



Our Lady of Good Counsel Catholic Primary School Forestville 2011 Annual Report



Principal: Mrs Meredith Tomkins

Address: 11 Currie Road
FORESTVILLE NSW 2087

Phone: (02) 9972 7311

Fax: (02) 9451 1240

Web: www.olgcdbb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

This year has been my first as Principal of Our Lady of Good Counsel, Forestville. It has been a delight to be welcomed into this warm and caring community. The Early Learning Centre opened in April and we experienced the beginnings of a widening perspective on education – working with children from 3 years to 12 years.

In 2011 the school community focused on our underlying principle 'to inspire and challenge our children to know, think and value'. The children continued to progress well academically and we extended their intercultural understandings by introducing integrated units based on Asian countries.

The underpinnings of our school are grounded in the charism and rich heritage of our founders the Brigidine Sisters and the school is guided by their motto, 'Strength and Gentleness'. The school community celebrated our faith through quality liturgies, prayer and religious education.

This year the Annual Report reflects the achievements and directions of our community. It aims to provide understandings of our Catholic school, the learning environment we are developing and the achievements and accomplishments of our children. This year has been exciting and rewarding in light of our vision - *to strive for a Christ-centred community where learning is enjoyed in a supportive and challenging environment and where each individual's special gifts are shared in response to the school motto 'Let Your Light Shine'.*

Principal

1.2 Message from the Parent Body

Our Lady of Good Counsel parent body continued to play an active role within the school and its surrounding community. Ongoing support by a large group of dedicated parents has greatly assisted the learning experience for all our children. Attendance at the annual social events continues to grow and this is an indication of the positive culture within our wonderful school.

P & F

1.3 Message from the Student Body

This is an amazing school that we have been fortunate to attend. It has taught us many things, helped us make lots of friends and this could not have been done without our brilliant teachers and staff. We will remember and cherish our primary school years forever. We would like to share our wonderful years at OLGC.

When we first came to this school in kindergarten we were scared about this big and new place. Our Kinder teachers were warm and welcoming and we felt ready to achieve the challenge of primary school.

In Year One we were achieving more as we went further. We learnt harder things, but we were now used to school and we enjoyed being with all our friends.

We travelled further on our path of primary school in Year 2 with our wonderful teachers. We had a great year and enjoyed it thoroughly. The highlight was our excursion to Vaucluse House.

In Year Three we were now part of the upper primary area of the school. This meant that we were included in more things like Dance Fever and sports Gala days. It also was a very important part of our primary school years because we had our first NAPLAN testing. It was very exciting but we were worried at the same time.

In Year 4 we had a very exciting year. It was lots of fun preparing for Roald Dahl's version of Cinderella. We were able to learn patience in preparing a big show. It was a great hit!



In Year 5, we were formed into one class and therefore we built closer relationships. We were preparing to be the leaders of the school. We took the role of recycling and had harder homework and some assignments and we did our second lot of NAPLAN testing.

Year 6, our final year has been probably our best year in primary school, as we are now the student leaders in the school. The main highlights have been the amazing camps we went on. The first one at the beginning of the year was at Challenge Ranch. This taught us how to be good leaders, but that wasn't all - we had a fantastic time. Our second camp was Canberra. It was freezing and fantastic.

It is amazing to see how much we have achieved in our seven years at OLGC, how many friends we have made, and how we have grown and changed over this time.

The Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
193	174	34	0	367

*Language background other than English

2.2 Enrolment Policy

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

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

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

2.3 Staff Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
25	0	0	25

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

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 96%.



2.5 Teacher Satisfaction

Teachers expressed satisfaction with the professional learning and team based planning and programming in the areas of Religious Education, Literacy, Numeracy and the integrated curriculum that was provided throughout the year. The support given to Numeracy and Literacy assessments enabled teachers to plan for students learning and this was also mentioned as a strength of our school.

They were also satisfied with support of the leadership team and of their colleagues.

Many of the teachers conveyed a wish to further develop their ICLT skills now that the use of classroom technologies is being broadened. This will provide direction for 2012.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96%
1	95%
2	97%
3	96%
4	97%
5	96%
6	96%

The average student attendance rate for 2011 was 96%.

