Our Lady of Good Counsel
Catholic Primary School
Forestville

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

One of our major initiatives in 2013 was to revisit our vision for Our Lady of Good Counsel Catholic Primary School, Forestville.

*As a Catholic School in the Diocese of Broken Bay, Our Lady of Good Counsel exists to educate and form young people in Catholic discipleship: offering them experiences of following Jesus as members of a Catholic community.*

*Our vision is to build an engaged community that inspires all to be creative, curious and reflective learners who work towards their full potential, empowered to make a difference in our world.*

In 2013 we continued to provide many opportunities and experiences for the children to respond to our motto 'Let Your Light Shine'. Learning through inquiry provided an environment which engaged and challenged the children, encouraged independence, fostered the development of thinking skills and provided a language to discuss their learning. Indonesian was initiated as a means to introduce the children to an Asian culture and language.

The Annual Report reflects the achievements and future pathways of our community. It aims to provide understandings of our Catholic school, the unique learning environment and the successes of our children.

*Principal*

1.2 **Message from the Parent Body**

2013 was another effective year for Our Lady of Good Counsel Parents and Friends Association. The school community was involved in a wide variety of events organised by our class parents. Major functions included welcoming new families, kids' discos, Mothers' Day and Fathers’ Day celebrations, the Easter Raffle and the main fundraiser 'The Adult’s Disco’. These were organised and implemented by volunteers from the parent body.

The key focus was on building a strong community through social activities and fundraising events and this was successfully accomplished.

1.3 **Message from the Student Body**

We have many wonderful memories of our time at Our Lady of Good Counsel. Our teachers have left a very strong imprint on our lives at school and the little things like getting a special birthday sticker have meant so much. Friends have been a really important part as well as playing sport at morning tea and lunchtime. Learning was 'exciting, interesting and enlightening'. We are now ready to go on to High School and we are excited by the next step but we will miss our primary school.

*Year 6 leaders*
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

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<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
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*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

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

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

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Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.
2.5 **Teacher Satisfaction**

Overall the teachers were again satisfied with:

- planning time for inquiry units, Numeracy, Literacy and Religious Education with grade partners to ensure valuable teaching and learning;
- linking with the Parish through grade Masses, whole school Masses, Reconciliation and special Liturgies;
- showcasing students’ learning through assemblies;
- communication with parents through the newsletter, curriculum notes and email;
- allocating each class with a class parent;
- promoting social justice (eg. Mini Vinnies / Project Compassion);
- providing extra-curricular activities (choir, band, music lessons, chess, debating, public speaking);
- the Buddy Program (Kindergarten and Years 5 and 6);
- support for each other in hard times;
- best practice in education developed through our professional learning and discussions;
- the Catholic ethos evident in our school in the way we accept and care for all in the community;
- the genuine care for the students and their families – seeing the face of Jesus in all of our students;
- change and new challenges;
- the welcome given to new members of our community;
- the high expectations of ourselves and our students and
- student achievement awards.

2.6 **Student Attendance and Retention Rates**

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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The average student attendance rate for 2013 was 96%.
Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

The students were satisfied with:

- belonging to a Catholic school – knowing about Jesus;
- great education;
- sharing and caring;
- well-equipped classrooms;
- good teachers and Principal;
- large playground and oval;
- fair play in the playground;
- merit and ‘smile’ awards systems; and
- the extra activities.
3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady of Good Counsel Catholic School has a rich tradition that began with the first teachers – the Brigidine Sisters. Their charism espoused a deep love of God expressed through their sense of hospitality for others, by finding God in the ordinariness of life, in the beauty of creation and in the constant desire to learn about the connection between God and life. Today these values live on as we work to ensure that the values of hospitality, care and support are nurtured. Our school’s natural environment has many areas in which nature and creation are a focus for prayer and reflection. Key symbols of the Brigidine Sisters are also apparent in our school. These include the lamp of learning, the Brigidine cross and the Holy Scriptures. The symbols are used to tie the school to its heritage.

The formation of students in Catholic discipleship is a major aim of our school and this is typified in the motto, ‘Let Your Light Shine’. Our vision is to strive for a Christ-centred community where learning is enjoyed in a supportive and challenging environment and where each individual’s special gifts are shared in response to the school motto.

As an integral part of Our Lady of Good Counsel Parish, our Mission commits us to:

- enhance faith development within a welcoming Catholic community committed to service;
- be a school of excellence in teaching and learning;
- respond to the differences of each individual;
- provide a safe and supportive environment; and
- celebrate community achievements.

