

**Our Lady of Perpetual Succour Catholic
Primary School, West Pymble**

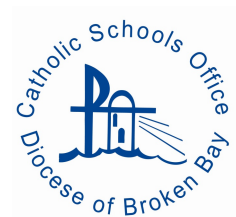
64 Kendall Street, West Pymble 2073

Principal: Mrs Susanne Host

Phone: (02) 9498 6055 Fax: (02) 9418 1026

Email: olps@dbb.catholic.edu.au

www.olpsdbb.catholic.edu.au



ABOUT THIS REPORT

Our Lady of Perpetual Succour Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2016 was a year of reflection, evaluation and setting future directions. In Tier One, School Review, Our Lady of Perpetual Succour Catholic Primary School, (OLPS), was found to be compliant in all curriculum and non-curriculum areas. Tier 2 School Review provided external validation by a panel that critiqued the quality of the school in Mission, Learning and Teaching and Pastoral Care and validated the school's future directions. The chair of the panel described OLPS as "a dynamic and welcoming school where the spirit of community is very strong. The school offers a rich and diverse educational program for the students in its care and their learning outcomes are high. The students are confident, secure and articulate learners and their families appreciate and value the Catholic education the school offers."

There were many highlights on this year's school calendar including the School Musical, "The Rocky Monster Show", the *Transition to School Program* including an on site play group and the Andrew Chin Christmas concert to name a few. Being the Principal of OLPS is a great honour as the community works together to make the school's vision and mission a reality.

Parent Body Message

2016 was a year of growth, reflection and learning for our Parents and Friends committee at OLPS.

We shifted our focus to Parent engagement and involvement and had terrific support through the Diocesan Parent Council and Catholic Schools Office as we attempted to make our P&F team "contemporary."

In 2016, we changed the format of our quarterly meetings to include guest speakers and parent education sessions and had great support from the parent community. The topics covered over the year included Resilient Kids workshops, literacy sessions on critical thinking and spelling mastery and information sessions on EMU maths.

Our major fundraiser, a rock trivia night with a live band, was an outstanding success with our aim to fundraise to replace some of our playground equipment. We also held a fitness challenge where our families calculated how many KM's travelled in a month (over 7,000 kms).

The community spirit at OLPS is to be congratulated and celebrated as we look forward to 2017 and as always we thank our Principal, Sue Host for her dedication and her unwavering support of the P&F team and parent body.

Student Body Message

Students enjoyed 2016 and all the learning experiences that were offered to them including the school musical, sporting events, the Night at the Museum, a year 5 and Year 6 leadership camp, many school excursions as well as the diverse learning in the classroom. OLPS is a great school with wonderful teachers and fabulous children.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Perpetual Succour Catholic Primary School West Pymble, is a Catholic systemic co-educational school.

Our Lady of Perpetual Succour Catholic Primary School, West Pymble, is a Catholic systemic co-educational school. The school is a small primary school in the North Shore Cluster of the Broken Bay Diocese. Founded by the Mercy sisters in 1962, the school has grown to an enrolment of 151 in 2016. 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 three classrooms are contained within spacious demountables scattered on the site.

The playground is certainly one of the most endearing features of the school with a beautiful bush setting and interesting layout. An all-purpose level playing field with a shade shelter meets the needs for student active play, along with handball courts. The whole site has made use of all spaces that have been designed to meet the needs of the children. In 2016, the community engaged in developing plans for a new inspiring playful learning space to replace the old playground equipment.

The school draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the Diocesan system. Our present Parish Priest is a Salvatorian priest, originally from Poland whose assistant is also a fellow Salvatorian.

School families have a high level of involvement in the parish life. Children's Liturgy is well attended each Sunday and a children's choir, which includes students from the school, was formed in 2015. Parent prayer on Friday mornings as well as Parish Family Masses are well attended with parents being closely involved. A very high percentage of students are involved in the Parish Sacramental Program.

In 2016, after community consultation the recess time was extended to 30 minutes and lunch time reduced from one hour to 45 minutes. School now starts at 8:50am and finishes at 3:05pm.

