade display to coincide with Fairtrade Fortnight.

We are also involved in an outreach program, "The Dish" where we cook and serve meals to the homeless once a term. This involves both parents and students where students help with the cooking.



3.4 Professional Learning in Catholic 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.

Teachers are engaged in Catholic Mission professional learning activities and in 2013 we attended a Staff Spirituality morning led by our Religious Education Co-ordinator (REC), followed by an introduction to the story of the Mercy Sisters as a forerunner to implementing Mercy Charism.

REC days and REC Cluster meetings were attended by the Religious Education Co-ordinator.

Staff meetings and teacher meetings were held to develop modules of work and to analyse student work samples.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 Diocesan Policy

This year the Diocese launched the document 'Ten Pathways to Learning' based on the National Framework to Wellbeing. The staff examined the document and integrated it into their teaching as well as through the Student Wellbeing survey.

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 designated Class Parents, especially if there is an illness or bereavement.

Where necessary, families have been referred to the School 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 respectful behaviours and positive relationships. This year restorative justice practices were implemented across the school with an emphasis on compassion, forgiveness, hope and inclusion. This approach encourages students to take responsibility for their behaviours and to empathise with others. Any matters related to Bullying are followed up by teachers and the Principal. This year a couple of social skills groups operated throughout the school with the guidance of an Occupational Therapist. Students learnt how to successfully interact in the playground with their peers and as a result reports of negative playground incidents were reduced.

As a part of their leadership role, senior students are a 'Buddy' for Kindergarten students. The orientation program 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 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 who are experiencing temporary hardship, difficulties or crisis.

In Term 4, 'Ripples' was offered to our mums. This program is a combination of exercise and meditation and runs once a week for a 6 week period. Each session takes one and a half hours and this also includes a 'cuppa'. Child minding is provided and allows mums to re-energize. In Term 2, there was a Spirituality morning facilitated by staff from the Catholic Schools Office.



Our Lady of Perpetual Succour is a school which implements the KidsMatter framework. There is a KidsMatter committee which includes the Principal, teachers and parents. The P&F support this initiative by ensuring parents feel connected to the school through class parents, P&F newsletters, the publication of the school directory and calendar and P&F web page. The school makes every effort to ensure parents feel welcomed and involved in the life of the school and the learning of the child/ children. In 2013 Component 2, social and emotional learning for students, continues to be a focus through the Personal Development and Health curriculum.

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

Our Lady of Perpetual Succour, through a child-centred and shared approach to teaching and learning practised by all staff, continues to be recognised as a school of high quality teaching and learning. This is promoted through:

- adherence to mandatory syllabuses, the use of Scope and Sequences and explicit teaching strategies and assessments;
- teaching and learning linked to student achievement;
- teachers knowing the student as a learner and a human being;
- very high and clear expectations for students and teachers- everyone is a learner;
- student and teacher reflections being encouraged and evident;
- students and teachers asking questions: Why am I doing this? Why does this matter?;
- an approach to learning where teachers have a deep knowledge of each subject and how to teach it; and
- promotion of student thinking and learning.

Literacy

There continues to be a strong emphasis on Literacy at OLPS. 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.

The major focus for Literacy in 2013 was the development of a range of comprehension skills for students. Professional Learning was provided for all staff members and the Australian Council for Education Research (ACER) Progressive Achievement Tests in Reading (PAT R) online testing was introduced to ensure a more precise assessment tool which then led to further development of programs based on results.

Teachers feel that they are strongly supported by the Principal and Literacy Facilitator. The two hour uninterrupted English block ensures whole class, small group and individual teaching can be covered in both reading and writing on a daily basis. Spelling strategies and activities continued to be a whole school focus in 2013.

Results from Observation Survey (Year 1 students) have shown significant growth in Literacy for those students who were assessed. These students will continue to be monitored in 2014.



5.2 Student Achievement

All students in Years 3 and 5 undertook tests as part of 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 the 2013 cohort, there were **(21)** students in Year 3 and **(21)** students in Year 5.

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	0	33.3	28.6	38.1	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	9.5	33.3	42.9	14.3	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	14.3	28.6	28.6	28.6	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	4.8	9.5	38.1	47.6	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	4.8	28.6	33.3	33.3	100

- **In Year 3**, all twenty-one students were placed in Bands 3 – 6 and performed at a standard deemed to be above the national minimum standard. 66.7% of students in the cohort achieved in Bands 5 and 6 for Reading, 57% Writing, 57% Spelling, 85.7% Grammar and Punctuation and 66.6% Numeracy.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	0	10	25	40	25	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	4.8	38.1	38.1	9.5	9.5	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	4.8	4.8	9.5	23.8	42.9	14.3	95
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	4.8	9.5	19	42.9	23.8	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	10	5	35	30	20	100



- **In Year 5**, the majority of students were placed in Bands 4 - 8+ and performed at a standard deemed to be above the national minimum standard. 65% of students in the cohort achieved in Bands 7 and 8 for Reading, 19% Writing, 57.2% Spelling, 66.7% Grammar and Punctuation and 50% Numeracy.
- Following the Writing results in Year 5, it was considered necessary to engage the Literacy Facilitator in supporting teachers in class with writing strategies. Professional learning in the new English Syllabus was also provided for all staff members. Instructional Walks were undertaken by the Principal and Assistant Principal during the literacy block.
- To support the school's ongoing Reading Comprehension focus, the Premier's Reading Challenge was implemented for all OLPS students.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. 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.