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

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

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for



non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

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

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

2.7 Student Satisfaction

The children identified a range of activities that gave them satisfaction. They appreciated the education that they received and made special mention of the English area with the reading groups being a highlight. Learning through art, music and drama lessons was recognised as something they enjoyed. Sport, the bands, library, Friday afternoon assemblies, lunch club and technology were mentioned as being positives in the school. The children treasured their beautiful environment and playing areas. They really valued their teachers and what they provided and they also appreciated the friendships they had developed. Many mentioned the importance of belonging to a 'happy friendly school'.



3. Catholic Life and Mission

3.1 Catholic Heritage

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

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

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

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

3.2 Religious Life of the School

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

Liturgy and prayer play an important part in school life both in the classroom and in the school community. Prayer is celebrated during weekly assemblies and in the classrooms daily. Major events in the liturgical life of the school include:

- weekly grade masses;
- monthly Parish family masses;
- whole school masses for significant feast days;
- whole school masses to mark the beginning and end of the school year;
- Holy Week and Resurrection liturgies;
- reception of the sacrament of Reconciliation;
- liturgies that celebrate occasions such as Anzac Day, Mothers' and Fathers' Days; and
- Year 6 Graduation Mass.

Social justice initiatives for 2011 included both fundraising and social justice awareness programs,

- participation in Project Compassion;
- fundraising for the work of St Vincent de Paul through Mini-Vinnies;
- Christmas Hampers for families in need; and



- 'assist a student' program – mission project.

Opportunities exist for staff to reflect and grow spiritually through weekly staff prayer, liturgies and professional development. Each week the staff meeting begins with prayer and the staff also meets to take part in Lenten staff prayer before school. The staff had the opportunity of attending a Spiritual workshop and Reflection day with Father Richard Leonard, a Jesuit priest.

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

The school actively seeks ways in which to build the school and parish community, by encouraging participation in a wide variety of activities. Parents and the wider community are encouraged to attend whole school and Grade masses and liturgies. Events such as Mothers' Day and Fathers' Day and the 'Sharing One Faith in Christ' parish Mass were extremely well attended.

The Principal and Religious Education Co-ordinator attended Parish Pastoral Leadership meetings throughout 2011. During these meetings the school had the opportunity to liaise with the members and to keep them up to date with school life. The Parish Priest and the Principal have been in regular communication to ensure the Parish and the school go forward together.

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

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

Each child was involved in a daily prayer session and religious education lesson.

3.3 Catholic Worldview

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

Student Representative Councillors were organised into sub-groups around the key action areas of Liturgy, Community and Social with each group responsible for taking responsibilities to ensure the organisation of activities and the smooth running of events such as Masses, assemblies and special events (Mission Project) during the school year.

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

Dignity for the individual is respected and considered

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



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

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

Communication - timely and accessible newsletters

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

Welcoming reception practices

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

Accountability - timely and accessible feedback to students and parents

Feedback was given formally through reports, interviews, National testing, ILPs and IEPs, and informally by written and verbal responses to children's work, needs-based meetings, phone calls, emails and notes.

School presence on Parish Pastoral Council

The Principal and Religious Education Coordinator represented the school at Parish Council meetings.

Functioning Students Representative Council

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

Just, compassionate and consistent processes for financial hardship.

Manageable payment plans were available for families with financial hardship.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education that is implemented by all systemic schools in the Diocese. The present Certificate in Religious Education is being currently phased out and is to be replaced by a Diploma in Religious Education. Three staff members studied for their accreditation. Some of the staff members of Our Lady of Good Counsel are involved in parish ministries in their respective parishes including Extraordinary Ministers of the Eucharist, Lectors and Children's Liturgy leaders.

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

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

4.2 School Implementation of Diocesan Policy

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

In 2011 Our Lady of Good Counsel continued to implement the Diocesan Student Management program, Positive Behaviours for Learning (PBL), which is designed to promote constructive behaviours so that children can develop best learning practice.

The PBL committee, comprising staff, parents and a coach from another school continued to lead the program. Children were explicitly taught the behavioural expectations and the consequences, and a new reward system was implemented. This program is instrumental in contextualising the anti-bullying policy in the school.

