

2025

ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Jodi Jefferson

Web: www.olpsdbb.catholic.edu.au

About this report

Our Lady of Perpetual Succour Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Our Lady of Perpetual Succour School, West Pymble is a welcoming and inclusive Catholic primary school (K-6) situated in the leafy North Shore of Sydney. This unique community continues to be committed to nurturing the faith development, learning and personal growth of every student so they can reach their full potential and strive to be the very best they can be.

This year CSBB launched the system-wide new five-year strategic plan, titled “Shaping Tomorrow, Together in Faith”. This strategy is underpinned by strategic priorities which inform the OLPS school direction and commitment to learning, pedagogy and curriculum development.

These priorities include:

1. Enhancing Pedagogical Frameworks
2. Fostering a culture of wellbeing
3. Measuring learning outcomes effectively
4. Supporting Staff Growth
5. Nurturing emerging leaders

As a school community we are excited by this bold direction and have begun embedding the priorities into our Strategic School Plan, professional learning agenda, curriculum development and community engagement. The wellbeing of our students is fundamental to learning. Our school continues to promote respectful relationships, a positive learning culture, and strong student-agency. We acknowledge our responsibility to care for each child's dignity and support their growth as whole persons.

Parents remain vital partners in our community. We thank the families who engage in our school life through feedback, volunteering, partnership in faith formation and collaborative decision-making. Together we enact our motto: With Love We Grow.

As we move into the next phase, we will continue embedding the CSBB strategy of “Shaping Tomorrow, Together in Faith” in every facet of our work. We will monitor our progress against the system priorities, refine and deepen our practices, nurture innovation in learning, and strengthen our Catholic identity in service of our students and families.

Our focus will include:

- Further embedding AI-enhanced learning, personalised pathways and real-world STEM applications.
- Enhancing our gifted and high potential programs and ensuring inclusive provision for diverse learners.
- Strengthening our staff capability, particularly in emerging pedagogy, technology and collaborative inquiry.
- Deepening curriculum alignment and coherence across K–6 and strengthening transitions to secondary school pathways.
- Continuing to build our Catholic culture, service orientation and student agency in faith and learning.

Parent Body Message

2025 has been a productive and rewarding year for the OLPS P&F, marked by successful fundraising initiatives and a strong sense of community spirit at OLPS. Our key priorities for the year were to:

- Nurture and maintain school spirit
- Support fundraising initiatives
- Enhance community engagement

KEY FUNDRAISING AND SOCIAL EVENTS

Term 1

- New Parents' Night at the Rugby Club
- Fundraiser: Cake Stall at Philip Mall – raised \$3,280

Term 2

- Mother's Day Breakfast – 53 family tickets sold
- Fundraiser: School Disco – raised \$952

Term 3

- Father's Day Breakfast – 59 family tickets sold
- Mums' Night Out at the Veranda Bar
- Fundraiser: Colour Fun Run – raised \$6,045

Term 4

- World Teachers' Day
- Christmas Party

Fundraising Outcomes

Through the generosity and enthusiasm of our school community, our fundraising efforts this year generated a total profit of \$10,277. These funds supported a range of valuable initiatives and purchases, including:

- Leader in Me subscription - \$3,300
- Gymnastics program - \$2,130
- Motiv8 Sports Day - \$2,200
- Non-Teaching Staff Gifts - \$90
- Year 6 Gift and Farewell contribution – \$200
- Outdoor children's furniture - \$3,272
- Virtual Reality Software subscription - \$990
- World Teachers' Day - \$192
- Christmas Party Sound System - \$1,100

Total Expenditure for 2025: \$13,474

It has been a privilege to lead the P&F over the past two years. We are incredibly proud of the increased community involvement, wonderful volunteer spirit, and the positive feedback received from students, staff, and families.

We look forward to supporting and celebrating the incoming P&F team in 2026 as they continue to build on these achievements.

Lucienne & Sarah

Student Body Message

OLPS has provided many opportunities to grow in academics and is a wonderful community. With many leadership roles that ensure students are shaped into the leader that they will need to be in the future. With supportive classmates and teachers around you, classes are guaranteed to succeed and progress in all learning aspects.

The High School Hub program has allowed all seniors to be as prepared as possible for upcoming years of high school. With fun subjects such as food tech, creative arts and martial arts, the High School Hub program provided a fun experience that also teaches life skills along with it. These include organisation skills, digital designing skills and public speaking skills.

At OLPS, Youth Ministry is a special way to connect with God and lead students in prayer. Miss Anderson, our dedicated Religious Education Coordinator runs this program making sure everything is well prepared. Senior learning Hub students volunteer to join during lunch

time to plan liturgies and prayers for younger years ensuring all of OLPS has a stronger connection with God and knows the five steps of prayer.

