

# Our Lady of Good Counsel Catholic Primary School Forestville

## 2009 Annual Report



Principal: Mr Mark Bateman

Address: 11 Currie Road  
FORESTVILLE NSW 2087  
Phone: (02) 9972 7311  
Fax: (02) 9451 1240  
Web: <http://www.olgcdbb.catholic.edu.au>



## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

Our 2009 Annual Report provides us with the opportunity to look back over the past twelve months on our collective experiences as members of this Catholic community. In doing so we are assisted to look to the future so that, together, we can continue to build a supportive, Christ-centred environment in which all who are involved can grow in faith and life.

### **1.2 Message from the Parent Body**

This year, Our Lady of Good Counsel Catholic Primary School was enthusiastically supported by its Parents' and Friends' Association (P&F) and the newly established Our Lady of Good Counsel School Advisory Board. Both groups contributed considerably to achieving the school's annual goals. The P&F's ability to enlist the willing support of so many parents achieved a strong sense of team and community, while the School Advisory Board's commitment to supporting the Catholic Life and Mission of the school as a significant part of our the Frenchs Forest Parish and the Broken Bay Diocese helped centre the purpose and direction of our school.

*President, P&F*

*Co-Chairs, School Advisory Board*

### **1.3 Message from the Student Body**

Student leadership is an important part of Our Lady of Good Counsel Catholic Primary School. Our students have the chance to be part of special leadership groups in each of our grades. These include Mini Vinnies, Buddy Programs, Lunch Club, Colour House Teams as well as our Year 6 Leadership groups such as our Student Representative Council members, our Colour House Leaders and our School Captains. All of these groups helped to organise many activities and projects in which our students could be involved throughout the year.

*Our Lady of Good Counsel School Captains*



## 2. School Profile

### 2.1 Introduction

Our Lady of Good Counsel Catholic Primary School Forestville is a co-educational primary school catering for students from Kindergarten to Year 6. The school is part of the Parish of Frenchs Forest and enjoys a very positive relationship with the parish and within the local community. It is known for its excellent teaching and learning, dedicated staff, its welcoming, family-like atmosphere and its pastoral care.

The student population continued to grow in 2009 with the establishment of three Kindergarten classes for the second consecutive year.

### 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
169	151	13	1	320

\*Language background other than English

### 2.3 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.

### 2.4 Staff Profile

The NSW government requires that this report details 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
22	0	0	22

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.



## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 96.5%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 100%.

## 2.6 Teacher Satisfaction

Teachers at Our Lady of Good Counsel were given many opportunities to be engaged in professional learning throughout the year. In addition, teachers were also given the opportunity to engage in leadership of various areas including curriculum, social justice, creative arts, sport and as members of our School Advisory Board. The result was greater teacher satisfaction, a stronger sense of learning community and a positive impact on student learning through teacher learning.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	94
1	97
2	95
3	97
4	95
5	97
6	94

The average student attendance rate for the whole school for 2009 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.

## **2.8 Student Satisfaction**

In talking with a random sample of students from Kindergarten, Year 2, Year 3, Year 5 and Year 6 a number of observations were made concerning student satisfaction. Students spoke highly of their teachers and the quality of the school environment. They enjoyed having significant space in which to play and learn and were appreciative of the resources at their disposal. They acknowledged the importance of their friends and of being part of a safe school, together with an emphasis on prayer and religious education. A number of children spoke of the importance of our school buddy programs, between Kindergarten and Year 6; and Year 3 and K-2S, a class of children with autism. The buddy system helps to create a friendly, accepting atmosphere amongst the students.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

The Brigidine Sisters first staffed and administered Our Lady of Good Counsel Catholic School. A love of learning about faith and life was at the heart of their mission. The Brigidine charism valued a sense of community nurtured through genuine hospitality and a sense of welcome. In addition, finding the presence of God in the ordinary activities of our day, and seeing God within creation, including the creative (music and the arts), are also important components of the Brigidine charism. Today these values live on as we work to ensure that the values of hospitality, care and support are nurtured. Our school site has many aspects in which nature and creation are a focus for prayer and reflection. Prayer continued as a major part of the day for each class. Prayer was presented and shared by the children with their class and teacher. Deliberate and thoughtful planning continued to characterise our liturgical celebrations as we endeavoured to assist all who gathered with us to connect with God.

