



2022

ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Ms Sue Host

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 (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Our Lady of Perpetual Succour is Catholic Primary School in the Diocese of Broken Bay. This year we celebrated 60 years of Catholic education. In our 60th year, the OLPS spirit of generosity, hospitality, faith, compassion and peace was highly evident. 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.

In 2022, the OLPS' strategic direction has been guided by Catholic Schools Broken Bay. The key strategic focus areas include:

- developing a collaborative culture of continuous improvement
- accompanying students, families and staff to know Christ and to grow in their faith
- maximising the learning growth of each student
- building the capability of our staff.

This year we have welcomed a new Parish Priest, Fr Irek and Assistant Priest, Fr Paul. We have been able to participate once again in our school Masses/Liturgies and Parish Family Masses. The recent appointment of our Parent Engagement Officer will further support the school and the Parish to reconnect with each other. In 2022, the new Religious Education curriculum was implemented in Kindy. This innovative curriculum is student centered and provides meaningful learning experiences for the students to know Christ and grow in their faith. The new Religious Education curriculum will be rolled out to Year One and Two in 2023.

I am grateful to the OLPS Leadership Team for their hard work, professionalism, deep curriculum knowledge and extraordinary dedication to OLPS. I am also very thankful to the OLPS staff for their commitment to the OLPS students to be the absolute best that they can be. Great learning has happened in all classrooms with happy engaged children. We are building our collaborative culture to support student and teacher learning with a focus on results and improving practice and driving continuous improvement.

The children have certainly enjoyed many school events this year including excursions, camp, sporting carnivals, Dance Fever and Colour Run to name a few. Our 2022 Repairs and Maintenance schedule has enhanced our facilities. Our Parents and Friends committee have successfully engaged families in the life of the school and provided many opportunities for the community to connect with each other.

I will be retiring at the end of 2022, after 17 years in principalship at OLPS. I would like to thank the OLPS community for their support, counsel and expertise as we have worked together to bring about the development of our students. Together we have continued to build

on a rich Catholic culture that was established in 1962 and I am confident that OLPS will continue to grow and flourish under the leadership of a new Principal in 2023. Farewell and With Love We Grow.

Sue Host - Principal 2022

Parent Body Message

2022 has been an exciting year for engaging the community at OLPS. We had much to celebrate with restrictions being lifted and 60th Birthday Celebrations to enjoy!

Our three key priorities for the P&F in 2022 were:

1. Build on School Spirit
2. Fundraising
3. 60th Birthday Celebrations

Our community has once again pulled together, supporting the P&F in ensuring that these priorities were successfully met.

Key events that were organised to support our key priorities included: New Parents Night, School Colour Run, 60th Birthday Cocktail Party, 60th Birthday Showcase Sunday, Mother's Day and Father's Day Breakfasts and nights out and the Christmas Party.

Student Body Message

OLPS is an inclusive, small and caring community that welcomes anyone from any country, race or religion. Warm smiles and open arms are just some of the things that make our school the amazing one that it is.

This year our school has recovered from the Covid restrictions as the bubbles between the K-2 to 3-6 have popped. Masks aren't mandatory now. This has allowed events such as our 60th anniversary, sports carnivals, excursions, camps, Parish Family Masses and fun days to go ahead. At the 60th anniversary, we celebrated with a Liturgy and an exhibition of our Dance Fever dances. There was great food at the canteen and we cut our Anniversary cake which was delicious.

There have been many school improvements to our school environment including the relocation of the Senior Learning Hub to the Library. This large space will accommodate thirty-five students in 2023 comfortably.

We as school captains enjoy everything O.L.P.S has had to offer and will miss the school very much.

2022 School Captains

School Features

The School is a small primary school in the North Shore Cluster of Catholic Schools Broken Bay.

Founded by the Mercy sisters in 1962, this year the School had an enrolment of 128. There are six classes catering for students from Kindergarten to Year 6. The site is secluded from the road and consists of a variety of buildings including a building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three classrooms and a further three classrooms are contained within spacious demountables scattered on the site. In 2022, plans were developed to accommodate senior students in the current library, a spacious light modern space suitable for 21st Century learning.

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, an undercroft area for ball games, handball courts and a synthetic grass area meets the needs for student active play. The whole site has made use of all spaces that have been designed to meet the needs of the children. A playful learning space includes a climbing frame, a sandpit, a mud kitchen and slippery dips.

The onsite Before and After School care serves the school community very well and it is run by Catholic Care.

The School draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara, Macquarie Park 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. The Parents and Friends Association is very active and is well supported by the community. The School Advisory Council consists of a group of parents, teachers, leadership and a wider community member. The Council advise the principal on important whole school decisions and steer school improvement.

Local systematic schools such as Mercy Catholic College and St Leo's Wahroohga are feeder schools for OLPS along with St Pius X College.

The School's newly appointed Parish Priest, Father Irek is a Salvatorian priest originally from Poland. The assistant priest, Father Paul, is also a fellow Salvatorian. School families have a high level of involvement in the parish life. Children's Liturgy is well attended each Sunday. Parish family Masses are well attended with parents being closely involved. A very high percentage of students are involved in the Parish Sacramental Program.

Children at the School flourish in a small nurturing school environment. Senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. The Senior Learning Hub is dedicated to Year 5 and Year 6 students where students develop important skills in readiness for High School. The School offers a rich and diverse range of educational experiences. Children, parents and staff are welcomed into the 'OLPS family' and develop a strong sense of belonging to a faith community where Jesus is central and the Catholic traditions are learnt and celebrated.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
60	66	13	126

* 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 2023. 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 2022 was 91.10%. 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
91.70	90.70	90.40	92.00	90.80	90.90	91.90

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 relevant Department of Education 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	18
Number of full time teaching staff	5
Number of part time teaching staff	8
Number of non-teaching staff	5

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 are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022, school staff participated in Staff Development Days.

1. PBL

All staff had the opportunity to further familiarise themselves with the PBL framework and discuss the importance of consistency and behaviour for learning.

2. Introduction to the CSBB Charter.

Staff unpacked the document, participated in guided conversations, asked questions and took time for prayerful reflection.

3. Introduction to the new K-2 Syllabuses.

Staff explored the new K-2 Syllabuses; familiarising, learning and exploring the changes and direction for the syllabus commencing in 2023.

At OLPS two staff members continued their ECT learning, two staff members continued working towards gaining their HALT accreditation and three staff members continued study for Masters degrees.

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 the [Broken Bay K-12 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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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 missionary activities aimed at living out their mission as disciples of Jesus.

It is the mission of the OLPS community to live our shared values of love, compassion, courage and joy. In partnership with parents as the first faith educators of their children and the local parish community, the school seeks to educate and form young people in the Catholic faith and traditions.

Our Catholic faith is embedded in all that we do at OLPS. Our school motto 'With Love We Grow' mirrors the greatest commandment of love, and this love is encouraged in the everyday actions and words of staff, students and community members.

OLPS supports the diocesan vision of providing an authentic, professional Catholic education delivered with care and compassion. We aim to provide experiences of discipleship within the local community for each of our children. This means that it is important to establish a positive and supportive relationship with our Parish – Pymble Catholic Parish. This year we welcomed a new Parish Priest Fr Ireneusz Czech and a new Assistant Priest, Fr Paul Tran. Despite disruptions during the year, our Parish Priest and Assistant Priest celebrated the

Eucharist with each of our classes. These experiences provided opportunities for the priests to talk with the children about various aspects of the Church, the masses and occasions they celebrated together.

We participated in the Diocesan Student Leaders Day with Bishop Anthony and our Catholic School Broken Bay leaders. This was an online experience introducing several community youth leaders who provided inspiration for our own student leaders to make an impact on their community. The Parish continued to support Sacramental Programs, with students in Stage 2 undertaking the Sacraments of Confirmation, Reconciliation and Eucharist during the year.

The school introduced the new Religious Education Curriculum to our teachers and successfully implemented this in our Kindergarten classroom. This student-centred pedagogy invites each child to continue their journey of faith in an experiential learning environment. A special Religious Education space was created for the children to visit twice per week and to discover scripture through play, activity and discussion. We look forward to introducing this new curriculum to our Year 1 and Year 2 classes in 2023.

Social justice continued to be a strong focus in the OLPS community with teachers incorporating social justice initiatives into their teaching and learning programs. The school's social justice program follows a specific schedule each year covering issues on a local, national and global level. On the global level OLPS' support of Caritas and Catholic Mission continued with our school raising over \$3500 for farmers in Ethiopia and further funds for Project Compassion. On a National Level OLPS donated food, clothing and cleaning items to the Newrybar Community who were greatly impacted by the 2022 floods. Our support for the local community also continued with over 500 meals cooked and served to those in need at 'The Dish' Hornsby. We also continued to support St Vincent De Paul by donating clothing for the Winter Appeal and preparing 7 food hampers for their Christmas Appeal.

This year our staff have continued a journey of renewing our commitment to our Religious Education teaching and to inspiring creative and in-depth responses from our students through deep learning of our scriptures. The staff engaged in professional learning internally and as part of a Professional Learning Community with colleagues from other local Catholic schools within the diocese under the guidance of the Evangelisation and Catechesis team at Catholic Schools Broken Bay.

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 2022, OLPS has focused heavily on providing authentic learning experiences to our students. In all KLAs, students are invited to have a go and do their best and are supported in an environment that promotes a growth mindset. Students are consistently encouraged to ask questions, collaborate and think flexibly.

In our Early Stage One and Stage One classrooms, we have focused on English and particularly Reading. In Professional Learning teachers continued learning about early reading skills and implementation strategies in the classroom. Students have had access to decodable readers aligning to the focus areas of the new K-2 Syllabus.

Students are regularly challenged in Mathematics where teachers place value on 'Maths Talk' and plenary sessions. In our Senior Learning Hub, students have demonstrated growth in their ability to explain their thinking and prove their solutions in the most effective and efficient ways. Teachers approach Mathematics learning with the tools to extend and enable students learning, so as to meet students in their Zone of Proximal Development.

Deep Learning has continued to be implemented at OLPS and integrates KLAs including HSIE; History and Geography, Science and Technology, Religious Education as well as Mathematics and English. Students have explored one or more of the 6Cs; character, creativity communication, citizenship, collaboration and critical thinking, in order to create change to the school, our local community or the world.

Students with diverse learning needs have also been catered for with care and rigour this year. In 2022, we ensured that our diverse learning needs programs were inclusive and collaborative. The Diverse Learning Team worked with teachers to identify the areas of student needs. Using the Continuous Improvement Cycle, teachers identified ways to analyse, plan, act and review. All targeted support happened in class with the Diverse Learning Team working alongside the classroom teacher and the students feeling supported. Types of intervention have included the MultiLit program, English and Mathematics support as well as support for Social Emotional Needs (SEL) and support for student wellbeing.

Every student at OLPS has 1-1 access to a digital device; Early Stage One and Stage One students have access to iPads, Stage 2 students to Chrome books and iPads and Senior Learning Hub students to Laptops and iPads. Students use digital technology to creatively demonstrate learning, collaborate with peers and teachers and to build digital literacy, which is essential for our world today. Our STEM resources, have also allowed students to deepen their knowledge of coding through the use of BeeBots and Sphero robots.

In 2022, OLPS students also had the opportunity to attend specialist classes for both PDHPE and Creative Arts.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	82%	52%	0%	12%
	Reading	82%	54%	0%	11%
	Writing	82%	50%	0%	7%
	Spelling	73%	48%	0%	15%
	Numeracy	73%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	18%	31%	24%	14%
	Reading	41%	39%	6%	11%
	Writing	18%	25%	6%	18%
	Spelling	35%	37%	0%	14%
	Numeracy	29%	25%	6%	16%

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 Policy for Diocesan Systemic Schools](#). 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 for Diocesan Systemic Schools](#). 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 changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) 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 changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

OLPS promotes respect and responsibility for all members of the community.

Through the school wide use of the Positive Behaviours for Learning Framework students are provided with a consistent language and so understand what is expected of them. At OLPS we have three school rules; Love of Learning, Love of Place and Love of Self and Others. Students are provided with regular learning opportunities to practice the rules and associated expected behaviours. All staff use the language of PBL to promote desired behaviours and reward students for doing the right thing. Students are encouraged to act in a respectful and responsible way and are always given the opportunity to make amends and re-learn an expected behaviour in times of challenge. Parents are essential in building respect and responsibility at school. Through the use of the PBL framework, constant communication between teachers, students and parents occurs. Knowing the expectations helps all community members to feel safe and supported and as a result allows for respectful relationships and a sense of responsibility to be built and maintained.

OLPS uses Deep Learning Pedagogy to integrate learning to create impact within our school, society and the world. In 2022, students and teachers have worked to collaborate and create change. In line with our PBL rules; Love of Self and Others and Love of Place, we have focused on promoting respect for the indigenous community, the environment and those in need in our local community.

Our Stage 2 cohort learnt to take responsibility for our local environment by promoting a sustainable approach to our waste. They introduced a nude food day and an information sharing day for the whole school community.

Our Senior Learning Hub students focus on the 'Habits of Mind' each term. This allows them to grow into respectful and responsible learners for the future. This year the SLH focused on Empathy, Proactivity, Precision and Accuracy and Flexibility. Students have learnt how to walk alongside each other respectfully showing empathy. They have tried to be more proactive taking responsibility for their behaviours, both in their learning and how they build relationships. Accuracy and precision have enabled students to be more responsible with their learning and they have learnt that, "it's not crowded on the extra mile".

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Our 2022 school priorities align with Catholic Schools Broken Bay Strategic Plan "Towards 2025."

1. To maximise the learning growth of each student:

In November this year, students in Year 1 to Year 6 participated in Adaptive Progressive Assessment Tests (PAT) in Mathematics and Reading Comprehension. Student results were compared to the Australian norms. For Mathematics and Reading, in all year levels, the OLPS mean was well above the Australian norm mean. For Mathematics and Reading, in all year levels students in the 5th percentile scored a significantly higher scaled score than the norm. This indicates that our lowest achieving students are progressing well and are supported through a differentiated curriculum and an effective Learning Support program.

The 2022 Year 3 NAPLAN results were expectational with the school's mean on par or above similar schools in Numeracy, Reading, Writing and Spelling and Grammar and Punctuation. Most Year 5 students scored in the middle 2 bands for Numeracy, Reading, Writing and Spelling and Grammar and Punctuation. The Year 5 growth was not measured due to no NAPLAN in 2020 because of the pandemic.

In 2022, Learning Support structures have targeted specific learning needs and a variety of strategies have been implemented in all six classrooms by the Learning Support Team. Multi Lit has targeted students in Year 1, Year 2 and Year 4. Students decoding, reading fluency, vocabulary and comprehension has progressed with two students completing the program in 2022 and two students remaining to complete the program in 2023.

Students in Kindy to Year 2 have made significant gains in Reading as demonstrated on their progression through the reading levels. All Year 1 students have progressed to an independent reading level because of an intensive intervention program by their class teachers.

This year initiatives were implemented to support high achieving students. These included Passion Projects for students, Maths Olympiad, grouping like-minded students, book clubs designed to delve deeply into the characters and themes and supporting teachers to extend students in Mathematics. Support from the Gifted and Talent Officer from Catholic Schools Broken Bay was provided. In 2023, further extension of high achieving students is a goal.

In 2022, providing an innovative, creative and inquiry-based approach to learning that is student focused and engaging was a priority. New Pedagogies for Deep Learning is a framework to situate teaching and learning at OLPS. Students focus on personally and collectively meaningful matters and develop the six global competencies of character, citizenship, collaboration, communication, creativity and critical thinking. Some significant learning products in 2022 include:

- A Sustainable Expo for the school and wider community
- Social Justices Initiatives developed by the Stage 2 students

Student attendance is important in promoting learning and in connecting students to their school. Good attendance is achieved when schools and families work in partnership to support every student. OLPS is committed to ensuring good attendance through implementing attendance plans when needed and carefully monitoring attendance.

Based on the Tiered Fidelity Inventory for Positive Behaviours for Learning 2022, OLPS summary score for Tier 1 was 27 out of 30 which is 90 %. Teams and Evaluation sub scores were 100% and implementation of PBL was 83%, which measured student's ability to name all three school rules.

2. To support teachers in their professional growth and development and to build teacher and leadership capacity.

In 2022, the Assistant Principal position was a shared role. This innovation built the capacity of both leaders. All Professional Learning in 2022 was delivered by the leadership team and targeted at supporting teachers to meet the needs of students.

3. To build student enrolments in Kindy 2023 and retain Year 4 students for Year 5 2023.

For 2023, there will be an increase of 10 students in the Year 5 and Year 6 class increasing the total from 25 in 2022 to 35 in 2023. This is a significant increase and reflects the trust and confidence of our families.

4. To continuously improve school facilities that facilitate contemporary teaching and learning practices.

A vigorous Repairs and Maintenance program was undertaken in 2022 and included internal and external painting, updating lighting and electrical systems and landscaping.

Priority Key Improvements for Next Year

Priority Key Improvements for 2023

1. Maximise Student Growth...

- through the implementation of a Continuous Improvement Cycle.

- through Collaborative Coaching where teams of teachers will work together and interdependently, with a sharp focus on enhancing the learning of each student in either English or Mathematics. There will be a focus on improving classroom practice through coaching.
- by enabling teachers to readily access and analyse data to improve student outcomes.

2. Building Teacher and Leader Capacity...

- through mentoring programs such as Early Career Teacher Program, shared Assistant Principal arrangement and the Principal mentoring program.
- by providing teachers with high quality resources developed by teachers for teachers in the Diocese of Broken Bay and by DoE schools.
- through Collaborative Coaching.
- by reducing the workload of teachers so that they can concentrate on teaching the fundamentals of English and Mathematics.

3.To build student enrolments in Kindy 2024...

- through school promotions within the school community to the wider community.

4. To continuously improve school facilities that facilitate contemporary teaching and learning practices.

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 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, The Tell Them From Me survey was used to gain information about the level of satisfaction with the School from parents, students and teachers.

The Tell Them From Me Survey (Nov 2022) is a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster great communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer. The survey also measured how the school promotes learning and positive behaviours and provides a safe and inclusive environment. 14 out of 80 families responded to the survey. The results of the survey were very positive and the OLPS mean in all areas was above the Diocesan mean. It was very pleasing to note that parents feel welcome and informed and that the school promotes a safe and supportive environment.

Comments from parents include:

Olps provides a very nurturing and caring environment that facilitates engagement and learning.

All staff seem genuinely caring and open to helping children and accommodating various needs.

The school has a great sense of community. We always feel like we are listened to by teachers /principal. Our son has thrived in his school environment.

We love OLPS. The school has changed our lives in many ways. We as parents, have made many friends who we regularly socialise with, the kids are well adjusted at school, they love their teachers and their friends and they are doing well academically.

Student satisfaction

Forty-eight students in Year 4, 5 and 6 participated in the Tell Them From Me survey (Nov 2022). Students at OLPS identified a positive sense of belonging and positive relationships with each other. They value their schooling and demonstrate positive behaviours at school.

Whilst a large percentage of students displayed a high level of engagement there was a small percentage of students displayed signs of disengagement. Factors that relate to engagement include quality instruction, positive teacher- student relationships, learning climate, expectations for success and advocacy at school. 35% of students in the school had reported that they experienced high skills and high challenge at school. 51% of students were confident of their skills but did not find classes challenging. This is an area of work for OLPS.

Comments from students include:

I love school. It is a really important thing in life and every kid should be allowed to go to school and have an education. Some of the many reasons I love my school is everyone feels welcome and we have lots of fun gala days and events. New kindergartens get a buddy from year 5/6 and it is a great way to build a friendship.

I love the teacher in our school because they support us in our journey of learning. I really like my friends in my school because they can make me laugh and smile.

I love school because of art and sport. The teachers at our school are nice and caring and they know how we feel if we are in a situation. I love this school because of the people. The people in our school are understanding and nice.

I really love the playground although I would like some more recess because sometimes I eat all my recess but then the bell rings. I love all the wonderful people and all the P.E we do. I love learning and doing Maths and English and all the other subjects.

Teacher satisfaction

Through the Tell Them From Me survey (Nov 2022), the staff acknowledged their high level of satisfaction with leadership, parent involvement, inclusivity, technology, data informing practice and providing a positive learning culture for students.

Comments from teachers include:

Differentiated professional learning for staff. More time allocated for co-plannings.

The expectations are already high and all teachers are focused on learning.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,141,468
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$303,913
Fees and Private Income ⁴	\$583,564
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$42,730
Total Income	\$2,071,676

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$29,997
Salaries and Related Expenses ⁷	\$1,596,232
Non-Salary Expenses ⁸	\$798,614
Total Expenditure	\$2,394,846

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT