



# 2023

## ANNUAL SCHOOL REPORT



### **Our Lady of Perpetual Succour Catholic Primary School**

64 Kendall Street, WEST PYMBLE 2073

Principal: Ms Jodi Jefferson

Web: [www.olpsdbb.catholic.edu.au](http://www.olpsdbb.catholic.edu.au)

## About this report

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

## Message from key groups in our community

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### Principal's Message

Our Lady of Perpetual Succour is a Catholic primary school located in the diocese of Broken Bay. At OLPS every child is embraced in a nurturing environment dedicated to academic excellence, spiritual growth, and community engagement. Our dedicated staff are committed to fostering a love for learning and providing a comprehensive and dynamic curriculum that not only challenges students academically, but also nurtures their character to live out the Catholic mission.

During 2023, OLPS continued to focus on the key strategic goals of the CSBB Toward's 2025 strategy. The leadership team have mentored staff to facilitate and support the achievement of each of these goals. Through collaborative coaching and the delivery of targeted professional learning they have coached staff to improve teacher knowledge, achieving precision in their teaching to ensure we are able to meet the needs of every student at OLPS. The staff are committed to improving the learning of every student which is evident in every aspect of their work.

At Our Lady of Perpetual Succour, we believe that education is a partnership between school and home. We value the active involvement of parents and caregivers in their child's educational journey, recognising the significant impact of a collaborative approach to learning. The OLPS community is characterised by a strong sense of belonging, where everyone is valued and respected. We celebrate diversity and promote an inclusive environment that fosters positive relationships among students, staff, and families.

The community spirit at OLPS is evident in the many school events and celebrations held throughout the year. With the support of the P and F we have been able to provide many opportunities to come together as a faith community and celebrate the many gifts of our students and families. P and F fundraising has allowed us to purchase brand new furniture in the Senior Learning Hub, creating a dynamic and engaging learning space for our Stage 3 students.

As I conclude my first year as the principal of Our Lady of Perpetual Succour Primary School, I feel privileged to lead a community that is so dedicated to nurturing well-rounded individuals who are academically proficient, spiritually grounded, and socially responsible.

I look forward to continuing this journey of faith and learning with the OLPS community in 2024.

Jodi Jefferson - 2023

## Parent Body Message

2023 has been a successful year for engaging the school community and fundraising at OLPS. Our three key priorities for the P and F in 2023 were:

- Maintaining positive school spirit
- Fundraising
- Understanding volunteer engagement

Our community has once again pulled together, supporting the P and F in ensuring that the first two priorities were successfully met. Some key events that supported these priorities include:

- New Parents Night
- Colour Run
- Cake Stall
- Trivia Night
- Christmas party
- Mother's Day and Father's Day breakfasts

Our school fundraising efforts supported the purchase of new representative sports singlets, bbqs, lockers, classroom furniture, gardening goods for the space outside the Library and the stage and sound system hired for the Christmas concert.

Our third priority of understanding volunteer engagement has been discussed and will be looked into further in 2024.

## Student Body Message

OLPS is a small, warm and welcoming community that fosters learning and growth for all students. This year has been an incredible year, full of learning, support, laughter and smiles. We had the privilege of working with our wonderful new principal, Mrs Jefferson.

As we stepped into the school, after returning from the Senior Learning Hub's excursion to Canberra, we were welcomed to a transformed learning environment, with modern, flexible furniture. Our year has been full of enriching experiences; camps, excursions and many sporting events and days. The OLPS Feast Day etched itself into our memories, with a day of action led by Motiv8, at Lofberg Oval. The annual colour run was a huge success, adding a vibrant splash to our year. Every student at the school has grown with wisdom and learnt to use the Mercy values as the centre of our lives. This year we have all flourished, living out our school motto, "With love we grow."

Grace Wiblin, Edward Mazzei and Zoe Victor - School Captains 2023

## School Features

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OLPS is a small primary school in the North Shore Cluster of Catholic Schools Broken Bay. The school was founded by the Sisters of Mercy in 1962. In 2023, there are seven classes catering to 125 enrolments from Kindergarten to Year 6. The school enrolments are drawn from the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara, Macquarie Park and Ryde. OLPS is a feeder school to local systemic schools such as Mercy Catholic College Chatswood and St Leo's College Wahroonga as well as St Pius X College Chatswood.

The OLPS school site is secluded from the road. The school consists of a building on Kendall Street which accommodates the administration, school hall and our Senior Learning Hub, a main brick building that houses the Early Stage 1 and Stage 1 classes and a further four spacious demountable classrooms that accommodate Stage 2, Library/STEM and Visual Arts classrooms. In 2023, the Senior Learning Hub was renovated, and new furniture purchased to create a flexible learning space for our senior students.