#### **3.2 Religious Life of the School**

The children from Kindergarten to Year 6 were involved in presenting the story of the passion and death of Jesus prior to their Easter break. The liturgy was very moving and provided wonderful preparation for Easter.

Children involved in sacramental programs were provided with support through our religious education programs and the school worked with the parish to support facilitators who helped deliver the parish-based sacramental programs to children and parents. Our School Advisory Board provided opportunities for parents and parishioners to engage in learning about their faith through the organisation of workshops about St Paul. Our facilitators used the Diocesan e-conference program to offer three sessions on this topic.

#### **3.3 The School in the Life of the Parish and the Diocese**

A key focus of the School Advisory Board was to support the work of our Catholic Life and Mission annual goals. Support included a focus on faith formation within the meetings of the board as a priority. This focus was then extended by invitation to the wider school community in the form of workshops. Communications from the Board to the community also emphasised this point as foundational to its purpose.

The school played a significant role in nurturing a sense of community when we contributed our leadership skills, facilities and professional assistance to plan and organise a large mass (Sharing One Faith in Christ), celebrated by Bishop David, to acknowledge the coming together of our three Churches to form the one Parish of Frenchs Forest. Approximately one thousand people attended the event.

We hosted the Peninsula Learning Community of Catholic Schools Mission Day which involved senior primary students working with Year 11 students from Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly. Each school identified significant areas of Catholic Mission, relevant to their Parish. Plans of action were developed then communicated to the Parish before being implemented.

The Principal of the school is an *ex officio* member of the Pastoral Council of the Parish of Frenchs Forest and as a result is able to engage the school effectively in the life of the parish through the promotion of attendance at Family Masses each month, support for Sacramental Programs, organisation of visits to the school by our priests and the development of initiatives such as workshops and special events.



### 3.4 Catholic Worldview

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

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

We provided reflective material for parents and community members in our newsletter each week which focused on an issue of faith. The material used in our publications always endeavoured to link faith and life in a contemporary and challenging way and feedback on the information was positive. Our Catholic Worldview is also promoted at our Open Mornings and Information Evenings for new parents and is supported through our interview for enrolment processes.

### 3.5 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](#) which is implemented by all systemic schools in the Diocese.

Three members of our teaching staff continued their formal study to achieve their Religious Education certification with remaining permanent members of staff having achieved this step. The principal attended a four day professional learning module offered by the Broken Bay Institute entitled, On the Frontier of Mission. The module focused on understanding the place of mission in the Church and its relationship to the Church and Catholic leadership in a contemporary world.

The Catholic Schools Office provided support for the teachers, the Religious Education Coordinator and the Principal in planning and implementing the diocesan Religious Education curriculum through the work of the Education Officer-Mission Services. This work ensured consistent, quality teaching, learning and assessment in religious education for the children of Our Lady of Good Counsel.

Staff participated in the e-conference, In the Footsteps of St Paul, facilitated by the Broken Bay Institute. Conference workshops were run over a series of staff meetings. Staff also took part in a series of Lenten Prayer sessions and in a workshop on preparing Liturgy presented by the Religious Education Coordinator.



## 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

In order to ensure a safer and supportive environment, Our Lady of Good Counsel continued to implement the Friendly Schools, Friendly Families Program as part of its anti-bullying program. The program is designed to build resilience and to provide a consistent approach to an anti-bullying strategy across the school.

The school has developed its own Pastoral Care Policy which is available on the school website.

### 4.3 Pastoral Care of Families

Programs such as Cook-a-dinner were maintained this year and provided much support to families in need. Our school counsellor continued to receive referrals from children and families in need of support for a variety of reasons. This support included on-site intervention, referral to relevant agencies and professionals and constant monitoring of progress for each referral.

Our learning support team provided much needed learning and pastoral support to children with special needs and to their families through the establishment of a range of initiatives which included lunch club, special social skills groups, focused learning groups and individualised programs. Regular contact with parents was a feature of the work of the team.