4.3 Pastoral Care of Families

The pastoral care for our families has continued to be a strong focus for the school community. Both formal and informal programs existed for the families in 2011 at Our Lady of Good Counsel. The leadership team was available for parents and families to discuss any matter or issue. The school continued to work closely with the Catholic Schools Office and other appropriate agencies to offer comprehensive and professional support for those families who needed it.

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

The learning support team continued to provide care to many students and their families in our school. Clear processes were in place for referral of students and for tracking them from year to year. Parent education programs were also closely linked to the work of this team which included a pre-school to school transition workshop and a reading tutor program for parents who assist in classrooms.

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

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

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



4.5 Occupational Health and Safety

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

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



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2011 Our Lady of Good Counsel began to align the inquiry method in the integrated units with the inquiry structure in the Early Learning Framework as used by our Early Learning Centre. This will continue to be a focus for 2012.

The Literacy curriculum was planned and programmed in collaborative groups with teachers from each class led by the Literacy Co-ordinator. This enabled teachers to develop thorough and consistent teaching and learning strategies for each class. The focus was to create activities and tasks that were open and therefore could be differentiated to meet the individual needs of each child. In Literacy the NAPLAN results reflected best practice Literacy teaching and learning.

Mathematics also followed this planning and programming structure with tasks continuing to include all syllabus requirements and reflect differentiation so that the instructional needs of all our learners are planned for.

As a member of the Peninsula Catholic Learning Community of Schools, Our Lady of Good Counsel was involved in programs targeted at children with particular ability in the area of Mathematics. At Years 3 and 4 level, identified children took part in a focused Mathematics study with children from St Rose Collaroy. Children from Kindergarten to Year 6 who showed strong ability in the area of Mathematics participated in the 'Come on Kids' online Mathematics learning program for three terms.

All expectations linked to rigour, quality learning and presentation remained a major focal point of our Religious Education programs.

The transition to school program for preschoolers involved a series of mornings at Our Lady of Good Counsel which afforded the staff an opportunity to assess school readiness and then introduce transition sessions for each child. Parents were fully informed of strategies used with the children and were offered the opportunity to take part in parent education sessions about beginning school. Every new family received a comprehensive document entitled "Your Child's First Year at School" to support them as their child moved into mainstream schooling.

5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and



state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2011 cohort, there were 58 students in Year 3 and 29 students in Year 5.

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



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	0.0	14.5	20.0	21.8	43.6	100
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	3.6	3.6	60.7	32.1	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	0.0	8.9	28.6	37.5	25.0	100
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	0.0	3.6	35.7	33.9	26.8	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	5.5	16.4	27.3	34.5	16.4	100

We are pleased with the children's results. The majority placements were in Bands 5 and 6 and the minority placements in Bands 1-4 which indicate that the children have performed well. The percentage of students is much higher in the top two Bands in Grammar and Punctuation and Numeracy for the State and National cohort. We have examined all the data and this will inform the teaching and learning for 2012. Particular attention is being paid to Numeracy for some children in Year 3. For more detailed information please see the *My School* website.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	0.0	17.2	20.7	31.0	31.0	100
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	0.0	6.9	27.6	48.3	17.2	100
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	0.0	10.3	34.5	27.6	27.6	100
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	0.0	13.8	13.8	44.8	27.6	100
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	0.0	27.6	20.7	17.2	34.5	100

Again we are pleased with the children's results. Our majority placements were in Bands 7 and 8 and minority in Bands 3-6 which indicate that the children are performing well. In particular it is noted that performance in the two top Bands by the school in all areas is consistently higher than the State and National cohort. We have examined all the data and this will inform the teaching and learning for 2012. Particular emphasis will be on Numeracy for some children. For more detailed information please see the *My School* website.



5.3 Extra Curricula Activities

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

- school bands - with strong involvement in both the junior and senior sections. Band students were taught the various instruments involved in a concert band. The band performed in front of the school and wider communities, attended Band Camp and the Yamaha Band Competition; (Received a gold medal);
- keyboard lessons;
- public speaking competition from Year 1 – 6;
- Independent Schools Debating Competition;
- University of NSW testing in English, Mathematics and Computers;
- chess club and chess coaching;
- team and individual sports, as well as cross country, athletics and swimming - Diocesan, Polding, and State levels in the Robbie Slater Soccer Cup and rugby league;
- Double Dutch Skipping; and
- lunchtime activities club.

