

Our Lady of Good Counsel Catholic Primary School, Forestville

Annual School Report to the Community

2014



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Principal

Mrs Meredith Tomkins

ABOUT THIS REPORT

Our Lady of Good Counsel Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

In 2014 Our Lady of Good Counsel was involved in an extensive review process as part of the Catholic Schools Office Review and Development Program. This was a valuable experience as it enabled the school to reflect on achievements and to plan future directions with the support of a skilled panel.

In the area of *Mission*, the school was commended for the outstanding commitment to Social Justice initiatives, the genuine and inclusive relationship between the parish and the school, and the promotion of living as disciples of Jesus.

Regarding *Learning and Teaching* the panel validated the ongoing work of the staff in meeting the needs of diverse learners. The use of data to inform teaching and learning was acclaimed as was the development of an authentic approach to inquiry learning.

Wellbeing was fostered through building a positive community spirit, self-esteem and a healthy lifestyle. The panel considered there was much evidence to support this as a strength of the school.

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

Parent Body Message

In 2014 the parent body continued to build a strong community within the school. Regular class social events occurred throughout the year and the P&F organised key functions including welcoming new families, kid's discos, Mother's Day and Father's Day celebrations and the Easter Raffle. The major event was the Trivia Night which was a huge success both from a social and fund raising perspective.

A school improvement goal for 2014 centred on mathematics and many parents attended Maths Mornings and Mathematics Information Nights during the year. Parents volunteered in the classrooms and were instrumental in supervising the pathway in front of the early morning 'kiss and drop'. Parents were also present at liturgies and special masses, musical performances, sporting events.

A strength of the parent body at OLGc is the *class parent program* and this was again very successful in developing social networks and making families welcome in the school community.

Student Body Message

We had a great year in 2014 at OLGC. There were many events and activities which made school fun. Years 5 and 6 went on a journey to Bathurst where we panned for gold, visited the Jenolan Caves and went on the Scenic Railway. Our Public Speaking Competition involved all the children from Kindergarten to Year 6 and the winners in the grade got a medal. We took part in the Peninsula Debating Competition and we were excited when we came second. Some children represented our Diocese/Polding in athletics, swimming, cross country and playing in various team sports. Our choir came second at the Eisteddfod and it was our first time. Everyone enjoyed our band camp and playing in the concert. All the children performed in the class assemblies and learning at OLGC was awesome.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic systemic co-educational school.

Brief historical context

Our Lady of Good Counsel Catholic School (OLGC) was founded in 1962 by the Brigidine Sisters. In 1976 the nuns handed the leadership of the school to the first lay principal and from then there have been six principals at OLGC. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block was rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC).

Physical Environment

Our Lady of Good Counsel is located in the suburb of Forestville and is in the same vicinity as the Church. It is situated in beautiful tree-studded surroundings with an oval, providing ample playing space, play equipment and outdoor education facilities. The Early Learning Centre is positioned in the grounds next to the Administration block and is accessible to Kindergarten and to all our appropriate facilities.

About our School and Community

In 2014 we had seventeen classrooms catering for 418 children who were taught and supported by 37 staff members. We continued to experience exceptional growth and expanding to three Kindergarten classes. The parent community is very supportive of the school, and we believe that one of the contributing factors in our present growth in numbers is that the parents share a lot of positive information about our school in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community. To assist parents in understanding mathematics the 'Maths Online' provides relevant mathematics homework K-6 as well as tutorials which explain to the parents the processes and language used in a contemporary mathematics classroom.

School Motto

The school motto is 'Let Your Light Shine' and the children are continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. In 2014 a child from Year 6 was presented with the 'Let Your Light Shine Award'. This indicates that the child demonstrated throughout primary school that she always strived to reach her potential and that she encouraged and enabled others to do the same.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
221	190	146	411

* Language Background Other than English

The enrolments for the last 5 years show continuing growth.

2014 - 411

2013 - 403

2012 - 392

2011 - 365

2010 - 341

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.74 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.80 %
Year 1	95.80 %
Year 2	96.10 %
Year 3	96.30 %
Year 4	95.30 %
Year 5	96.70 %
Year 6	94.20 %

To enhance attendance rates the school has developed a 'negotiated learning' approach which is embedded into all inquiry units. This enables the children to have direct input into their learning thereby increasing the level of engagement and thus affecting daily rates of attendance.

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 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 CSO and the relevant Department of Education officer where appropriate.

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

with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
29	6	35

* This number includes 17 full-time teachers and 12 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	30
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Mathematics - Problem Solving
Day 2	Reflection and vision
Day 3	Australian Curriculum - Literacy

All teaching staff received ongoing fortnightly professional learning in inquiry with their stage

group and the inquiry coordinator. Mathematics and English have been strong focus this year and Staff Development Days, staff meetings and term planning sessions all contributed to developing teachers' knowledge and understanding in these areas.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The formation of students in Catholic discipleship continued to be a major focus and it was aligned to all mission initiatives for 2014. OLGc supported the parish-based sacramental program through the Religious Education units covered in Years 2 and 3. Liturgy and prayer played an important part in school life both in the classroom and in the school community. The students were provided with opportunities to pray during assemblies, in the classrooms and in church when attending mass or reconciliation.

The liturgical focus included 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 and liturgies that celebrate occasions such as Anzac Day, Mother's Day and Father's Day and Year 6 Graduation Mass.

Social justice initiatives for 2014 included both fundraising and social justice awareness programs such as participation in Project Compassion; Catholic Mission Appeal, fundraising for St Vincent de Paul (St VdeP) Night Patrol through Mini-Vinnies and the social justice committee, St VdeP Winter Appeal and Christmas Hampers for families in need, Peninsula Learning Community of Schools Mission Day "Together For Humanity" and student directed initiatives: sporting goods appeal for children in Sri Lanka and Christmas presents for St V de P.

Our major social justice initiative was to support the St VdeP Night Patrol Van to provide food to the homeless. Students were given 5 tokens and asked to perform jobs at home to raise money, which then entitled them to place a token on a chart at school. This money was used to purchase food items which the mission team used to make sandwiches for the van.

Opportunities existed for staff to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning. Strong links continued to be fostered between the Parish,

School and Diocese with the children involved in masses both at the Parish and the Diocesan level. Participation in the monthly Parish Family Masses was encouraged and in Stage Three the students were given responsibility for planning the liturgy i.e. selecting the music for the mass with the Parish musician and presenting the Gospel in a creative way. After mass the parents, teachers and priests gathered to share a meal.

The Religious Education Modules for 2014 were developed and issued through the CSO. They outlined the outcomes and content to be covered in each grade. Staff meeting time was allocated to allow teachers to work with their grade partners and the REC to plan or modify modules to be taught throughout the year.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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.

During 2014 the concept of *Inquiry Learning* continued as a focus with negotiated learning based on co-constructed inquiry questions being expanded and providing the basis for the development of units. This process resulted in the children being highly engaged in their learning.

Literacy followed the planning and programming structure with the literacy coordinator providing support and facilitating the planning sessions. Literacy tasks continued to include all syllabus requirements and were differentiated to cater for all learners

A strategic mathematics initiative, Extending Mathematical Understanding, (EMU) was introduced with focussed professional learning for teachers, assessment of the children's conceptual ability and intense learning support for those children deemed 'at risk'. Mathematics continued to be planned and programmed in collaborative grade groups with the mathematics coordinator. Teachers developed quality strategies and parallel or open-ended activities and tasks that were differentiated to meet the needs of each child. As a member of the Peninsula Catholic Learning Community of Schools, the school was involved in the Australian Mathematics Trust, Maths Challenge, targeting Year 5 and Year 6 children with mathematical ability across all peninsula schools.

Expectations linked to rigour, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs. The development of scripture based Discipleship Challenges that are connected to Positive Behaviour for Learning (PBL) rules were embedded across the school. These challenges link Scripture to the way children live, speak and act in everyday life.

The Diverse Learners team continued to work with children who require a range of differentiated programs to ensure ongoing development. This included students who were supported by government funding for their needs as well as other 'at-risk' students who demonstrated

similar support needs. The Gifted Cluster group initiative expanded from Kindergarten through to Year 4 with expert support in literacy and mathematics. Following the principles of best practice, both objective and subjective data were used to inform decisions made on students requiring any type of differentiated program. This included data from the Whole School Assessment Spreadsheet, external assessment reports and a range of teacher, parent and peer checklists.

Early learners were involved in assessment processes Best Start and the Mathematical Assessment Interview, (MAI) which helped teachers design transition programs into Kindergarten based on the individual needs of each child.

SECTION SEVEN: 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.60 %	49.90 %	1.40 %	11.90 %
	Reading	73.90 %	46.20 %	0.00 %	13.10 %
	Writing	76.80 %	39.10 %	1.40 %	11.20 %
	Spelling	65.20 %	43.70 %	5.80 %	14.80 %
	Numeracy	54.50 %	36.20 %	1.50 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47.90 %	36.60 %	8.30 %	16.10 %
	Reading	41.70 %	34.50 %	10.40 %	16.30 %
	Writing	14.60 %	15.50 %	4.20 %	21.40 %
	Spelling	45.80 %	33.60 %	6.30 %	16.40 %
	Numeracy	32.60 %	25.90 %	8.70 %	18.10 %

NAPLAN Comments

We are very proud of our student achievement levels in NAPLAN for 2014. Our Year 3 cohort performed well above national average in all the domains and our Year 5 children achieved above the national average in four out of the five domains, with writing in the average range.