Children at OLPS flourish in a small nurturing school environment. Our senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. At OLPS we offer a rich and diverse range of educational experiences.

Children, parents and staff are welcomed into our OLPS family and develop a strong sense of

belonging to a faith community where Jesus is central and our Catholic traditions are learnt and celebrated.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
83	72	26	155

* Language Background Other than English

Students attending the School come from a variety of backgrounds and nationalities. Additional information can be found on My School website. In 2016 there are six classes, Kindergarten, Yr 1, Yr 2, Yr 3, Yr 4 and Yr 5/6 (team teaching in Yr 5/6).

OLPS is a feeder school for St Pius X, Chatswood.

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 95.27 %. 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
95 %	96 %	94 %	96 %	96 %	94 %	95 %

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 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
- 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 CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	5	18

* This number includes 8 full-time teachers and 5 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Cultures of Thinking
Day 2	School Review Preparation
Day 3	Spirituality - The Year of Mercy

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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 educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

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 explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

In educating and forming young people in a Catholic Community of Discipleship, we at OLPS offer many experiences for all to follow Jesus as members of our Catholic community. The Mercy values have been introduced and lived throughout the school. They are based on the charism of Catherine McAuley who showed witness to the Gospel values. This has provided a wonderful opportunity for students to take on and display their commitment to living as disciples of Jesus. Our weekly Discipleship Awards are a constant reminder of how the Gospel message is lived. In 2017, we will focus on the Mercy values and they will help form our new award system. A new value will be looked at and focused on each week and promoted by our school leaders.

Our Catholic faith is celebrated in many ways with programs and celebrations that allow our community to participate in the life of the Church and experience what it means to be a disciple of Jesus. Coming together to pray as Jesus instructed us on how to pray is experienced at assemblies, within the classrooms and weekly parent prayer. Our staff gathers weekly to pray together using the form of Lectio Divina in order to obtain a deeper knowledge and understanding of the scriptures. Attendance at Liturgies and Masses provide students, staff and parents with the opportunity to hear God’s Word. Our primary students attend parish Mass every Thursday with the goal of strengthening the connection and relationship between the school and parish.

Throughout this year, our staff have had opportunities to work with the Religious Education Coordinator and team leaders at Catholic Schools Office to develop different ways of exploring the scriptures in their classrooms. These have included the use of mime, role play, liquid pictures, echo mimes and chorus play. Guided meditation, as another form of exploring the scriptures,

continued with teachers aiming to include this in every unit of work. As a staff, the teachers worked together to build up our Scripture Story Telling Kits and link them to our units of work in Religious Education.

Prayer is an opportunity to spend time with God and to really understand the heart of God. During the year we surveyed the children on how often they prayed and what they prayed. As a result, parents were given access to a variety of prayers, both formal and informal to say at home with their children, through the newsletters. Our teachers were inserviced on a new style of prayer called the Ignatian Examen. With the assistance of the Religious Education Coordinator, each class had an opportunity to experience this prayer and this will continue in 2017.

Through our work with Cultures of Thinking, many of the thinking routines were being introduced in our Religious Education lessons and will continue in 2017.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

At OLPS, students are provided with an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), History, Geography, Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2015 the School implemented the new NSW syllabus for the Australian Curriculum in Science. In 2016, the new NSW syllabus for History and Geography were implemented. In addition to this, the School follows the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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

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

The two-hour uninterrupted English block ensures whole class, small group and individual teaching can be covered in both reading and writing on a daily basis. The Premier's Reading Challenge continues to be a whole school focus. In an endeavour to improve spelling at OLPS, Spelling Mastery was introduced (Years 3-6) as well as Get Reading Right (Kindergarten –Year 2) and as a result, it is evident that there was a marked improvement in both reading and writing in all grades.

The *Extending Mathematical Understanding* (EMU) program was introduced at OLPS in 2014.

Following on from this, teachers regularly engaged in EMU professional learning through 2016. School data shows that there is ongoing improvement of student learning in Mathematics.

Cultures of Thinking, as presented by Ron Ritchhardt (Harvard University) was been introduced to all classrooms in 2016. Teachers at OLPS endeavour to encourage a culture of thinking in their classrooms. When using *Thinking Routines*, students learn strategies that extend and deepen their thinking and then hopefully, these become part of their everyday life. Examples of *Thinking Routines* are displayed in all classrooms and the children are becoming more familiar with them every day.

SECTION SEVEN: 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61.11 %	52.50 %	5.56 %	9.60 %
	Reading	66.67 %	49.40 %	0.00 %	11.50 %
	Writing	72.22 %	48.80 %	0.00 %	6.20 %
	Spelling	61.11 %	46.40 %	5.56 %	12.40 %
	Numeracy	61.11 %	35.60 %	5.56 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	53.85 %	36.30 %	15.38 %	15.00 %
	Reading	53.85 %	35.30 %	3.85 %	15.50 %
	Writing	34.62 %	17.20 %	3.85 %	18.10 %
	Spelling	26.92 %	29.80 %	3.85 %	17.20 %
	Numeracy	42.31 %	28.30 %	3.85 %	16.50 %

NAPLAN Comments

As can be seen from the table, the percentage of Year 3 students placed in the top two NAPLAN

bands was considerably higher than the national average. Similarly the percentage of Year 3 students placed in the lower two bands is considerably lower than the national average. Overall the results in writing and reading are very pleasing and an indication that the Kindergarten to Year 2 literacy program is effective in catering for the diverse needs of students.

The percentage of Year 5 students in the top two NAPLAN bands exceeds the national average, albeit not to the same strength as with the Year 3 students. This trend is consistent with previous years and as a result the middle primary years will be an area of concentration for school improvement in learning and teaching in 2017 and beyond. Strong learning gain was evident in reading, shown by comparing the Year 5 2016 cohort with their performance in Year 3 2014. (My School Website Student Gain data).

In 2016, there has been a strong focus on spelling with intensive professional learning and the delivery of an explicit, systematic and consistent teaching approach which addresses the varied needs of learners. An increase in student spelling performance is expected in 2017.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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 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 [CSO website](#) or by contacting the CSO.

Complaints and Grievances 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 [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

A strength of OLPS is our safe, nurturing, welcoming whole school community. This was recognised by the Tier Two School Review Panel, "the spirit of community is strong". MMG survey data and other school well being data provides further evidence that the school offers a very high level of pastoral care. Parents feel very connected to the community and describe the school as a place where each student is valued as an individual.

A challenge in 2016 was to address student medical needs around food allergies. The school was commended by the School Review panel on its approach to the provision of support for students with special medical needs by initiating structures where all student's were educated and took responsibility for the care of our students with medical needs. Respect and tolerance of each other's differences were values evident throughout the process.

The student leadership model at OLPS continues to be instrumental in promoting respect and responsibility in our students. In 2016, leadership roles were more clearly defined and promoted throughout the school. Our Transition to School program promotes responsibility in our new Kindy students by focusing on independence within structures and routines. Here the children are supported by their teachers and parents in the play group and the Orientation days before the commencement of formal schooling.

The school's Discipline and Anti- Bullying Policy are written with a strong emphasis on the Catholic Worldview, positive relationships and proactive approaches. In 2016, the Restorative Practice framework embedded in the Discipline Policy was strengthened. This framework naturally provides opportunities for students to reflect on their behaviour and take responsibility for their actions. It is focused on respecting the dignity and identity of individuals whilst restoring relationships.

SECTION NINE: 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Teaching and Learning:

To improve all student's ability to spell. In 2016, there was a whole school focus on spelling. Year 3 to Year 6 students engaged in 20 minutes each day on an explicit and systematic approach to teaching spelling. The PAT spelling results revealed that over 12 months, 68% of Year 3 to Year 6 students achieved 10 or more scaled points improvement and 14% of students achieved between 5 and 10 scaled points improvement. This is clear evidence that our approach to spelling is improving students outcomes in spelling. In Kindy to Year 2 students were also explicitly taught phonics in a systematic way and student work samples demonstrated good steady progression through the Stages of Spelling.

To engage the students in deep thinking that leads to understanding of the world around them. In 2016, professional learning on Cultures of Thinking was implemented. This resulted in thinking routines being introduced and used in classrooms to deepen student thinking and for students to work collaboratively for learning. A student survey conducted revealed that students overwhelmingly agreed that the routines helped their learning and thinking.

Priority Key Improvements for Next Year

Mission

3-year goal: To strengthen student understanding of discipleship and its place in their lives.

Target: By the end of 2017, Year 6 student work samples will show a greater knowledge of the life of Jesus in the Gospels in terms of what Jesus 'did', 'said' and what Jesus disciples 'looked' like.

Learning and Teaching

3-year goal: To develop independent and creative learners who are motivated to achieve their maximum potential.

Target: By the end of 2017, student writing samples will show improvement against the NAPLAN rubrics in the areas of audience, ideas and vocabulary.

Pastoral Care

3- year goal: To embed a culture of whole school well being.

By the end of 2017, students will demonstrate increased use of Social and Emotional Learning (SEL) strategies in self-awareness and self-management as measured against the SEL continuum

SECTION TEN: 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

Throughout the School Review process, MMG parent survey data and feedback to staff, the following areas were identified as areas of satisfaction by parents:

- quality of teaching
- academic standards
- high level of pastoral care
- good connection by families to the school
- strong evidence of Catholic values on a daily basis
- the rich and diverse range of co-curricula activities.

Student Satisfaction

The students at OLPS have a strong sense of belonging and feel safe and supported whilst at school. The School Captains acknowledged that students are always listened to by the Principal and as a result ideas and suggestions are acted upon. In 2016, the Year 6 gift to the school was a class mural located at the canteen. The artwork reflected life at OLPS and the Year 6 students gained a great deal of pleasure and enjoyment from the experience whilst leaving behind a reminder of the Year 6 class for 2016.

Throughout the MMG survey students acknowledged their very high satisfaction with their learning at school, their teachers and the opportunities to participate in co-curricula such as the aerobics, the Year 5 and Year 6 typing program, the Veggie Patch project and Code Club.

Teacher Satisfaction

Teachers are professional, highly qualified and hard working. Their goal is to educate students in their Catholic faith and to improve students' outcomes.

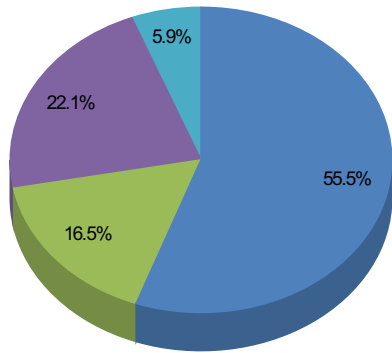
Clear evidence of student achievement is reflected in class samples, formative and summative assessment, standardised testing, Observation Survey for Year 1, Mathematical Assessment Interview (MAI) and NAPLAN results. Teachers are very satisfied whenever students demonstrate academic growth as well as spiritual, social and emotional growth. Teachers are also satisfied when they too grow as teachers through professional learning that is targeted at the needs of students.

Staff comment on the sense of community at the school. Pastorally, the staff feel supported and this is particularly evident through the staff and parent care network. Staff act in goodwill and go beyond the 'call of duty' for the benefit of all in the OLPS community.

SECTION ELEVEN: FINANCIAL STATEMENT

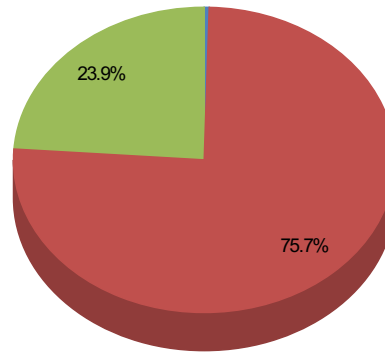
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.5%)
- Fees and Private Income (22.1%)
- Other Capital Income (5.9%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (75.7%)
- Non-Salary Expenses (23.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,222,210
Government Capital Grants	\$0
State Recurrent Grants	\$363,353
Fees and Private Income	\$485,730
Other Capital Income	\$130,124
Total Income	\$2,201,417

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$8,694
Salaries and Related Expenses	\$1,569,951
Non-Salary Expenses	\$494,916
Total Expenditure	\$2,073,561