5.4 Professional Learning

Our Lady of Good Counsel values the expertise of our high quality teachers. The professional learning framework provided a structure for teacher professional learning in the school. With specialised guidance in contemporary best practice, class teachers designed and planned quality learning experiences for the children, in the areas of Religious Education, Numeracy, Literacy and the integrated curriculum. Technology has been incorporated into all Key Learning Areas and staff expertise has developed accordingly. The Maths strategy which began in 2010 continued, with the school's maths coordinator and the Assistant Principal leading the development of ability grouping structures and assessment. Staff were involved in professional learning with the two school specialists.

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



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

Our Lady of Good Counsel had a rewarding year in 2011.

The new principal was welcomed and inducted into Our Lady of Good Counsel.

The Positive Behaviours for Learning (PBL) was embedded into the school student management program and has become the operational system across the school. The lessons aligned to the PBL have been taught explicitly. The children know and understand the rules and use the associated language when discussing their behaviour. This whole initiative continues to be very worthwhile.

In alignment with the School Improvement Plan (SIP) both inquiry learning was reviewed and the Math's strategy continued. Some adjustments have been identified and applied to prepare for the implementation of the Australian Curriculum. The initial incorporation of Asian Literacies into our learning programs is aligned to the Learning Dimensions and the Capabilities stated in the new curriculum. Further developments will occur in 2012.

The BER initiatives – the Early Learning Centre (ELC) and four new classrooms were officially opened in 2011.

The ELC enrolled the first children in April with approximately thirty 3 and 4 year olds. OLGC Kindergarten teachers began to explore links between the two groups and a decision was reached to use inquiry learning as the major connector in the learning dimension. Forming relationships was integral and the ELC children visited classrooms and attended appropriate events. This will be an ongoing initiative.

The new classrooms provided a high quality contemporary learning environment for 2 Year 1 classes, Year 5 and Year 6.

It was decided to review the Vision and Mission Statements and formulate a new Strategic Plan after the school is reviewed in the near future.

6.2 2012 Priorities and Challenges

The three goals from the School Improvement Plan are:

- continue to find ways to support the integration of the 3 church communities into the Frenchs Forest Parish;
- authenticate student engagement in learning in 2011-2013 resulting in improved learning outcomes and revitalisation of the inquiry process contextualised in the integrated units. Embedded in this process is a long term strategic direction which will build leadership density. The inquiry learning approach will provide a key link with the Early Learning Centre (ELC) which bases their methodology on 'inquiry through play'; and
- improve the knowledge and understanding of well-being and explore ways to enhance it within the school community.



7. Parent Participation

7.1 Introduction

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

The P&F continued to provide material support for the educational needs of the children. Due to extensive fundraising efforts, substantial income was provided for the continuing technology upgrade. All children are supported in their learning by updated technology in every classroom.

The P&F President and Principal surveyed the class parents and as a result a comprehensive plan was devised to enhance the engagement of the parents with the school. This plan will be activated in 2012.

Parents were involved in a number of committees including the traffic committee and the class parents group. The school canteen continued its fresh food initiative with the two volunteer co-ordinators receiving substantial volunteer support.

There were many P&F functions throughout 2011 that raised funds for the school and strengthened community spirit and involvement. These included the school disco, the Gala Ball and auction, the family disco, class social events and welcoming morning teas for new parents.

Parents were involved in the classrooms assisting with reading, mathematics, art and craft and helping with sporting activities.