3.2 Religious Life of the School

Our Lady of Good Counsel Catholic school supports the Parish-based sacramental program through the Religious Education units covered in Years 2 and 3. When the children receive the Sacraments of Reconciliation, Eucharist and Confirmation they are supported by their parents and teachers.

Liturgy and prayer play an important part in school life both in the classroom and in the school community. The students are provided with opportunities to pray weekly during assemblies, in the classrooms daily and in church when attending Mass or Reconciliation. Major events in the Liturgical life of the school include:

- weekly grade Masses;
- monthly Parish family Masses;
- whole school Masses for significant feast days;
- whole school Masses to mark the beginning and end of each term as well as the beginning and end of the school year;
- Holy Week and Resurrection Liturgies;
- reception of the Sacrament of Reconciliation;
- Liturgies that celebrate occasions such as Anzac Day, Mothers’ and Fathers’ Days; and

Social justice initiatives for 2013 included both fundraising and social justice awareness programs:

- participation in Project Compassion;
• fundraising for the work of St Vincent de Paul through Mini-Vinnies;
• St Vincent De Paul Winter Appeal and Christmas Hampers for families in need;
• Peninsula Learning Community of Schools Mission Project: “Education a Right For All”; and
• Mission Awareness Project (weekly home and school challenges as well as a whole day at end of term).

Opportunities exist for staff to reflect and grow spiritually through weekly staff prayer, Liturgies and professional development. Each week the staff meeting begins with prayer and the staff also meets during Lent to take part in Lenten staff prayer before school.

This year our SIP Goal focus was the development of formulating scripture-based Discipleship Challenges that connected to all our Positive Behaviour for Learning (PBL) rules. The co-constructed Discipleship Challenges were written by staff at a Staff Development Day with another Diocesan School working on the same project and this was facilitated by both RECs and CSO Education Officer in Mission. Scripture from the RE modules taught across K-6 were the basis for the Discipleship Challenges written to help our children build on those connections to the way they live, speak and act in everyday life.

There is a strong link between the Parish, School and Diocese. Year 6 students participated in the beginning of the year Cluster Mass with our Parish Priest at the French’s Forest Parish church, Our Lady of Good Counsel, in Forestville. The Cluster Mass was attended by Year 6 children from across the Peninsula Catholic schools. The Year 6 children also attended the annual Mission Mass at the Cathedral.

The school actively seeks ways in which to build the school and Parish community, by encouraging participation in a wide variety of activities. Parents and the wider community are encouraged to attend whole school and grade Masses and Liturgies. The monthly Parish Family Masses also provide families with opportunities to involve themselves in worship and form closer ties with the Parish community. In Stage Three the students were given the task of selecting the music for the Mass in consultation with the Parish musician. After Mass, the parents, teachers and Priests gathered to share a meal. Other events such as Mothers’ Day and Fathers’ Day and the 'Sharing One Faith in Christ' Parish Mass were extremely well attended.

A parent prayer and reflection morning titled “A Little Slice of Heaven” was offered to provide parents with the opportunity to join together in prayer and pause to reflect on the scriptures through Lectio Divina.

Our Lady of Good Counsel also participated in the annual “Sharing One Faith In Christ” Mass at St Anthony in the Fields. This was a collaborative effort between the three churches and provided the opportunity for Parishioners and members of the school community to come together to celebrate as members of the one body.

Staff members attended the Diocesan Schools’ Staff Mass at the commencement of the school year. This was an ideal opportunity where all staff from the Broken Bay Diocese came together to pray for the year ahead.

The current Religious Education Modules developed and issued through the CSO outline the outcomes and content to be covered in each grade, Kindergarten to Year 6. Each Term the teachers, CSO Education Officer in Mission and the Religious Education Co-ordinator use these modules to plan the units of work to be taught. This is an extremely successful process as it ensures that children in all the classes across each grade have similar teaching, learning and assessment experiences.

Each child was involved in a daily prayer session and Religious Education lesson.
3.3 Catholic Worldview

Children at Our Lady of Good Counsel have the opportunity to join the Mini Vinnies group which provides support for the main St Vincent de Paul Group within the Parish. Crazy Hair Day and our Christmas hamper mufti days provided support for the Winter and Christmas appeals run by the Society.

Student Representative Councillors were organised into sub-groups around the key action areas of Liturgy, Community and Social. Each group was responsible for ensuring the organisation of activities and the smooth running of events such as Masses, assemblies and special events (mission project) during the school year.