Detail on school performance is provided in the above 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/>)

5.3 Extra Curricula Activities

Many Extracurricular Activities are offered at OLPS:

- Choir;
- Instrumental Lessons;
- Tennis Lessons;
- Speech and Drama Lessons;
- Occupational Therapy;
- OLPS students continued to participate in Cluster and Diocesan events including cross country; and
- netball, soccer, rugby, AFL, athletics and swimming carnivals, as well as before and after school training for inter-school events.

5.4 Professional Learning

- Two staff members attended the course, Empowering Teachers in Mathematics. They shared their learning with staff then represented OLPS by presenting at the Mathematical Association of New South Wales (MANSW) Conference at Mingara later in the year.
- Two staff members attended an introductory course for EMU (Extending Mathematical Understanding) and will lead professional development for the whole staff in 2014.
- All staff members attended staff development days for the new Australian Curriculum.
- Staff members attended Information Communication and Learning Technology (ICLT) in-services on Google and Chrome.
- One staff member has enrolled in the Masters of Education course at ACU and the Principal has continued the Masters of Educational Leadership at ACU.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The priorities for 2013 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 Mission

By the end of 2013 we will have improved students' understanding of discipleship as a way of being and acting like Jesus:

- 80% of discipleship responses (Year 6) indicate that the students have an understanding of how to live as a disciple of Jesus; and
- Students in K- Year 5 can better articulate what it means to be a disciple of Jesus through student reflections and/ or work samples.

Pastoral Care

By the end of 2013 we will have improved students' overall well-being by:

- the establishment of a KidsMatter committee (teachers and parents) to lead the implementation of KidsMatter;
- implementing a KidsMatter well-being survey for students. Long and short term priorities were identified and informed an action plan;
- conducting and responding to a student playground survey;
- professional learning for all staff on KidsMatter Component 3 and the Diocesan Pastoral Care Policy/Framework;
- inviting parents to participate in the following information sessions offered at OLPS: What is KidsMatter?; Anxiety and Resilience; and
- raising parents awareness of the Diocesan Parent Council and the excellent seminars offered throughout the Diocese.

Teaching and Learning

By the end of 2013 we will have improved the student's Reading Comprehension skills through a shared vision for learning:

- Staff attended staff development days focusing on comprehension skills.
- Staff attended Cluster professional learning days related to the knowledge and use of the new NSW English Syllabus.
- The Literacy facilitator supported teachers in class with Reading Comprehension strategies
- There was a whole school focus on the Premier's Reading Challenge.
- The Principal and Assistant principal conducted Instructional Walks and Talks weekly during the English block.



6.2 2014 Priorities and Challenges

Catholic Mission

To improve students' understanding of how different people live out their discipleship:

- by the end of 2014 most students are able to describe and enact elements of the Mercy charism as a way of showing discipleship.

Pastoral Care

To develop emotional and social skills in students:

- by the end of 2014, data shows an improvement in the way children operate in friendship groups;
- by the end of 2014, through the use of survey data, 90% of students report that they feel safe and supported at school; and
- Staff have an increased awareness of students with anxiety and mental health issues.

Teaching and Learning

To improve student Mathematical understanding in the number strand:

By the end of 2014, there will be:

- an increase in student growth using PAT - Maths data;
- a decrease by half of the percentage of students from Kindergarten and Year 1 shown to be Mathematically vulnerable, using MAI data (2014 and 2015); and
- engagement of all students in Mathematical thinking and understanding.

To consolidate the student's reading comprehension skills:

By the end of 2014:

- the NAPLAN results will be above the State and Diocesan mean levels;
- in Year 5, NAPLAN, 88% of students will achieve in the top 3 Bands of Reading; and
- review and use PATR data to identify 2015 targets and increase scaled scores for each student.



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

On the whole parents are well satisfied with the high level of education and care of their children.

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

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

Reports of bullying are acted upon immediately by teachers and the Principal and the Anti- Bullying policy is implemented.