Sports carnivals are always an anticipated time at OLPS! This year children participated in athletics, swimming and cross country running every year. Students enjoyed a meal deal from Mrs Johnston in the canteen at OLPS! All students were so grateful for Mrs Sargent's hard work in organising the sports carnivals and we always leave the day with a smile.

The OLPS Mercy Values of Compassion, Excellence and Stewardship continue to be a strong focus. This year the theme of Excellence was chosen. Students celebrated their achievements in their Excellence books showed our parents in open classrooms. We had many Excellence awards handed out to students at assembly who show excellence at school. Excellence is not only shown in the classroom, but it can also be shown on the playground by being your best self, helping others when hurt or including people in your game.

Overall, OLPS is an amazing school where students can grow in learning, faith, and friendship. This year we have had fun programs, exciting events, and a strong focus on our Mercy values with everyone encouraged to do their best and help others. The supportive teachers and classmates make OLPS a welcoming community where students can succeed and create great memories.

School Captains

Jeremy D'Silva and Victoria Ziflian

School Features

Our school is a vibrant and faith-filled learning community with an enrolment of 106 students across six classes: one Early Stage 1, two Stage 1, two Stage 2, and one Stage 3. Set within a beautiful bushland environment, our unique bush school playground provides students with opportunities to explore, learn, and connect with nature. Outdoor learning experiences are woven into the curriculum, fostering curiosity, wellbeing, and stewardship of creation. Classrooms are bright, flexible, and well-equipped with interactive displays and learning resources that support collaboration and creativity.

Students benefit from a 1:1 device program that enables access to rich digital learning opportunities across all key learning areas. Technology is integrated purposefully to enhance engagement, research, communication, and critical thinking. Specialist teachers in STEM, PDHPE, Visual Arts, and Music complement classroom programs, ensuring a balanced and holistic curriculum that nurtures the academic, physical, and creative development of every student. A dedicated Diverse Learning Teacher and 3 Learning Support Assistants work alongside classroom teachers to provide targeted support and personalised adjustments, promoting equity and access for all learners.

Our curriculum is enriched by a variety of co-curricular and enrichment opportunities that extend students' interests and talents. Students participate in choir, sporting events, environmental projects, and creative arts performances that celebrate both learning and community spirit. The student leadership team takes an active role in promoting school values, social justice initiatives, and environmental responsibility. A well-resourced library and specialist STEM equipment further support inquiry, exploration, and a lifelong love of learning.

Looking ahead, the school is preparing for the implementation of the new CHPS syllabuses in Creative Arts, Human Society and Its Environment (HSIE), Personal Development, Health and Physical Education (PDHPE), and Science and Technology in 2027. Through early familiarisation and professional collaboration, teachers are planning for a smooth transition that will ensure continuity, creativity, and coherence across all learning areas. These initiatives, combined with our strong academic and spiritual foundations, position our school as a place where every child is known, valued, and inspired to reach their full potential.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
57	47	49	104

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2025 was 94.31%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.48	94.18	94.65	93.65	93.66	92.44	95.11

Managing Student 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 NSW Education Act (1990) 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 a sense of wellbeing and belonging in students
- 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, CSBB and the Department of Education 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	21
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	7

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	0
Proficient Teachers	13

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The RE curriculum expanded beyond classroom learning with our Youth Ministry team leading weekly prayer in the classroom and at Monday morning assemblies. Year 6 join the diocesan leaders Spirituality Day and a school led Spirituality Day to conclude the High School Hib program on the theme of the Beatitudes. In 2025, the school community actively supported social justice and outreach initiatives, including:

- Caritas' Project Compassion
- The Dish at Hornsby
- Vinnies Winter Appeal
- Catholic Mission's Socktober
- Vinnies Christmas Appeal
- Christmas Cards for Aged care residents
- Student Mini Vinnies group

Staff formation continued with fortnightly prayer led by different staff members and our staff spirituality day on the Theme of Hope to celebrate the Jubilee Year. Staff have organised and

led termly masses as well as liturgies for special celebrations and masses for feast days. Our community continued to pray the Angelus and the daily examen each day.

Working with Pymble Parish the OLPS community led 7 parish family masses across the year. Three students were baptised, fourteen students receive the Sacrament of Confirmation with Bishop Walker and four students received the Sacraments of First Reconciliation and First Communion.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2025, our school strengthened the quality and coherence of teaching and learning through a sustained focus on reading comprehension. Using the CSBB Curriculum, Assessment and Pedagogy (CAP) approach as a guiding framework, staff engaged in ongoing professional learning to ensure that curriculum design and classroom practice remained both evidence-based and responsive to student needs. Through targeted planning and the alignment of curriculum documentation, teachers deepened their understanding of how explicit instruction and formative assessment work together to enhance comprehension outcomes for all learners.