The community of Our Lady of Good Counsel aligned all values, attitudes, directions and activities with the Diocesan Catholic Worldview. Respect and responsibility also provided the basis for the Positive Behaviours for Learning (PBL). During 2011 we continued to focus on the following areas from the Catholic Worldview:

*Dignity for the individual is respected and considered.*

This is evident in our School Mission Statement, our Pastoral Care policy and our student management system. A strong and tangible differentiation component was evidenced throughout the curriculum and qualified staff met the needs of the children who required learning support.

*Outreach activities based on service to the wider Catholic and global communities*

This was achieved through an active Mini-Vinnies Committee and the Mission Team comprising teachers and groups of children. The aim of the committees was to build awareness, conscience and commitment to outreach in the children. The recipients included St Vincent de Paul and Project Compassion.

*Communication - timely and accessible newsletters.*

Newsletters containing prayers/readings, reflections and information about the school, Parish, parent community and wider community, were handed out weekly to the eldest child in the family attending the school.

*Welcoming reception practices.*

At the beginning of the year, new children and families were welcomed at the Opening School Mass and assemblies. Prospective parents and Kindergarten children were welcomed into our school on Open Day. New parents and children were involved in enrolment interviews and Kindergarten orientation sessions. Parents were welcomed into the classrooms and they supported many learning initiatives. The class parents organised meetings and social events throughout the year. Parents visited open classrooms and attended ‘coffee with the Principal’ mornings.

*Accountability - timely and accessible feedback to students and parents.*

Feedback was given formally through reports, interviews, national testing, ILPs and IEPs, and informally by written and verbal responses to children’s work, needs-based meetings, phone calls, emails and notes.
School presence on Parish Pastoral Council.

Principal and Assistant Principal represented the school at Parish Council meetings.

Functioning Students Representative Council.

Representatives from Years 5 and 6 were elected by peers. These children then formed committees including Liturgy, environment, social and technology.

Just, compassionate and consistent processes for financial hardship.

Manageable payment plans were available for families with financial hardship.

3.4 Professional Learning in Catholic Life and Mission

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

Staff members were given the opportunity to work with the CSO Education Officer in Mission on the RE modules on a termly basis, one teacher completed the Ministry of Teachers I course with Bishop David Walker and every teacher participated in the Professional Learning Day with Fr. Richard Leonard.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Our Catholic values are reflected in all the Pastoral Care and Student Management programs which operate in our school.

In 2013, Our Lady of Good Counsel continued to implement the Diocesan Student Management program, Positive Behaviours for Learning (PBL) which is designed to promote and foster constructive behaviours so that children can develop best learning practice.

The PBL committee, comprising staff and a coach from another school continued to lead the program. Children were explicitly taught the behavioural expectations in clearly constructed lessons and developed an understanding of the consequences. The reward system acknowledged the children’s endeavours to adhere to the PBL rules. This program is instrumental in contextualising the anti-bullying policy in the school.

4.3 Pastoral Care of Families

The pastoral care for our families has continued to be a strong focus for the school community. Both formal and informal programs existed for the families in 2013 at Our Lady of Good Counsel. The Principal was available for parents and families to discuss any matter or issue. The school continued to work closely with the Catholic Schools Office and other appropriate agencies to offer comprehensive and professional support to those families in need.

The School Counsellor for the Peninsula Cluster has her office within the school and her availability was a positive support to the community of Our Lady of Good Counsel.

The Learning Support Team continued to provide differentiated learning and care to many students and their families in our school. Clear processes were in place for the referral of students and for tracking them from year to year. Parent education programs were also closely linked to the work of this team which included a pre-school to school transition workshop and a Reading Tutor program for parents who assist in classrooms. Gifted children were catered for through a program which involved cluster groups across many of the grades.

Our Lady of Good Counsel continued to host a satellite class for children with autism. The children were enrolled at the Vern Barnett School in Forestville but were located at OLGC. The class was a composite Year 1 to Year 3 group and children, when ready, were integrated for varying amounts of time into mainstream classes throughout the week. The aim is to prepare the children in this class for possible assimilation into mainstream schooling.

4.4 Resolving Issues

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

The implementation of this policy is monitored by the Catholic Schools Office.
4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2013, Our Lady of Good Counsel strengthened the concept of inquiry learning across the curriculum. We continued to align a more authentic inquiry methodology in the integrated units whereby the units of work became child centred and the negotiated learning model became more apparent. Teachers met fortnightly with the Inquiry Co-ordinator to accommodate the negotiated style of teaching and learning. Macro and micro concepts as well as understanding goals based on curriculum content, became the starting point for the teaching of all Inquiry Units, followed by co-constructed inquiry questions developed from many other smaller questions posed by the children.

The Mathematics curriculum was planned and programmed in collaborative groups with teachers from each class, lead by the Mathematics Co-ordinator. This enabled teachers to develop thorough and consistent teaching and learning strategies for each class. The focus was to create parallel or open ended activities and tasks that could be differentiated to meet the individual needs of each child. Learning intentions and co-constructed success criteria became focal discussion points during the collaborative planning sessions, alongside the development of teacher prompts and questioning, which staff realised are necessary to implement effective open ended tasks.

Literacy was beginning to follow a similar planning and programming structure with tasks continuing to include all syllabus requirements and reflect improvement in differentiation which meets the needs of all our learners.

As a member of the Peninsula Catholic Learning Community of Schools, Our Lady of Good Counsel was involved in the Australian Mathematics Trust, Maths Challenge, targeted at Year 5 and Year 6 children with particular ability in the area of Mathematics. Within the Peninsula, many other children were identified to take part in this focused Mathematics Challenge so that children from other Catholic schools could all work together.

All expectations linked to rigour, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs. The integration of our Religious Education Program was advanced by formulating scripture based Discipleship Challenges which connected to all our Positive Behaviour for Learning (PBL) rules. The co-constructed Discipleship Challenges were written by staff at a Staff Development Day with another Diocesan School working on the same project. Scripture from the RE modules taught across K-6 were the basis for the Discipleship Challenges written to help our children build on those connections to the way they live, speak and act in everyday life.

The Learning Support team continued to work with children who require a range of differentiated programs to provide ongoing support with their learning. This included 19 students who were supported by LSNLN funding as well as other ‘at-risk’ students who demonstrated similar support needs. The Cluster group initiative started in 2012 expanded from Kindergarten through to Year 4. A Gifted and Talented co-ordinator was assigned to facilitate several staff meetings throughout the year to lead the continuing professional development of staff in meeting the needs of diverse learners. Following the principles of best practice, both objective and subjective data were used to inform decisions made on students requiring any type of differentiated program. This included data from the Whole School Assessment Spreadsheet, external assessment reports and a range of teacher, parent and peer checklists. The Model for Differentiation by Prof. Diana Lawrence Brown was especially helpful for teachers to determine the differentiation needs of each student in their class.
The transition to school program for pre-schoolers involved a series of mornings at Our Lady of Good Counsel which afforded staff an opportunity to assess school readiness and then introduce transition sessions for each child. Parents were fully informed of strategies used with the children and were offered the opportunity to take part in parent education sessions about beginning school. Every new family received a comprehensive document entitled “Your Child’s First Year at School” to support them as their child moved into mainstream schooling. Children from the Early Learning Centre (ELC) were involved in transitioning experiences throughout the year.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievement in Literacy and Numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- **In the 2013 cohort**, there were (49) students in Year 3 and (41) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 3

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<td>37.3</td>
<td>31.4</td>
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</table>

Over 70% of the Year 3 cohort achieved Band 5 or 6 in Writing and Grammar and Punctuation. More than 60% achieved in Band 5 or 6 in Reading and Spelling. We have examined the data and this will inform the teaching and learning for 2014. The Numeracy results have been used to determine our goals for the School Improvement Plan for 2014. For more information please see the My School site.

Band Distributions (%) – Year 5

<table>
<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
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<tr>
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<td>21.2</td>
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<tr>
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<td>15.1</td>
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<tr>
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<td>38.1</td>
<td>33.3</td>
<td>14.3</td>
<td>9.5</td>
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</tr>
</tbody>
</table>

Over half the Year 5 cohort achieved Bands 7 and 8 in Literacy. We have examined the data and this will inform the teaching and learning for 2014. The Numeracy results have been used to determine our goals for the School Improvement Plan for 2014. For more information please see the My School site.
5.3 Extra Curricula Activities

Our Lady of Good Counsel continued to offer a variety of extracurricular learning opportunities for all students. These included:

- school bands - with strong involvement in both the junior and senior sections. The band performed in front of the school and wider communities, attended band camp and the Yamaha Band Competition;
- opportunities to learn all instruments involved in the concert band;
- keyboard lessons;
- guitar group;
- public speaking competition from Years 1 – 6;
- Spanish lessons;
- Independent Schools Debating Competition;
- University of NSW testing in English, Mathematics and Computers;
- chess club and chess coaching;
- team and individual sports, as well as cross country, athletics and swimming - Diocesan, Polding, and State levels in the Robbie Slater Soccer Cup, netball, basketball and rugby league;
- Double Dutch Skipping; and
- lunchtime activities club.

5.4 Professional Learning

Our Lady of Good Counsel values the expertise of our high quality teachers. The professional learning framework continued to provide a structure for teacher professional learning in the school. With specialised guidance in contemporary best practice, class teachers designed and planned quality learning experiences for the children, in the areas of Religious Education, Inquiry Methodology, Numeracy and Literacy. Technology has been incorporated into all Key Learning Areas and staff expertise has developed accordingly. The Maths strategy continued, with the school’s Maths co-ordinator and the Assistant Principal leading the development of ability grouping structures and assessment. Staff members were involved in professional learning with the school specialists.

Staff members also participated in courses on anaphylaxis and first aid.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The strategic goals from the School Improvement Plan for 2013 were

- **Improve student outcomes in relation to Catholic Discipleship in Religious Education.** Staff members were involved in professional learning on discipleship with the Religious Education Co-ordinator, the CSO Education Officer and a Priest with significant expertise in this area. By the end of 2013 more children identified as ‘disciples of Jesus’ and were able to explain the concept and how to put it into practice. Practical evidence included the work done in ‘mini-vinnies’, our social justice committee and the generosity of the whole school community.

- **Improve student Mathematical outcomes across all Mathematical strands.** The Maths coordinator worked with all staff to build consistency across the grades through ‘open–ended’ tasks, parallel tasks and the organisation of the Maths Block.

- **The key focus for 2013 was authentic student engagement in learning resulting in improved learning outcomes and revitalisation of the inquiry process contextualised in the integrated units.** The inquiry approach to learning continued to be a driver throughout the year. We introduced ‘negotiated learning’ to ensure the children had strong connections with what was being taught. All classrooms show evidence of the inquiry in action and the children can discuss their learning in terms of their thinking.

- **Improve student resilience by exploring ways to embed the processes within the wider school community.** The perspective of our student behaviour management Positive Behaviours for Learning (PBL) incorporated the notion of resilience and the children completed lessons on its development. Children identified as ‘anxious’ were offered specialised care through the school Counsellor. Parents were provided with a variety of materials on the development of resilience in their children and were encouraged to attend a presentation by a psychologist. By the end of 2013 the children were beginning to articulate the concept and any child requiring further assistance in this area was supported.

6.2 2014 Priorities and Challenges

The School Improvement Plan for 2014 will aim to embed the goals from the previous year. The Catholic Life and Mission Goal involves

- Transferring teacher knowledge about PBL rules and the Discipleship challenges to the children.

Throughout 2014 the school will continue to work on Mathematics as the key Teaching and Learning focus. Our goal is

- To extend all students’ conceptual understanding of Number. This will be achieved by improving the school community’s conceptual knowledge and understanding in the EMU domain of Counting.

In Pastoral Care we will continue to build resilience and our goal remains

- to improve student resilience by exploring ways to embed the processes within the school community.
7. Parent Participation

7.1 Introduction

The school values its strong and positive connections with the parent community. The Parents’ and Friends’ Association (P&F) continued to be the formal link between parents and the school however the informal links are just as important for the operational status of OLGC.

The P&F continued to provide material support for the educational needs of the children. Due to the fundraising efforts, substantial income was provided for the continuing technology upgrade strategy and resources for Numeracy and Literacy. The technology and sound system in the school hall were updated. All children were supported in their learning by new technologies in every classroom.

The ‘engagement of the parents’ strategy within the school continued and the efficacy of the Mathematics program ‘maths online’ as a learning tool for parents was assessed. The majority of parents were in favour of retaining the program.

Parents were involved in the class parents group with each class having a Class Parent co-ordinator who led many of the social activities, welcomed new families to the class and was supportive of the families.

The school canteen continued to be supervised by the Canteen Manager who was guided by a committee of parents. Volunteers still played an important role in the operation of the canteen. The fresh food initiative was again the focus in 2013.

There were many P&F functions throughout the year that raised funds for the school and strengthened community spirit and involvement. These included the school disco, the adult disco and auction, class social events and welcoming morning teas for new parents.

Parents were involved in the classrooms assisting with Reading, Mathematics, Art and Craft and helping with sporting activities.

Parents supported Liturgies and school events including Mothers’ Day and Fathers’ Day, end of term classroom visits and class assemblies.

The parents and the staff are aware that they all have important roles in the development of the child and that working together will ensure that the children have the best opportunities to succeed.

7.2 Parent Satisfaction

A sample group of parents expressed satisfaction with the support for their children from the teachers, the quality of teaching and learning, ‘maths online’, the community spirit, the quality of the school musical and the sporting successes of the children.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Anne Duncan.