Both Year 3 and Year 5 showed overall strong results with much lower percentages in the bottom two bands when compared to the national averages.

The school has been involved in quality professional development in literacy with the Catholic Schools Office (CSO) Education Officer. We have implemented the NSW English Syllabus for the Australian Curriculum using the suggested Scope and Sequence and Overview.

The implementation of the program Extending Mathematical Understanding (EMU) ensured that data on each child's conceptual understandings was collected on a regular basis and that it was used to direct learning and teaching.

Professional learning for teachers and parent education have both contributed to the children's achievements and will continue to be a priority in 2015.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Pastoral care of our families has continued to be a strong focus for the school community. The Principal was available for parents to discuss any issues. The school continued to work closely with the CSO and agencies to offer comprehensive and professional support for those families in need. The School Counsellor has her office within the school and her availability was a positive support. The diverse learners team continued to provide differentiated learning and care to many students and their families. Clear processes were in place for referral of students and for tracking their development. Parent education programs were provided around cyber bullying, mathematics and gifted education. Gifted children were assigned to cluster groups across each grade and were appropriately challenged. The transition to school program for pre-schoolers comprised a series of mornings which welcomed the child and parent to the school and afforded the staff an opportunity to assess school readiness and make informed suggestions. Children from the Early Learning Centre (ELC) were involved in transitioning experiences throughout the year.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

In 2014 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 and a coach from a supporting school continued to lead the program. Children were explicitly taught the behavioural expectations in clearly constructed lessons through the model of teach, practise, apply and acknowledge. They developed an understanding of the consequences and the reward system which acknowledged the children's endeavours to adhere to the PBL rules. Each week at assembly the children were reminded of the rule and the expectations.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

All members of our community have the right to a learning and work environment free from intimidation, humiliation and hurt and have the right to be treated with respect. Members are also expected to treat others respectfully. We all share a responsibility to create a culture of caring which will not tolerate bullying. There are clear and agreed PBL procedures and strategies for combating bullying in the school, responding to bullying behaviours and protecting and supporting all parties involved. *Bullying* is defined as an imbalance of power where there is repeated and unjustifiable behaviour with deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated. It is important to discern bullying from one-off incidents. At OLG C we undertake to respond to any issues as soon as we are aware and the incidence in 2014 was very low. The PBL program contextualises our anti-bullying program and is a very successful means of making our children aware of inappropriate behaviours.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

AT OLGC WE “LET OUR LIGHT SHINE” BY BEING...

- RESPONSIBLE - Learn and allow others to learn: Be prepared to do your best: Be in the right place at the right time: Care for belongings: Care for our school
- RESPECTFUL - Share and take turns, Be a great listener: Help make things right when things go wrong: Speak and act with kindness: Care for your appearance
- SAFE - Care for others: Move around the school safely: Wear your hat when you are outside: Have safe and caring hands: Make good choices

The 2014 PBL report stated “that the teachers are committed to not only teaching PBL and using the PBL language but making sure it is embedded in their day to day practice in the school environment. All the children interviewed were able to name the school rule and could easily explain the ‘smiles’ reward system which your school has in place - even the younger children! Please let your staff know what a credit the children are to OLGC and all their hard work to promote positive behaviour is definitely paying off.”

Social Justice initiatives through Mini-vinnies and Project Compassion enabled the children to action their understandings of being responsible and respectful. The Year 6 student leadership program continually provides opportunities to demonstrate these values and the 'buddy system' teaches children about taking responsibility both for themselves and others.

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 OLGC. 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 and the benefits to our mainstream children are focussed on respect for others and taking responsibility for those less fortunate.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

We achieved

Mission Goal: Transfer teacher knowledge about PBL rules and the Discipleship challenges to the children . By the end of 2014 most students were able to identify the links between the PBL rules and the Discipleship challenges which are based on the Scriptures and action these challenges.

Learning and Teaching Goal 1: Improve the school community's conceptual knowledge and understanding in the EMU domain of Counting. By the end of 2014 children increased by one growth point in Counting and Grade 1 students working with EMU Specialists reached Growth Point 3 in the Counting domain

Learning and Teaching Goal 2: Embed 'negotiated inquiry' within the inquiry units and introduce this concept across other subject areas. By the end of 2014 the children were engaged in reflective thinking and learning processes and they contributed to the formulation of whole class Inquiry questions and the development of units.

Pastoral Care Goal: Improve student resilience by exploring ways to embed the processes within the school community. By the end of 2014 the children were better able to articulate their feelings and there was a slight drop in the referrals to the counsellor for anxiety.

Priority Key Improvements for Next Year

In 2015 the school will be working towards

Mission Goal: To strengthen students' relationship with Jesus

By the end of 2015, all students will have set a discipleship goal and be able to reflect on their progress on the achievement of this goal.