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

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

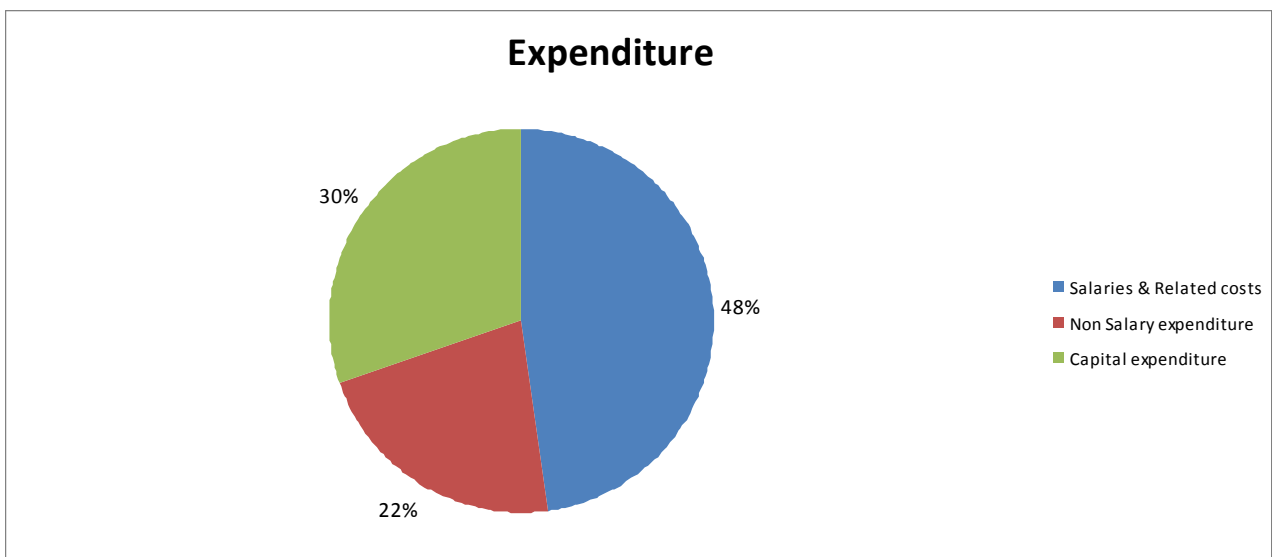
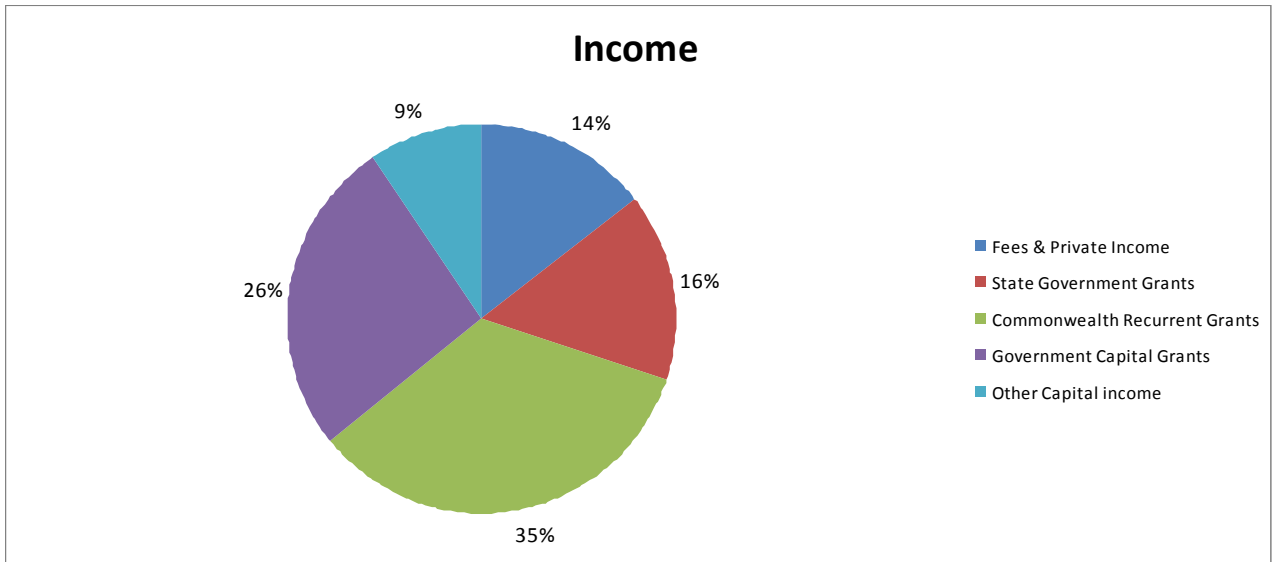
7.2 Parent Satisfaction

A sample group of parents was surveyed and they expressed satisfaction with the 'family spirit and the Catholic values' which they felt were evident in the school. They appreciated the supportive teachers and commented positively on the integrated units and the NAPLAN results. The parents also valued the school communication system and felt they were 'kept well informed'.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



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