



2022

ANNUAL SCHOOL REPORT

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Our Lady of Perpetual Succour Catholic Primary School

About this report

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

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

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

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

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

Sue Host - Principal 2022

Parent Body Message

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

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

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

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

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

Student Body Message

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

This year our school has recovered from the Covid restrictions as

School Features

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

Founded by the Mercy sisters in 1962, this year the School had an enrolment of 128. There are six classes catering for students from Kindergarten to Year 6. The site is secluded from the road and consists of a variety of buildings

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

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
60	66	13	126

* Language Background Other than English

Enrolment Policy

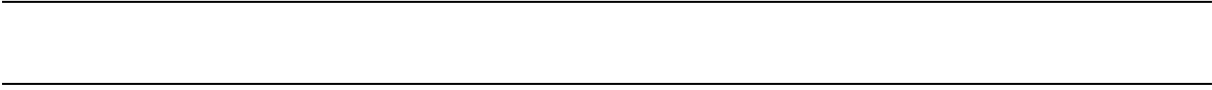
The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools

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



Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission](#)

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

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

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

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

This year our staff have continued a journey of renewing our commitment to our Religious Education teaching and to inspiring creative and

Curriculum, Learning and Teaching

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

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

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

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

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

Students with diverse learning needs have also been catered for with care and rigour this year. In 2022, we ensured that our diverse learning needs programs were inclusive and collaborative. The Diverse Learning Team worked with teachers to identify the areas of student needs. Using the Continuous Improvement Cycle, teachers identified ways to analyse, plan, act and review. All targeted support happened in class with the Diverse Learning 198.19 Tm(to)J JETBT/F2 14.67 Tf0.75 0 ct9 Tm[ImprovemeTS2aETBT/F2 14.67 Tf0.75 0 0 0.75

Student Performance in Tests and Examinations

NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

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

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care

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

School Improvement

Strategic

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

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

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

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

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

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

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

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

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

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

Priority Key Improvements for Next Year

Priority Key Improvements for 2023

1. Maximise Student Growth...

through the implementation of a Continuous Improvement Cycle.

through Collaborative Coaching where teams of teachers will work together and interdependently, with a sharp focus on enhancing the learning of each student in either English or Mathematics. There will be a focus on improving classroom practice through coaching.

by enabling teachers to readily access and analyse data to improve student outcomes.

2. Building Teacher and Leader Capacity...

through mentoring programs such as Early Career Teacher Program, shared Assistant Principal arrangement and the Principal mentoring program.

by providing teachers with high quality resources developed by teachers for teachers in the Diocese of Broken Bay and by DoE schools.

through Collaborative Coaching.

by reducing the workload of teachers so that they can concentrate on teaching the fundamentals of English and Mathematics.

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

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

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

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

Comments from students include:

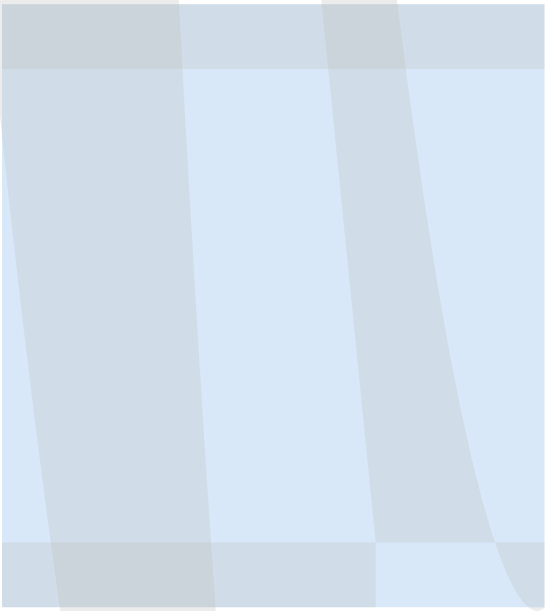
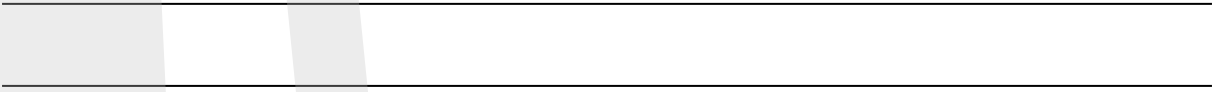
I love school. It is a really important thing in life and every kid should be allowed to go to school and have an education. Some of the many reasons I love my school is everyone feels welcome and we have lots of fun gala days and events. New kindergartens get a buddy from year 5/6 and it is a great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

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

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

I really love the playground although I would like some more recess because sometimes I eat all day"

work



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