



2021

ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Ms Sue Host

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About this report

Our Lady of Perpetual Succour Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Our Lady of Perpetual Succour is a Catholic Primary School in the Diocese of Broken Bay. Last year, Catholic Schools Broken Bay launched a new strategic direction, Towards 2025. In 2021, five key interconnected goals with objectives and initiatives were developed as we work together to drive system-wide improvement and school improvement within our local context of West Pymble.

This year we celebrated 200 years of Catholic Education in Australia. At OLPS, we celebrated this occasion with a Mass where we reflected and gave thanks for our Mercy foundations and for those people who have gone before us at OLPS.

Our Culture Survey, (May, 2021) validated that members of the community have a strong sense of belonging and that decisions are guided by Catholic values. It was also confirmed that parent input is sought, and time is taken to listen to their needs. OLPS is heavily focused on community and purpose. Future directions are in line with Towards 2025 and include academic excellence and student achievement, enticing pupils to want to learn and helping them develop a passion for learning and intellectual stimulation. Innovation and creativity are key when developing school improvement plans for a successful future.

For Term 3 and the beginning of Term 4, students at OLPS learnt remotely from their homes due to the COVID 19 lockdown. Teachers successfully engaged their students in learning through either the Google Classroom or See Saw. Daily Zoom sessions enabled teachers to have direct contact with students to support learning and well being. Feedback from the community was extremely positive and this was evidenced in a gratitude padlet to the teaching staff, regular surveys responses from parents and students and community responses to our Facebook posts. I believe OLPS shone at this time to the wider community proving to be a centre of educational excellence, care and compassion.

I have much pleasure in presenting the 2021 Annual Report of Our Lady of Perpetual Succour Catholic Primary School, a record of the past twelve months of the great achievements at Our Lady of Perpetual Succour. The school community looks ahead with confidence as it continues to work collaboratively and inclusively to meet the challenges of Catholic Education in the 21st Century.

Parent Body Message

2021 has certainly been a year we won't forget in a hurry. However, it has shown us how strong and resilient our school community is.

We kept our 3 objectives for our P&F team this year:

1. To build community within the school.
2. Supporting parent engagement in our children's learning.
3. Raising funds for the school.

However, with COVID we decided to put a pause on raising any funds in 2021 and focused on objectives 1 & 2.

Our communication and engagement had to be re thought and re imagined but we felt throughout the year we were able to connect with our community and support our children.

Student Body Message

Our School is a small and inclusive school where everyone knows each other. This allows us to build strong relationships and connections with each other and our teachers. We have flexibility with our learning and we enjoy daily one on one learning time with our teachers.

This year has been a year of many challenges and changes. We saw the introduction of The Senior Learning Hub. We have had to adapt to Home Based Learning, we have had to wear masks to school and we have had to separate into an infant and primary bubble to ensure our safety. This year has been one of the strangest ever. Covid-19 has prevented us from doing the things we love... Our Musical, the Athletics Carnival, Excursions and all our wonderful Gala Days. However, our school has been completely Covid safe. To ensure we have overcome these challenges our teachers have been there for us, supporting us and doing the best they can to ensure things can go back to normal soon.

Our school has also been modernizing over the past few years with a whole new Kindy room and new flexible furniture, new play equipment and resources like laptops and fully digital whiteboards.

OLPS is a great school with kind friends and supportive teachers. We enjoy everything it has to offer.

School Features

The School is a small primary school in the North Shore Cluster of the Broken Bay Diocese. Founded by the Mercy sisters in 1962, this year the School had an enrolment of 121. There are six classes catering for students from Kindergarten to Year 6. The site is secluded from the road and consists of a variety of buildings including a building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three classrooms and a further three classrooms are contained within spacious demountables scattered on the site. At the beginning of 2021, significant improvements to the Kindy, Year 1 and Year 2 learning spaces took place to better support contemporary learning practices.

The playground is certainly one of the most endearing features of the School with a beautiful bush setting and interesting layout. An all-purpose level playing field with a shade shelter, an undercroft area for ball games, handball courts and a synthetic grass area meets the needs for student active play. The whole site has made use of all spaces that have been designed to meet the needs of the children. A playful learning space includes a climbing frame, a sandpit, a mud kitchen and slippery dips.

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

The School draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the Diocesan system. The Parents and Friends Association is very active and is well supported by the community. The School Advisory Council consists of a group of parents, teachers, leadership and a wider community member advice to the principal on important whole school decisions and steer school improvement. Local systematic schools such as Mercy Catholic College and St Leo's Wahroohga are feeder schools for OLPS along with St Pius X College.