The playground is a key feature of the school with a beautiful bush setting and space that caters for a variety of play styles. The all-purpose court and undercroft with shade shelters, handball courts, synthetic grass and climbing frame meet the needs for student active play. The bush area, mud kitchen, sandpit and Library space appeal to students' need for creative and passive play.

The school learning environment caters to learning both in the classroom and outside. Students of OLPS attend an excursion each year to further their classroom learning. Students also regularly participate in competitions including National Day of AI competition, which in 2023 saw two students awarded places in Stage 3.

OLPS offers extracurricular programs including dance, drama and tennis lessons run before and after school and private guitar tuition throughout school hours. OLPS houses an on-site out of school hours care program facilitated by Catholic Care which serves the school community well.

The parents of our school are highly involved and value a Catholic education for their children. The Parents and Friends Committee is very active and well supported by the community. Parents volunteer to support the school with both classroom and whole school events.

Our Parish Priest, Father Irek, and Assistant Priest, Father Paul, celebrate Mass for our school community regularly. Parish Family Masses are well attended on weekends throughout the year and parents and families regularly engage with the Parish community at

supper following these events. A high percentage of students in the OLPS community are involved in the Parish Sacramental Program.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
64	61	44	125

\* 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 2024. 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 2023 was 92.90%. 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
93.30	93.90	93.00	92.20	92.10	92.70	93.10

## 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	13
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	2

### 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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**

A significant portion of staff professional learning this year was working towards our whole school goal to improve written language. This professional learning took place in Collaborative Coaching led by the Assistant Principals. Staff unpacked syllabus requirements regarding written language and developed quick, focused and achievable goals to show improvement in this area. Staff analysed student writing data to identify areas of need and planned classroom learning to meet these areas of need.

Staff engaged in significant professional learning focusing on diverse learning needs. They explored Catholic Schools NSW Personalised Planning and learning around the NCCD categories of disability and level of adjustments as well as how to cater for students to ensure that they can access the curriculum on the same basis as their peers.

In 2023, five staff members continued their Early Career Teacher learning, with one staff member successfully attaining Proficient Teacher Accreditation. Two staff members are continuing to work on their Highly Accomplished Teacher Accreditation and two staff members are continuing to study their Master of Educational Leadership. One staff member is involved in the Diocesan Future Faith Leaders formation program.

## Catholic Identity and Mission

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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 1 as well as Years 7-10 classrooms in 2022/2023 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 work together to provide a learning environment which lives our shared values of love, compassion, courage and joy as we support every child to be challenged to be their very best. In partnership with parents as the first faith educators of their children and the Pymble Parish, OLPS 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' and the Mercy Values mirror the Gospel messages of Jesus that are 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 we have a positive and supportive relationship with our local Parish. This year we have worked with

Parish priest Fr Ireneusz Czech and Assistant Priest Fr Paul Tran. Across the year both priests have celebrated the Eucharist with each class during weekday parish mass and whole school celebrations. Classes have also invited the priests into their classrooms to participate and share in their RE lessons. These experiences have provided opportunities for the priests to talk with the children about various aspects of the Church, the mass and important liturgical celebrations.

This year our students have participated in experiences online and in person to deepen their faith formation. Our Year 6 students joined schools from around the Diocese for their leader's day. Students delved into the fruits of the Holy Spirit and how to be fruitful leaders at OLPS. Year 5 attended the Mercy Charism and Leadership Day where they were introduced to the story of Catherine McAuley (foundress of the Order of the Sisters of Mercy) and Ignatius McQuoin (foundress of the Sisters of Mercy, North Sydney) as well as the mercy, or Gospel values, evident in their school community and how they can be further developed. This day was an excellent springboard for our 2024 leaders. The school continued to support the Parish sacramental program with students in Stages 2 and 3 receiving their Sacraments of Confirmation, First Reconciliation and First Eucharist. Parish and school connections were also strengthened with each grade hosting a Parish Family Mass and supper.

Social Justice initiatives were strengthened and continued in 2023 with the starting of the Mini Vinnies social justice group. The Year 6 Social Justice leaders attended the Mini Vinnies day which inspired them to invite students from all grades to join the weekly meetings to learn about, plan and implement social justice initiatives for the school. The school's social justice program follows a specific schedule each year covering issues on a school, local, national and global level, each one being embedded into classroom learning so students connect their charitable works with the Gospel values and the Catholic social teachings taught. In 2023 OLPS has supported Caritas and Catholic Mission to raise awareness and funds for communities internationally. On a national level we have supported St Vincent de Paul's Winter Appeal and 7 Christmas hampers were provided to families in need through the Pymble Parish conference. Locally OLPS donated to Mary Mac's on the Feast of Mary MacKillop and has provided over 300 meals to 'The Dish' in Hornsby. As a school our Care Network has again supported families in need throughout the year.

