



Our Lady of Good Counsel Catholic Primary School Forestville

2012 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

Our school community celebrated the 50th Anniversary of Our Lady of Good Counsel Catholic Primary School in 2012. We researched the beginnings of our school and commemorated the commitment of the parents, the development of the community and the ongoing establishment of the school buildings. We traced the history of education at Our Lady of Good Counsel through photos and written descriptions, met with representatives of the founding Brigidine sisters, identified teachers and students from the past and created a time-line beginning in 1962 and finishing in 2012.

We continued to focus on our underlying principle 'to inspire and challenge our children to know, think and value'. The children achieved well academically and we further extended their knowledge and understandings by expanding the inquiry approach across all areas of the curriculum.

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 continued to be 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

2012 was another successful year for Our Lady of Good Counsel Parents and Friends Association. The school community joined in the various family functions, kid's discos, parent social events, commemorative liturgies and morning teas. Parents have been actively involved in the organisation of these activities with a full complement of volunteers greatly appreciated and reflective of the P&F's participative culture.

The fund raising activities have been record breaking, albeit not the primary focus of the association. These additional funds have continued to provide improved facilities and educational resources for our children. OLGC has been implementing a Parent Engagement Strategy with the aim of encouraging parent and school partnerships through ongoing involvement and support.

1.3 Message from the Student Body

This year we went on an extraordinary trip to the Year 6 Camp. We did some amazing things that most of us were scared of doing but by the time we came back we had overcome our fears and we automatically knew that this would be a great memory to start the year.

Bathurst was another extraordinary memory that was formed between the students in Years 5 and 6. We all agreed that it was a very cold trip. That is freezing! But besides that it was exciting and we loved every minute. Plus we learnt a lot about the history of goldmining.

When we were asked to represent O.L.G.C. as school captains at the Japanese submarines memorial we were very excited. As well as reflecting on a very important event we met people like Tony Abbott - although I was very nervous but mostly excited. We both felt very privileged.

The visit to the NSW Parliament would have to be one of the proudest moments of my life and I felt like I had just achieved a very special goal. During our time at O.L.G.C. we may have had a few ups and downs but we have made some great friends, achieved goals and had a great time. We feel so proud to have represented our school and it was a great honour.

The School Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
210	176	40	2	386

*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
28	0	0	28

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 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 96%.

2.5 Teacher Satisfaction

Overall the teachers were satisfied with:

- student achievement awards (Merit awards, drama awards, music awards, sports awards, and general congratulations during morning assemblies and formal school assemblies);
- showcasing students learning through assemblies;



- planning time for inquiry units, Numeracy, Literacy and Religious Education with our Grade partners to ensure valuable teaching and learning;
- linking with the parish through Grade Masses, whole school Masses, reconciliation and special liturgies;
- communication with parents through the newsletter, curriculum notes;
- allocating each class with a class parent;
- promoting social justice (eg. Minnie Vinnies / project compassion);
- providing extra-curricular activities (choir, band, music lessons, chess, debating, public speaking);
- the Buddy Program (Kindergarten and Year 5/6);
- support for each other in hard times;
- best practice in education developed through our professional learning and discussions;
- the Catholic ethos evident in our school in the way we accept and care for all in the community;
- the genuine care for the students and their families – seeing the face of Jesus in all of our students;
- change and new challenges;
- the welcome given to new members of our community; and
- the high expectations of ourselves and our students.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	95
2	96
3	93
4	95
5	96
6	90

The average student attendance rate for 2012 was 94%.

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 students were satisfied with:

- belonging to a Catholic school – knowing about Jesus;
- great education;
- sharing and caring;
- well-equipped classrooms;
- good teachers and principal;
- large playground and oval;
- fair play in the playground;
- merit and 'smile' awards systems; and
- the extra activities.



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 each term as well as 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 2012 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
- 'toiletry packs for the homeless' program – mission project in collaboration with St Martins Davidson.



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 6 children from across the Peninsula Catholic schools. The Year 6 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.

This year the school celebrated its 50th Anniversary with a Liturgy attended by past and present staff, students, parents, priests, members of the Catholic Schools Office and Sisters of the Brigidine Order. This was an opportunity to reflect upon the past, celebrate the present and look forward to the future.

Our Lady of Good Counsel also hosted the annual "Sharing One Faith In Christ" Mass. This was a collaborative effort between the three churches and provided the opportunity for parishioners and members of the school community to come together to celebrate as members of the one body.

The Principal and Religious Education Co-ordinator attended Parish Pastoral Leadership meetings throughout 2012. 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 2012 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 and Project Compassion.

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

Principal and Assistant Principal 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 an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Staff members were given the opportunity to work with the CSO Religious Education Officer on the RE modules on a termly basis, one teacher completed the Ministry of Teachers 1 course with Bishop David Walker and every teacher participated in the Professional Learning Day with Fr. Richard Leonard.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 2012 Our Lady of Good Counsel continued to implement the Diocesan Student Management program, Positive Behaviours for Learning (PBL), which is designed to promote and foster 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 in clearly constructed lessons and developed an understanding of the consequences. The reward system acknowledged the children's endeavours to adhere to the PBL rules. 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 2012 at Our Lady of Good Counsel. The Principal 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 in need.

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, when ready were integrated for varying amounts of time into mainstream classes throughout the week. The aim is to prepare the children in this class for possible 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

During 2012 Our Lady of Good Counsel strengthened the concept of inquiry learning across the curriculum. We continued to align the inquiry methodology in the integrated units with the inquiry structure in the Early Learning Framework as used by our Early Learning Centre (ELC).

The Literacy curriculum was planned and programmed in collaborative groups with teachers from each class lead 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.

Mathematics also followed this planning and programming structure with tasks continuing to include all syllabus requirements and reflect improvement in differentiation which meets the needs of all our learners.

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 focused Mathematics study with children from other Catholic schools.

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

The Learning Support team continued to work with children who required ongoing differentiated programmes to reach their potential as well as working with children who needed a little assistance to grasp a certain concept. Learning support was extended to include a 'gifted' strand and the school was offered the opportunity to develop a project around gifted education. The outcome was that we adopted a Cluster initiative which involves high achieving children of a certain ability level being clustered in one class. This did not include 'streaming' classes.

The transition to school program for pre-schoolers 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. Children from the ELC were involved in transitioning experiences throughout the year.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May 2012. 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 74 students in Year 3 and 37 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 *MySchool* 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	1.4	4.2	11.1	22.2	26.4	34.7	99
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	1.4	0.0	2.8	13.9	55.6	26.4	99
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	2.8	13.9	31.9	25.0	26.4	100
Gr. & Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	4.2	2.8	25.0	23.6	44.4	100
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	1.4	7.0	23.9	31.0	19.7	16.9	99

Over 60% across the Year 3 cohort achieved Band 5 or 6 in Literacy. We have examined the data and this will inform the teaching and learning for 2013. The Numeracy results have been used to determine our goals for the School Improvement Plan for 2013. For more 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	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0.0	0.0	12.8	28.2	28.2	30.8	100
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	0.0	7.7	17.9	41.0	33.3	100
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	0.0	15.4	20.5	41.0	23.1	100
Gr. & Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	5.1	5.1	28.2	23.1	38.5	100
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	5.1	12.8	38.5	25.6	17.9	100

The Literacy results for Year 5 students, indicate that more than half are placed in the top two Bands (Bands 7 and 8). This indicates that the children are performing well. We have examined the data and this will inform the teaching and learning for 2013. The Numeracy results have been used to determine our goals for the School Improvement Plan for 2013. For more 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;
- keyboard lessons;
- guitar group;
- public speaking competition from Year 1 – 6;
- Independent Schools Debating Competition (Won the whole competition against the large independent schools);
- 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, netball, basketball 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 continued to provide 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. 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 co-ordinator and the Assistant Principal leading the development of ability grouping structures and assessment. Staff members 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 2012 Priorities and Achievements

The three goals from the School Improvement Plan for 2012 were:

- **Continue to find ways to support the integration of the 3 church communities into the Frenchs Forest Parish.** The School and Parish of OLGC held a special Mass for the three churches which was attended by parishioners from all the three churches. Children were encouraged to become part of the Youth Group which operates out of St Martin's church. There was ongoing dialogue between the Priests and the school leadership team. The OLGC Anniversary Mass provided the Frenchs Forest Parish Community with opportunities to revisit the past and explore the history which touches on the church and school of St Martin de Porres.
- **The key focus for 2011-2013 will be authentic student engagement in learning 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'.** The inquiry approach to learning was introduced to improve the engagement of the children. All classrooms show evidence of the inquiry in action and the children can discuss their learning to a small degree. The ELC Director and the Principal discussed inquiry learning on numerous occasions and leadership teams from both attended professional learning events together. This goal will be carried over to 2013.
- **Improve the knowledge and understanding of 'well-being' and explore ways to enhance it within the school community.** This goal will be incorporated into 2013 after the Professional Learning Conference which is now organised for May 2013.

6.2 2013 Priorities and Challenges

The strategic goals from the School Improvement Plan for 2013 are:

- improve student outcomes in relation to Catholic Discipleship in Religious Education;
- improve student mathematical outcomes across all mathematical strands;
- improve student outcomes and engagement by using the Australian Curriculum as a context for inquiry-based negotiated learning; and
- improve student resilience by exploring ways to embed the processes within the school community (incorporating the CSO Wellbeing policy).



7. Parent Participation

7.1 Introduction

The school values its strong and positive connections with the parent community. 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 OLGC.

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 strategy. 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 ongoing plan was devised to enhance the engagement of the parents within the school. This plan began in 2012 and will continue to be the focus for 2013.

Parents were involved in the class parents group with each class having a Class Parent co-ordinator who lead many of the social activities, welcomed new families to the class and was supportive of the families.

The school canteen changed direction with the employment of a Canteen Manager who was guided by a committee of parents. Volunteers still played an important role in the operation of the canteen. The fresh food initiative was the focus again in 2012.

There were many P&F functions throughout 2012 that raised funds for the school and strengthened community spirit and involvement. These included the school disco, the Trivia Night 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.