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

Children at the School flourish in a small nurturing school environment. Senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. This year, The Senior Learning Hub was established and is dedicated to Year 5 and Year 6 students where students develop important skills in readiness for High School. The School offers a rich and diverse range of

educational experiences. Children, parents and staff are welcomed into the 'OLPS family' and develop a strong sense of belonging to a faith community where Jesus is central and the Catholic traditions are learnt and celebrated.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
62	58	15	120

* 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 2022. 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 2021 was 96.31%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.80	95.13	97.16	96.33	96.00	94.68	98.06

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	16
Number of full time teaching staff	5
Number of part time teaching staff	7
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Whole school intensive Literacy focus with the main learning around spelling, Vocabulary and sentence structure within writing. This was underpinned by co planning and teaching and instructional coaching.

Our previous experience of Home Based learning, enabled the development of consistent daily routine of zooms focusing on explicit teaching and learning in English, Mathematics and Religious Education. Small group instruction and one on one instruction on Zoom was introduced to meet specific learning needs of students. Professional learning for staff, at point of need, focused on Technology to enhance student learning and engagement. Teachers became proficient utilising See Saw and the Google classroom as the platforms for students to access daily learning experiences and tasks. Other web tools that were explored included Wushka, Maths on Line, Mathletics, Click view, Pixton, Tinkercad, on line school magazines and Little Scribe. Teachers' technology skills and confidence developed rapidly during this time.

This year the staff at OLPS engaged in a professional learning community with colleagues from local Catholic primary schools within our diocese. This professional learning community was building on the work of OLPS teachers in 2020 on ReNewRE. This session provided teachers with assessment planning and programming opportunities with colleagues which allowed for constructive conversations to improve teaching practices in Religious Education.

The REC continued her studies in a Masters of Educational Leadership. Supervisors were allocated to support New Scheme Teachers utilising a coaching and co planning model.

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

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

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

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 sacred scriptures and the way of Catholic life.

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. Our staff engage in weekly prayer to share together in our faith and to express our Catholic identity.

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

The community often joins together to celebrate with liturgy and prayer. At assembly, our Year 6 leaders lead us in prayer, thanking God for what has been provided. Classroom prayer is a daily occurrence, and students are provided with an opportunity to practise a variety of prayers and to pray in different ways. Despite restrictions placed on us throughout the COVID-19 pandemic, students have engaged in whole school Masses and Liturgies, both in person and via technology from our classrooms and homes. Our school community has continued to maintain strong relationships with the Pymble Parish through this year with all classes attending regular Parish weekday Masses and the sacrament of Confirmation being offered to and celebrated by a group of our Year 3 students.

Social justice continues to be a strong focus of our OLPS community. This year, our school was able to fill and assemble seven large hampers for the St Vincent de Paul Christmas Appeal. Teachers programmed to incorporate the Religious Education learning into their Deep Learning units, incorporating social justice initiatives into their teaching and learning.

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

Curriculum, Learning and Teaching

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

OLPS continued the significant focus on Literacy in 2021. During Semester 1, students and teachers consolidated their understanding of the use of spelling strategies by focusing on incorporating these strategies in writing lessons. The instructional coaching cycle was employed throughout Semester 1 as a high-yield strategy to consolidate this learning. During Semester 2, the focus extended to vocabulary and sentence structure within writing. Staff were strongly supported through professional learning and co-planning sessions.

Through both the Home-Based Learning and Face-to-Face teaching periods, students engaged in explicit teaching of sentence structure and vocabulary. Teachers then engaged in assessment moderation at multiple stages throughout the period to analyse the progress the students were making and to understand the progress that is evident. These writing samples provided evidence of the development of student understanding and use of sentence structure and vocabulary. Due to the Home-Based Learning period, staff were supported through assessment moderation and analysis with the Literacy Coach. Students engaged in PAT Vocabulary testing which provided evidence of student growth in vocabulary data in students in Year 3-6.

OLPS took part in a new Mathematics initiative throughout Semester 1, to develop in-class intervention opportunities using a Level 2 approach. This approach supported identified students within the classroom, to develop confidence and provide access to high quality differentiated teaching and learning tasks. This initiative engaged trained teachers to work collaboratively with classroom teachers, at point of need to develop and apply open ended questioning techniques and growth point focused activities. During Semester 2, identified students were supported in small group learning experiences, funded by the HBL+ project. These opportunities allowed students to revisit and develop their understanding of whole number curriculum, as well as build confidence and work collaboratively in small groups.

This year professional learning has been undertaken to facilitate the pilot of a new Religious Education curriculum for Kindergarten to begin in 2022. This curriculum will be play-based and an inquiry approach to teaching and learning within the Religious Education classroom.

This curriculum will begin with implementation in Kindergarten in 2022, and continue in 2023 and 2024 with Year 1 and Year 2 respectively.

Home-Based Learning played a significant role in teaching and learning during Term 3 and part of Term 4. Students quickly adapted to this new form of learning based on their 2020 experiences and easily slipped into the Zoom modes of instruction and protocols. The use of 'SeeSaw' and 'GoogleClassroom' greatly assisted this process and made Home-Based Learning possible. The students developed many skills in using learning technologies and solving problems independently. The students' metacognitive strategies and general capabilities were very much strengthened during this time.

On return to face to face teaching in Week 3 of Term 4 teachers focused on social and emotional learning connected to Personal Development and Health syllabus, and supported students transition back into a classroom with its routines and practices. At this time, technology continued to enhance and motivate learning. Teachers structured the teaching day with lots of focused small group instruction and working with students one on one to meet specific needs. Year 3 to Year 6 students demonstrated an ability to learn more independently as well as collaboratively with other students therefore building on the skills learnt during Home-Based Learning.

The Senior Learning Hub completed two deep learning units this year. In the first unit, students studied Australia as a Nation and participated in school elections and discussions about news and issues related to the values of Australian Democracy and the parliamentary system. Students formulated an argument and participated in structured debates. They identified a local issues, raised awareness and took action. The result was an outdoor Senior Learning area, built by the students themselves. Competencies developed included persistence and communicating with clarity and precision. In the second unit students explored global environmental issues and took action locally to make a difference in our World.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	84%	54%	0%	11%
	Reading	72%	55%	0%	10%
	Writing	78%	53%	0%	6%
	Spelling	60%	49%	0%	13%
	Numeracy	48%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	56%	35%	0%	14%
	Reading	67%	40%	0%	11%
	Writing	56%	20%	0%	18%
	Spelling	44%	38%	0%	14%
	Numeracy	56%	29%	0%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 2021.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Positive Behaviours for Learning (PBL) has continued to be strengthened this year. Our three school rules; Love of Learning, Love of Self and Others and Love of Place closely link with our motto 'With Love We Grow'. Our rules highlight the way that the message and example of Jesus is present even in our behaviour management system. The implementation has provided a common, respectful and positive language for all members of our community. Staff are committed to helping students understand what is expected of them at school and explicitly teach each of the rules and the expectations in weekly lessons. The framework allows acknowledgement of positive behaviours. To support the schools PBL focus, the PBL Team initiated a whole school playground reward system, linked to the fortnightly PBL focus, utilising tokens which go toward colour house points and an end of term celebration for the winning colour house. This has seen a significant improvement of student behaviour and positive relationship opportunities during play times, across the school.

2021 provided the opportunity for teachers to embed their understanding of the new Personal Development, Health and Physical Education K-6 and the integration of the Bounce Back program which links closely with both PBL and the Social Emotional Learning (SEL) continuum. Throughout Home Based Learning teachers revisited the SEL continuum to support students online and in the transition back to face to face learning. As we continue to build strong and resilient 21st century learners, we will remain focused on creating an environment which builds the skills of collaboration, resilience and emotional understanding.

Our senior leadership model also promotes respect and responsibility within our school environment. Students in all years demonstrate pride in representing the school both in the school grounds and at external events. The model, which provides leadership opportunities in a range of capacities, allows students to demonstrate independence and promotes student

agency. Teams work together to create change and make the School a better environment for all. This year has seen multiple initiatives driven by the students of the Senior Learning Hub, linked to their Deep Learning units. Their Term Four initiatives linked to sustainability and climate change saw the whole school community; students, staff and parents taking part in a Book Swap, Nude Food Week, E-Waste collection and Lights Off Challenge!

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Mission: 3-year goal: To deepen student understanding of discipleship through scripture.

In 2021, students in Year 3 -6 demonstrated responses on Religious Education assessments reflecting a deeper knowledge of the scriptures and Jesus and their role as a disciple.

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

In 2021, students demonstrated an increased use of spelling strategies and enriched their writing with the use of effective vocabulary and a variety of sentence structures (simple, compound and complex). Evidence of this included student work samples and excellent growth data in PAT Vocabulary where 36% showed growth between 0-5 scaled points (5 scaled points is expected growth) and 50% of students showed above 5 scaled points.

New Pedagogies for Deep Learning is a framework to situate teaching and learning. Students focus on personally and collectively meaningful matters and develop the six global competencies of character, citizenship, collaboration, communication, creativity and critical thinking. Some significant learning products in 2021 include:

the creation of Island Homes with their own geographical and environmental features
an outdoor Learning Hub created by the Senior Learning Hub
environmental school initiatives

Pastoral Care: 3-year goal: To embed a whole school PBL framework to strengthen student wellbeing and learning.

Based on the Tiered Fidelity Inventory 2022, OLPS implementation PBL average score was 93%. This inventory measured student's ability to name all three school rules and state if

they received a PBL award. Staff and the PBL team were also questioned. This score is an improvement on 2020 score of 87%.

In 2021, a significant initiative was the development of the Senior Learning Hub, a new innovative learning space for Year 5 and Year 6 students where students as drivers of their own learning, take risks, solve real life problems and develop global competencies. Students in Year 6 in the Hub prepare themselves for High School.

In 2021, there were many school improvements to facilities including refurbishment to the Kindy, Year 1 and Year 2 classrooms, and a refurbishment to the Stage 2 classroom. These spaces are modern, contemporary learning spaces that facilitate collaborative learning and meets the different needs of students and enable innovative pedagogy.

Priority Key Improvements for Next Year

Key improvements for 2022 are in line with Towards 2025 and include:

- maximizing the learning growth of each student
- continuing with an innovative, creative and inquiry-based approach to learning that is student focused and engaging
- focusing on ongoing professional learning for all teachers

Community Satisfaction

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

Parent satisfaction

The Tell Them From Me Survey (Nov 2021) is a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster great communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer. The survey also measured how the school promotes learning and positive behaviours and provides a safe and inclusive environment. 37 out of 83 families responded to the survey. The results of the survey were very positive and the OLPS mean in all areas was above the Diocesan mean.

It was very pleasing to note that during Home Based Learning 92% agreed or strongly agreed that the school did everything possible to support the children's learning at home.

Comments from parents include:

It is a very inclusive school where all the students are known by all the teachers and the Principal. There is a very strong sense of community within the school and this promoted throughout. The teachers and principal are very dedicated to providing the children with a great education that covers a broad range of curriculum areas and challenges children to reach their potential.

I like the sense of community I like that the teachers are warm, friendly and accessible. I like the deep learning projects they do.

Small size of OLPS is a real advantage in creation of a village-like, nurturing, family-centred community. No child can "fly beneath the radar". The evolution of the deep-learning program is a real strength and academic excellence must be promoted more strongly.

Student satisfaction

Forty students in Year 4, 5 and 6 participated in the Tell Them From Me survey (Nov 2021). Students at OLPS identified a positive sense of belonging and positive relationships with each other. They value their schooling and demonstrate positive behaviours at school. Whilst a large percentage of students displayed a high level of engagement there was a small percentage of students displayed signs of disengagement. Factors that relate to engagement include quality instruction, positive teacher- student relationships, positive

learning climate, expectations for success and advocacy at school. OLPS scored on par with the diocesan norms in these areas.

Comments from students include:

I love school! There's so much fun stuff to do. Our teachers teach us clearly and fairly. We do fun breaks from time to time and we get to do alot of cool stuff!

I like how all the teachers are super nice. They help me when I need it.

I like my class because everyone is nice and we have good work.

I like that I could meet my friends and my teachers. I like that we can learn properly now.

School is fun and all but I would prefer to have a wider variety of subjects and let us have more freedom in studying them. But besides that everything is amazing at school.

I really love how there is lots of PE lessons on different sports. I really love how we have lots of sport equipment to play with and how we have so many sport facilities to play on. I get to play with and on lots of things at Lunch and Recess.

Teacher satisfaction

Through the Tell Them From Me survey (Nov 2021), the staff acknowledged their high level of satisfaction with leadership, staff collaboration, parent involvement, inclusivity and providing a positive learning culture for students. Teachers recognised increased support with technology in 2021 to enhance teaching and learning.

Comments from teachers include:

Continue doing what we are already doing - our school already has a strong focus on learning.

I think we are very focussed on student learning especially after returning from HBL. We are completing PAT Testing, English Writing Assessment. Perhaps we could share our Deep Learning.

Continue to support me with collaborative coaching cycle focusing on student achievement.

Ensure that all staff are using the Collaborative Cycle of Continuous Improvement in their teaching and learning to ensure that they are using data to inform their teaching.

Staff and Parents participated in a survey (May 2021) measuring the culture of the school. There were 45 participants. This survey validated OLPS as community strongly invested in relationships. People care for and are supportive of one another.

The Cultural Entropy score is very healthy. The school does not operate or make decisions based on fear. There is much to celebrate at OLPS. The Net Promoter Score of 39 measures if parents would recommend OLPS to others. This figure is very good score. Based on parent and teacher responses new values to focus on in 2022 include academic excellence and student achievement, continual improvement, life skills and student well being.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,484,576
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$403,079
Fees and Private Income ⁴	\$515,805
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$0
Total Income	\$2,403,460

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$14,803
Salaries and Related Expenses ⁷	\$1,711,902
Non-Salary Expenses ⁸	\$634,069
Total Expenditure	\$2,360,773

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 2021 REPORT