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 and located at Our Lady of Good Counsel in a satellite class. The class was a composite Kindergarten to Year 2 group and each child was integrated for varying amounts of time into mainstream classes throughout the week. The aim is to prepare the children in this class for 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 Catholic Schools Office 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 Catholic Schools Office 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

Our Lady of Good Counsel Catholic Primary School is committed to involving its community in quality teaching and learning programs.

Significant effort was made by each member of the teaching staff to cater for the needs of children at all phases of the learning spectrum. Our Learning Support Programs were able to support classroom teachers and directly support children across the school, especially with their literacy needs as well as issues of self-concept and self-esteem. A team of teachers worked to ensure that children were offered opportunities of extension and challenge through the normal classroom program or through involvement with specific programs provided within the school or on an extracurricular basis.

Our Lady of Good Counsel was an enthusiastic participant in the initiatives organised through the Peninsula Catholic Learning Community of Schools. Our Assistant Principal contributed to the organisation of an extension program for children in the area of mathematics and was also involved in setting up a debating competition with other schools on the Peninsula. The activities of this learning community provided the children with excellent opportunities for extension and challenge across a range of key learning areas and interests.

The school continued its program of updating computer resources in the form of new hardware and software. Staff were engaged in professional learning to assist them to effectively integrate information technology into teaching and learning programs. This was organised by existing staff with an interest and expertise in the area.

Following a successful introduction in 2008 of new procedures for assessing new students coming into Kindergarten, Our Lady of Good Counsel built on the changes made to strengthen its program of assessment and transition for students coming from prior-to-school services. Parents, teachers, children and our prior-to-school feeder services reported our processes were helpful for children and adults in the area of transition. Teachers of our new Kindergarten class for this year reported confidence in knowing the children prior to them beginning school.

### 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 46 students in Year 3 and 32 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

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 outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



## Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	0	4	4	22	70	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	<b>2008</b>	School	0	0	11	23	40	26	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
<b>Writing</b>	<b>2009</b>	School	0	0	2	9	30	59	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	<b>2008</b>	School	0	0	4	17	32	47	96
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
<b>Spelling</b>	<b>2009</b>	School	0	2	2	13	26	57	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	<b>2008</b>	School	0	4	2	38	28	28	96
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	2	9	35	54	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	<b>2008</b>	School	0	0	9	19	30	43	92
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
<b>Numeracy</b>	<b>2009</b>	School	0	2	2	20	22	54	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	<b>2008</b>	School	0	0	17	28	36	19	96
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

The overall achievement of this group in relation to the NAPLAN assessments was very pleasing in 2009. The above results show the majority of students in Year 3 placed in the top two bands within each area of the NAPLAN assessment. When compared to percentages achieved at a state and national level for the top two bands in each area, Our Lady of Good Counsel showed results which were considerably higher in all areas. Analysis of results indicates a need to focus on understanding what strategies can be used to spell unknown words such as syllabification, word derivations, understanding how to build word families and how to join morphemes according to spelling rules.

A stronger focus on numeracy and thinking through professional learning is having a positive effect for this cohort of students. There will be a need to ensure the children in this group are provided with opportunities to build on their current knowledge and skills to ensure that learning growth continues.

Children in the lower bands will have an opportunity to work with individual teachers and with the support of our learning support program through either individual assistance, group assistance or teacher support to help build on their learning.



## Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	3	3	13	22	28	31	97
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	<b>2008</b>	School	0	13	8	42	29	8	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
<b>Writing</b>	<b>2009</b>	School	0	9	19	47	13	13	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	<b>2008</b>	School	0	4	22	17	43	13	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
<b>Spelling</b>	<b>2009</b>	School	0	16	19	31	25	9	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	<b>2008</b>	School	4	4	4	38	46	4	96
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	3	6	13	13	44	22	97
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	<b>2008</b>	School	8	4	8	29	8	42	92
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
<b>Numeracy</b>	<b>2009</b>	School	3	6	19	34	25	13	97
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	<b>2008</b>	School	4	4	17	46	21	8	96
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

The 2009 NAPLAN results shows an overall improvement in achievement from 2008 to 2009 in relation to the percentage of students achieving at the two highest band levels except for spelling and writing. Significant improvement in numbers of students moving to higher bands is noted in grammar and punctuation, reading and numeracy which may indicate that professional learning strategies are having an impact on student achievement.