Learning & Teaching Goal: To develop our learners as critical and creative thinkers and problem solvers.

By the end of 2015, all students will have set learning goal(s) (age-appropriate) and be able to reflect on their progress on the achievement of this goal(s).

Pastoral Care Goal: To strengthen the emotional resilience of our students.

By the end of 2015, all students will have set age-appropriate wellbeing class/individual goals and be able to reflect on their progress on the achievement of this goal.

SECTION TEN: 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

A selection of Parent findings which were an integral component of the 2014 review.

93% of parents' expectations were met or exceeded in relation to the focus on student welfare

82% of parents' expectations were met or exceeded with the quality of teaching

93% of parents' expectations were met or exceeded in relation to the School's values

86% of parents' expectations were met or exceeded in relation to a good education at a reasonable expense

89% of parents' expectations were met or exceeded in relation to the balanced education

Student Satisfaction

2014 review

'At OLGC I love the children and friends they are so kind and caring about you. Your teachers look out for you and help you in difficult situations e.g.: being bullied.'

'Well I like having nice teachers at our school that can help us when we need it and that we could go to the teacher when we need help in anyway. I also like having good friends at our great school OLGC.'

'I love the lessons because they are not only fun and entertaining; they are really easy to understand and to learn new things from. I love the teachers because they are really awesome at understanding your personality and what helps you to learn as well as friends which are ultra-supportive and are generally nice people. This really helps me to learn and feel safe in my school environment.'

'I like the nice teachers and staff, the playground, the funny moments, the sport gala days, how

the teacher always put effort in work to make it fun, how the students always congratulate you even if you don't get an award and everyone is fair.'

'I have loved my overall experience at OLGC and I'll miss it forever. The things I have loved are the people in my classes over the years and all of the fun I have had.'

Teacher Satisfaction

A selection of Staff findings which were an integral component of the 2014 review

100% of staff expectations were met or exceeded with the quality of teaching

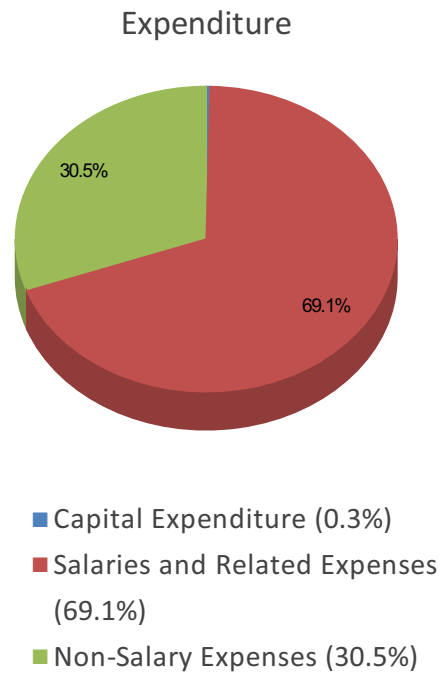
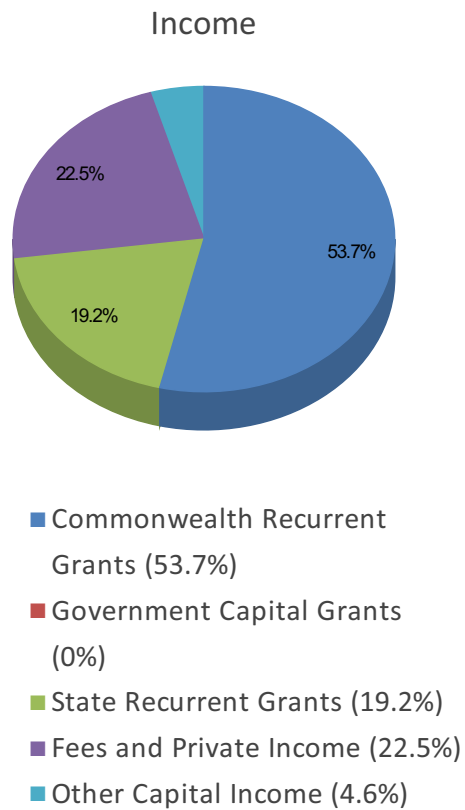
100% of staff expectations were met or exceeded in relation to the School's values

100% of staff expectations were met or exceeded in relation to a good education at a reasonable expense

100% of staff expectations were met or exceeded in relation to the balanced education

SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,567,360
Government Capital Grants	\$0
State Recurrent Grants	\$917,870
Fees and Private Income	\$1,076,981
Other Capital Income	\$217,504
Total Income	\$4,779,715

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$14,911
Salaries and Related Expenses	\$3,088,564
Non-Salary Expenses	\$1,363,242
Total Expenditure	\$4,466,717