Collaborative Coaching has provided a structured and supportive model for professional dialogue, classroom observation, and reflection. Teachers participated in coaching cycles that promoted shared practice, consistency in instructional routines, and a culture of collective efficacy. This has built teacher capacity and confidence, using research-informed strategies to improve reading comprehension, ensuring every student experiences success through clearly structured, high-quality teaching.

In addition to our literacy focus, diocesan funded in-class support provided by Mrs Alison Perosin has explored innovative practices and the safe and purposeful use of generative AI tools within Mathematics learning. This initiative has supported staff to integrate emerging technologies as pedagogical aids, enhancing problem-solving, reasoning, and differentiation in ways that complement explicit teaching. Together, these initiatives reflect our commitment to developing lifelong learners who can think critically, communicate effectively, and engage with the world through faith and curiosity.

Supporting diverse learners remains a central focus of our teaching and learning approach. Staff have engaged in professional learning to deepen their understanding of differentiation, personalised adjustments, and inclusive practices, enabling all students to participate meaningfully in their learning. Through collaborative planning and discussions, teachers continue to refine strategies that promote accessibility, engagement, and student success.

Preparation has begun for the implementation of the new CHPS syllabuses in Creative Arts, Human Society and Its Environment (HSIE), Personal Development, Health and Physical Education (PDHPE), and Science and Technology, scheduled for 2027. Staff have commenced familiarisation with syllabus structures and content, exploring the implications for cross-curricular connections, assessment design, and pedagogical planning. This proactive approach ensures our school remains well positioned to deliver a rich, coherent and future-focused curriculum that inspires curiosity, creativity, and deep learning across all key learning areas.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of Perpetual Succour Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	82%	54%
	Reading	68%	66%
	Writing	81%	76%
	Spelling	72%	62%
	Numeracy	91%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	63%
	Reading	59%	73%
	Writing	67%	65%
	Spelling	75%	69%
	Numeracy	63%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The 2025 culture survey data reflects a high level of parent satisfaction and confidence in the school, strongly aligning with CSBB's priority of building strong, authentic partnerships with families. Parents consistently describe OLPS as a welcoming, inclusive, and faith-filled community where children are known, valued, and supported. Feedback highlights trust in school leadership, effective communication, and pastoral care practices that promote student wellbeing. Families value the collaborative approach taken by the school to support each child's academic, social, emotional, and spiritual development, reinforcing a shared responsibility for student growth and wellbeing.

Student satisfaction

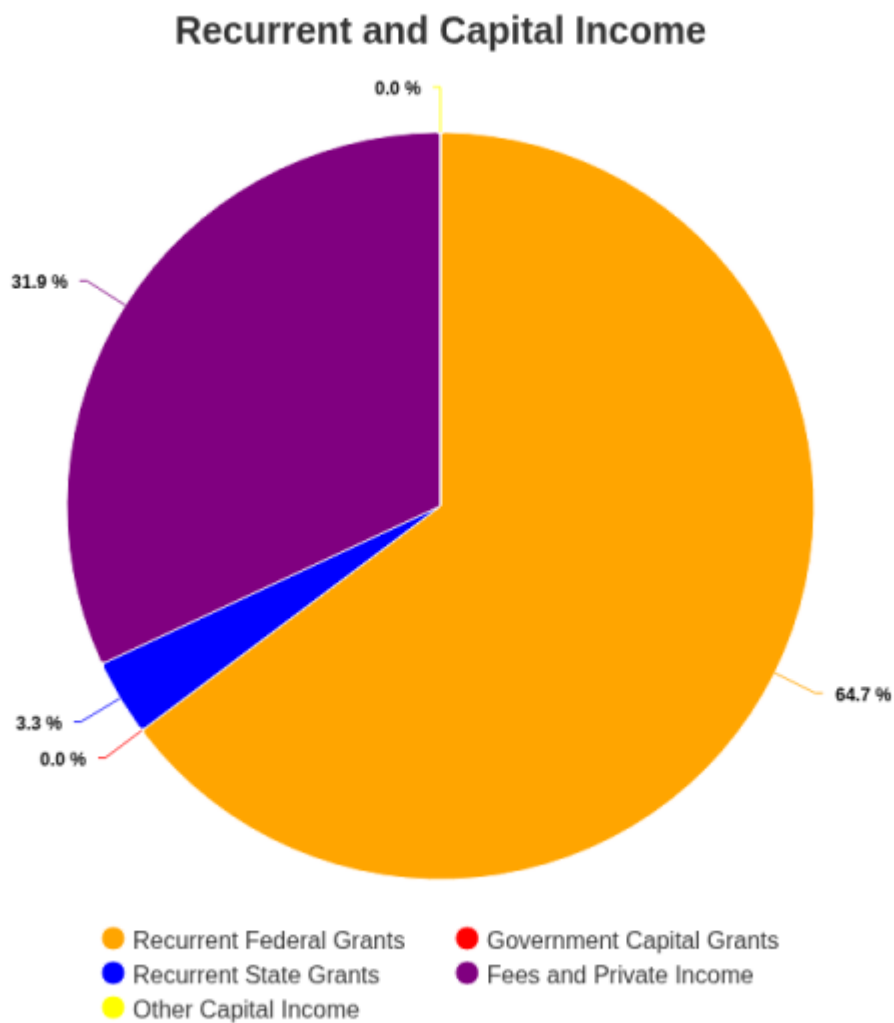
Student-related data reflects a learning environment that prioritises student wellbeing, belonging, and growth, consistent with CSBB strategic priorities. Students feel supported through strong pastoral care structures, clear and consistent expectations, and a culture of respect and inclusion. These conditions ensure students feel safe, known, and connected, enabling active engagement in learning and positive behaviour. The school's focus on educating the whole child-academically, socially, emotionally, and spiritually-supports each student to flourish and prepares them to thrive as confident, capable learners within a faith-centred community.