In 2013, Parent Information sessions were offered at OLPS about curriculum and student well-being. These included:

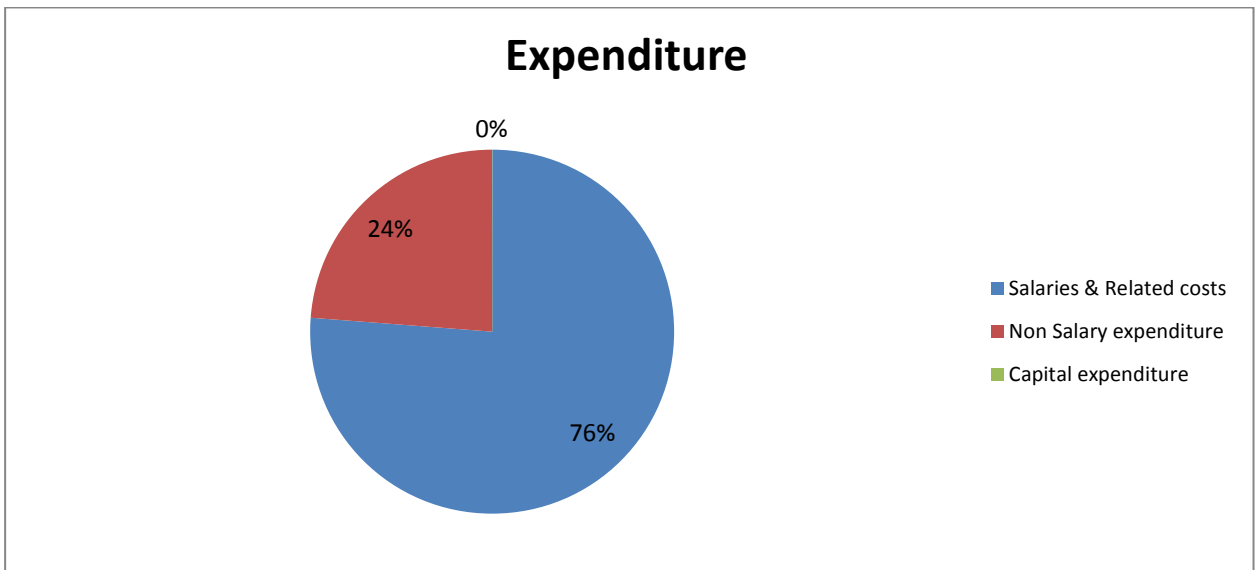
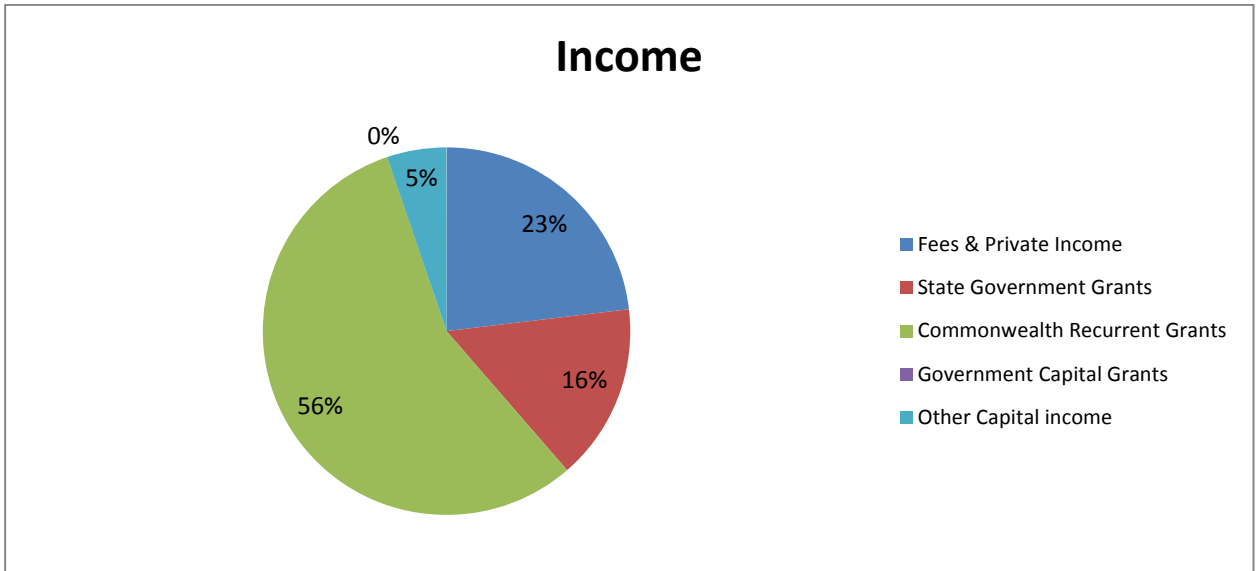
- Reading Comprehension Strategies K-6;
- Restorative Practices;
- KidsMatter and student wellbeing; and
- Children, anxiety and resilience.

Following the sessions parents expressed a deeper knowledge of the topics.



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.