This year our staff have continued their formation journey and commitment to the deep learning and teaching of Religious Education through professional development. Kindergarten continued to implement the New K-2 Curriculum with Stage 1 classes also teaching it. Stage 1 teachers attended multiple in person and online professional learning sessions run by the Evangelisation and Catechesis team, to develop their understanding and share their experiences. As a staff we learnt about and then taught the students the meaning and history of the Angelus which has now been embedded as a part of our daily prayer life, stopping at 12 noon each day together.

## Curriculum, Learning and Teaching

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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 2023 the focus for professional learning centred around the implementation of the Collaborative Coaching model and in particular improving student's written expression. Teachers worked closely with the Collaborative Coaches in the area of writing, focusing on analysis of learning outcomes and identifying the progression of the learning from Early Stage 1 through to Stage 3. Weekly coaching sessions involved the analysis of student data, unpacking the new curriculum in the area of writing and developing a whole school writing assessment.

Diverse learning and support programs were developed to ensure students with diverse learning needs have equal access and participation. The diverse learning leaders provides both small group and individual class support to students who have additional needs. Macqlit and Initialit programs were purchased to further support students with additional needs and provide solid tier 1 intervention.

The diverse learning leader provides professional learning and one on one teacher support to develop programs and interventions that specifically target individual student needs. Learning Support timetables were refined to ensure that support was provided at the most effective times and in classrooms with the highest needs. HPGL students were provided with enrichment projects that were self-directed, targeting areas of special interest for students. Teachers were given ongoing and frequent support in the design and implementation of these specialist programs.

# 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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	88%	67%
	Writing	75%	76%
	Spelling	88%	61%
	Numeracy	87%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	64%
	Reading	88%	74%
	Writing	65%	66%
	Spelling	76%	69%
	Numeracy	88%	68%

## Pastoral Care and Student Wellbeing

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### 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 significant changes made to this policy in 2023.

### 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 2023.

### **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 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

The Positive Behaviours for Learning Framework provides students with consistent language and expectations regarding behaviour at school. This year, the framework has been amended to align with the Mercy Values:

1. Excellence - Love of Learning
2. Compassion - Love of Self and Others
3. Stewardship - Love of Place

These Mercy values have also been applied to the student leadership framework and are embedded in many aspects of school life.

The expectations of the PBL framework are reinforced regularly at school assemblies and in classrooms. Staff are consistent in their use of PBL language to promote the expected behaviours with students. The language and expectations of the framework are also communicated regularly to parents to ensure there is shared understanding. Parents have a clear understanding of school process in terms of the management of behaviour and are key in promoting an environment built on respect and responsibility.

Our staff PBL team, continues to make informed decisions on how to improve the wellbeing of our students. The team continues to meet once a term. Data derived from Compass Chronicles is analysed and discussed during these meetings.

Staff and student wellbeing continues to be prioritised at OLPS. The school is a community that provides a strong sense of wellbeing, belonging and security where students are given every opportunity to be affirmed with dignity and assisted to grow to their full potential. Every term, OLPS celebrates Wellbeing Week, where students and teachers are provided with daily

opportunities to invest in their own wellbeing, as well as support and encourage their peers. This is a practice that is very much valued and appreciated by the whole community.

## School Improvement

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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

#### Collaborative Coaching Goal - Improve Written Language

Each week teachers have engaged in collaborative sessions with the Assistant Principal coaches, analysing student data and designing learning to meet every student at their point of need. Through this process staff have achieved the following:

- Agreed Practices in writing for Kindergarten to Year 6
- Developed consistency in practice across all grades
- Achieved significant growth evident in student's writing data
- Implemented Learning Intention and Success Criteria to support students to become assessment capable learners
- Teachers provided targeted and specific feedback to students to support their learning
- Analysis of student learning data to inform teaching and learning

#### Diverse Learning

During 2023, teachers have engaged in significant professional learning around diverse learning to support the needs of students with disability:

- Professional learning to understand the Disability Discrimination Act and ensure they are meeting their obligations under the Act
- Accessed the CSNSW platform to generate detailed personalised plans for students with disability, outlining the necessary adjustments and support in place
- The Assistant Principal Libby Cook has led the learning and facilitated the processes with staff to ensure every student has equal access and participation to the learning as their peers
- Professional learning completed in Initialit and Macqlit, so we are able to facilitate curriculum aligned interventions in 2024
- Staff have commenced professional learning to cater for EAL/D students and design programs that support the learning of students whose first language is not English
- Design of adjustments to support the learning of students with diverse learning needs, ensuring equal access and participation across all Key Learning Areas
- Professional learning facilitated by Penina Kiss to support teachers in the identification of High Potential and Gifted Students, including the analysis of AGAT and COGAT data

- Developing Individual Learning Plans for HPGL students and working in consultation with parents to form targeted learning goals that focus on students working to their full potential
- Establishing alternative play and learning spaces for students with diverse learning needs, including the library open every lunchtime and establishing the OLPS garden club

### **Assessment and Reporting**

- Developed Assessment and Reporting Guidelines which outline for staff whole school practice and approach to assessment and reporting
- Professional learning outlining both formative and summative assessment practice and how this can be modified for students with diverse learning needs
- Outline of criteria for reports, including the allocation of grades and comments that are reflective of learning outcomes

### **Priority Key Improvements for Next Year**

#### **Key Improvement Areas for 2024:**

##### **1. Continue to maximise the learning growth of every student:**

- analyse student data through collaborative coaching and focus on improving reading comprehension
- provide teaching and learning that is targeted and responsive to student needs
- using the 4 critical questions to drive teacher planning - What do we want our students to learn? How will we know our students are learning? How will we respond when students don't learn? How will we respond to those students who are already proficient?

##### **2. Continue to build the capability of teachers**

- continued professional learning on the implementation of the new K to 6 Curriculum
- continued collaboration and planning during collaborative coaching sessions focusing on reading comprehension
- supporting the religious formation of staff through a staff retreat and formation twilight sessions
- ongoing consultation and planning with Linda Bendikson regarding school improvement
- professional learning with Jennifer Pledger (NESA) on Assessment and Reporting
- ongoing professional learning for staff on diverse learning and catering for high potential and gifted learners
- develop an OLPS Learning Framework that is reflective of staff professional learning and shared beliefs and understandings

### **3. Build Kindergarten enrolments and retain Stage 3 student enrolments**

- build connections with local preschools through school readiness presentations and student visits to the school library
- develop a strategic marketing plan that promotes both the academic and community strengths of the school
- analysis and revision of the Stage 3 Leadership Program and opportunities
- promotion of the Senior Learning Hub and the various initiatives developed to support student leadership and preparation for high school
- development of a high school transition program to support students moving from Year 6 to Year 7

## Community Satisfaction

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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

Parent feedback and insight is highly valued at OLPS. Opportunities for parent consultation are frequent and feedback is used to inform school planning. This year, the Cultural Survey was used to gain information about what is most important now and in the future for parents, teachers and students at OLPS. The Cultural Survey is a comprehensive questionnaire that assists schools to realise the needs and motivations of the community, identifying the values and behavioural patterns which may need attention. This survey collects data across 3 perspectives: personal values, current culture values and desired culture values.

Parent communication and consultation is recognised as a great strength, with parents stating parent voice is valued and considered by school leadership. Parents also identified a strong sense of community within the school with multiple opportunities for parent participation and engagement. The Positive Behaviour for Learning framework is well supported by parents, promoting a safe and supportive environment for all students.

Parents identified the following values as a particular strength at OLPS: respect, inclusiveness, community strength and a student-centred focus.

### Student satisfaction

Students at OLPS believe they have friends at school they can trust and who encourage them to make positive choices. Students report that they have multiple opportunities to participate in sports and other extra-curricular areas of interest. They state they are highly motivated in their learning and strongly believe they are part of a school culture where students are highly encouraged and supported to succeed.

Students expressed that they were engaged in school and the learning provided is both interesting and challenging. Students feel the staff at OLPS genuinely care about their learning and wellbeing, and there is a strong level of trust between students and teachers. Teachers are described as encouraging and can be relied on for advice when students are faced with challenging circumstances. Students believe there are high expectations from teachers in terms of student behaviour and learning.

Students appreciate the many opportunities to be involved in school events. They thoroughly

enjoyed the Christmas concert at the conclusion of the school year and describe the school as having a strong sense of community.

### **Teacher satisfaction**

Teacher feedback and discussion has shown teachers are highly satisfied with many aspects of their work at OLPS. With the establishment of a new leadership team, staff reported feeling well supported and respected by leadership both in and out of the classroom. Staff worked collaboratively with the new leadership team during collaborative coaching sessions, noting that the time was invaluable for their professional learning, enabling them to consult and engage with their colleagues.

Staff engagement is consistently high during collaborative coaching sessions, professional learning meetings and at all school events. Staff enthusiastically contribute to school decision

making and openly discuss their successes and needs. Staff are highly committed to developing their own professional competence and content knowledge, believing their expertise has a significant influence on student learning.

OLPS staff value the opportunity to work collaboratively, with team-work and professional partnerships being highly valued. Teachers consistently seek opportunities for professional learning to support building their own professional capacity.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,127,024
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$303,518
Fees and Private Income <sup>4</sup>	\$660,424
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$796
<b>Total Income</b>	<b>\$2,091,764</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$55,700
Salaries and Related Expenses <sup>7</sup>	\$1,977,836
Non-Salary Expenses <sup>8</sup>	\$840,188
<b>Total Expenditure</b>	<b>\$2,818,024</b>

### 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 2023 REPORT