Teacher satisfaction

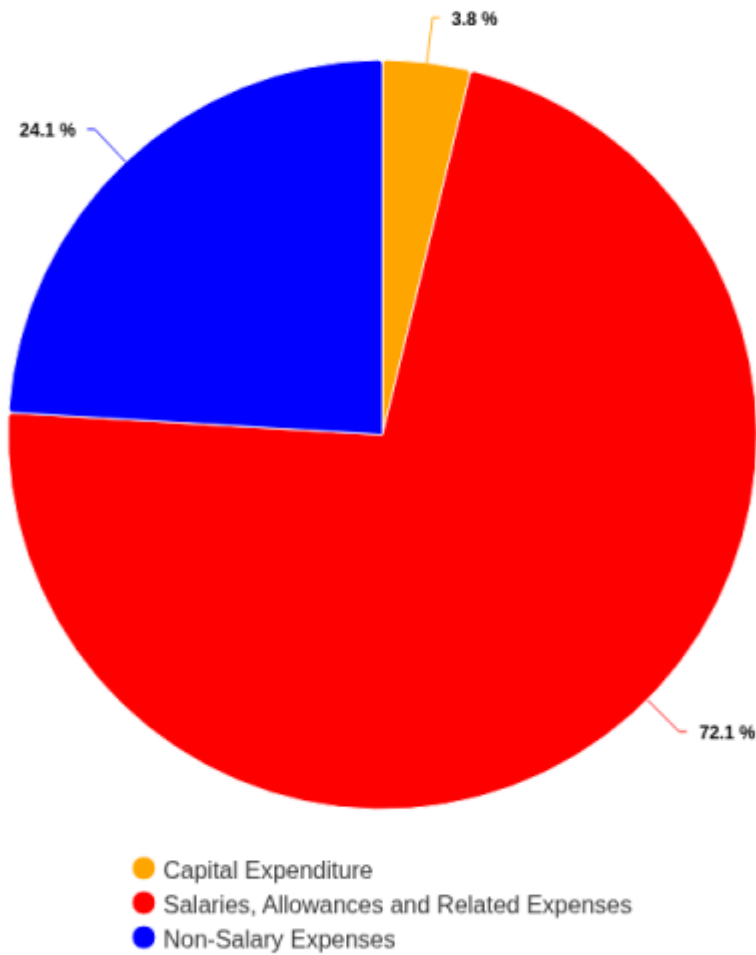
Staff culture survey results demonstrate a positive, professional culture that aligns closely with CSBB's focus on empowering and supporting staff. High levels of commitment to students, strong peer collaboration, and job satisfaction reflect a workplace where staff feel valued, connected, and confident in their practice. Improvements in areas such as Wellbeing and Safety, Professional Learning, and Continuous Improvement indicate growing trust in leadership and school systems. The increase in employee Net Promoter Score highlights staff pride, advocacy, and confidence in the school's strategic direction, contributing to sustained high-quality teaching and learning.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT