



2023

T ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Ms Jodi Jefferson

Web: www.olpsdbb.catholic.edu.au

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 723.1 v70.87 723.1 70.87 726.85 vhf024ed6

Message from key groups in our community

Principal's Message

Our Lady of Perpetual Succour is a Catholic primary school located in the diocese of Broken Bay. At OLPS every child is embraced in a nurturing environment dedicated to academic excellence, spiritual growth, and community engagement. Our dedicated staff are committed to fostering a

Parent Body Message

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

- Maintaining positive school spirit
- Fundraising
- Understanding volunteer engagement

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

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

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

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

Student Body Message

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

As we stepped into the school, after returning from the Senior Learning Hub's excursion to Canberra, we were welcomed to a transformed learning environment, with modern, flexible furniture. Our year has been full of enriching experiences; camps, excursions and many sporting events and days.

School Features

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

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

The playground is a key feature of the school with a beautiful bush setting and space that caters for a variety of play styles. The all-purpose court and undercroft with shade shelters, handF83.75 0 0 0.75 347.14 436.94 Tm[and)]JETBT.12 452.94 856n6dF83.75 0 0 0/F2 (shelters,)JETBT

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

Student Profile

Student Enrolment

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

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 64 | 61 | 44 | 125 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children.

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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,

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

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

Total number of teaching staff by NESA category

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

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

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 teachers who are currently actively engaged in the submission process at the higher levels of accreditation.

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

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

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

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

Catholic Identity and Mission

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

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9

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



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to

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- 2.
- 3.

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

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

Assessment and Reporting

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

Priority Key Improvements for Next Year

Key Improvement Areas for 2024:

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

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

2. Continue to build the capability of teachers

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

3. Build Kindergarten enrolments and retain Stage 3 student enrolments

- build connections with local preschools through school readiness presentations and student visits to the school library
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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

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

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

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

Student satisfaction

Students at OLPS believe they have

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

Teacher satisfaction

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

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