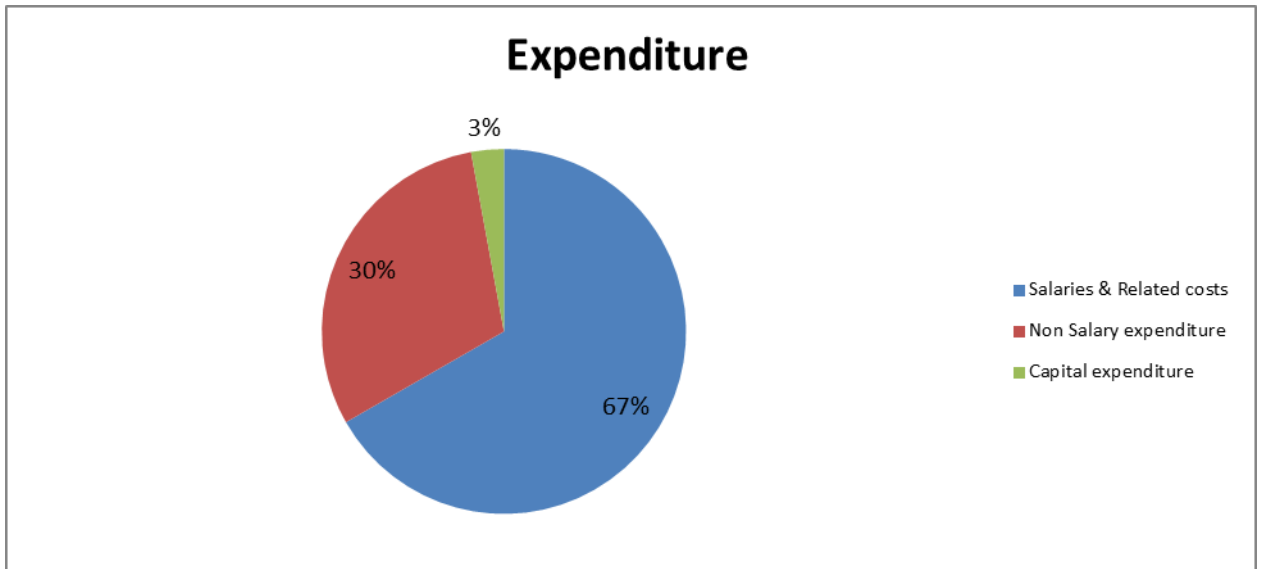
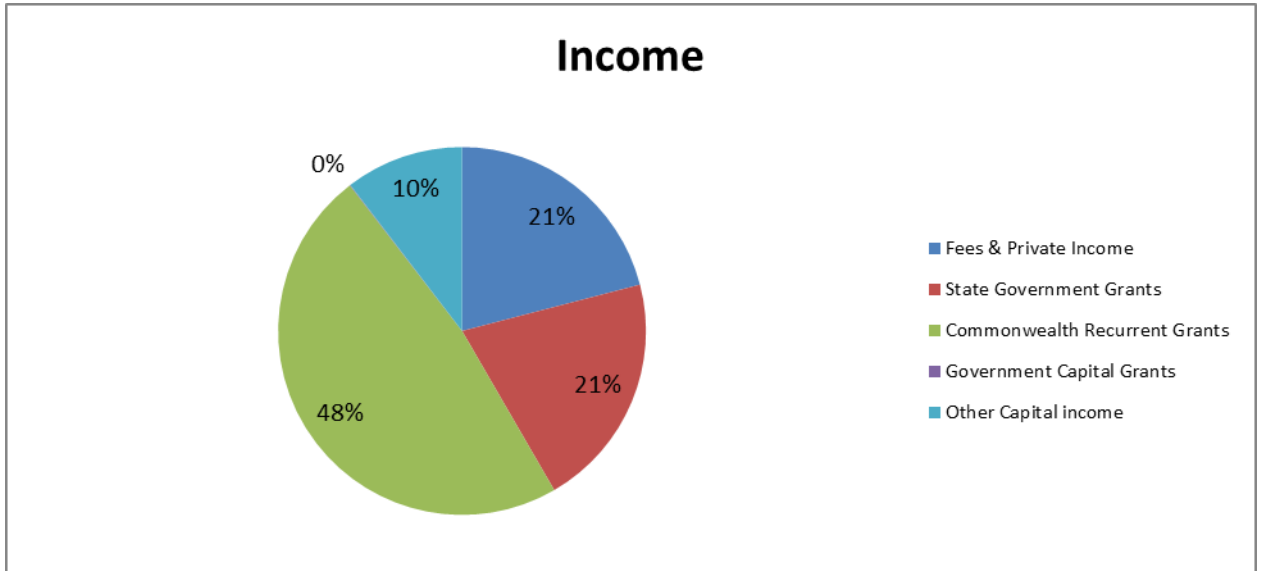
7.1 Parent Satisfaction

A sample group of parents expressed satisfaction with the 'high quality teaching' and the positive effects of the inquiry units on the children's attitudes towards learning. The Parent Literacy Workshop was commended and so was the information night when the Years 5 and 6 configuration for 2013 was discussed. Parents were also satisfied with the interest and support for their children from the teachers.



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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