Analysis of student work shows that in order for these children to achieve higher scores in writing further work needs to be done to develop skills to be able to write descriptively so that they can use language to clearly create an image or a description of an action or idea. The group's spelling results show a need to focus on skills of word building, understanding word derivations and in the application of spelling rules along with vocabulary development.

The numeracy results of the group show a large percentage of the cohort located at Bands 6 and 7 with a higher percentage of students achieving in the top three bands when compared to the 2008 results. Analysis of results showed that the group would have achieved at a higher level if they had better strategies for dealing with problems of two or more parts. Often the demand of relating a process or strategy to a particular situation was an area in which the children needed more experience.

Given the size of this group and its broad range of ability, steps will be taken to provide extra support for these children. This will be organised through the learning support program at the school. Application will also be made to acquire extra teacher's aide staffing given the size of the class. This staffing will provide support for the teacher to be able to work with specific groups of children or with individuals to be able to meet their needs.



### 5.3 Extracurricular Activities

There is a broad range of activities available in the school's extracurricular program. Sporting and cultural activities provide many options for the children. We were particularly pleased with the progress and interest shown in the school band program following the successful introduction of an on site tutoring program in 2009.

The establishment of Before and After School Care along with Vacation Care has provided many of our families with a very affordable, practical and reliable service. 2009 was the fifth year that the school was involved in the Commonwealth Government's Active After School Sport Program. Sessions are run twice per week at no cost to parents. The sessions aim to encourage children to be active and to have fun as a means of maintaining good physical and mental health. Details of all extracurricular activities are available on the school website.

### 5.4 Professional Learning

Teaching staff were involved in significant professional learning within the area of numeracy throughout the year. The aim of the professional learning was to raise student achievement in relation to numeracy by focussing more closely on the impact of assessment on teaching and learning. Staff attended a combined staff development day with a curriculum expert who highlighted the relationship between assessment and teaching, along with the latest strategies for analysing student work and thinking. Practising teachers from another school shared their experience of whole school improvement during the past three years.

Following the professional learning day, a numeracy team was formed at Our Lady of Good Counsel. The team was comprised of one teacher from each of the four stages of the school and was led by the principal. The team focused on reviewing assessment practices to create a stronger focus on individual assessment and how this should then impact on teaching. Collection of data to inform teaching and a review of the school's tracking procedures took place. Parents were offered a workshop in the area of numeracy at Early Stage One and Stage One level. Towards the end of the year, staff were engaged in a review day which aimed at identifying issues for further development in the following year.

The teachers also spent time with an educational consultant on how to best cater for children's needs in relation to spelling and writing. As a result of this work, additional strategies were added to the school Literacy Plan which will support teachers and students in their learning within these areas.



## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievements

The following goals were achieved in relation to **Catholic Life and Mission**:

- Student leadership roles and responsibilities were developed further.
- Opportunities for faith formation for staff and community members were provided.
- The Parish Pastoral Plan was implemented through the collaborative work of the Parish Pastoral Council and the school.
- Efficiency of representation on the Pastoral Council and working groups which support the work of the Parish was ensured.
- Significant assistance was provided in the organisation of the annual Parish Mass which engaged the three Churches within the Parish in a large celebration about unity.
- The connections between Early Childhood and the life of the Parish were investigated.
- The transition to school program for new Kindergarten children and families was developed further and improved.
- Participation in the Peninsula Catholic Learning Community of Schools initiatives was continued.

The following goals were achieved in relation to the new **School Advisory Board**:

- The new advisory board was commissioned.
- A clear purpose for the work of the school advisory board was established and communicated.
- Processes of formation for members of the board were continued.

In relation to **quality teaching and learning** the following was achieved:

- Current assessment practices were reviewed and procedures refined.
- In-house expertise was used to support the needs of students with special needs.
- The development and evaluation of provisions to support Gifted and Talented students was continued.
- Assessment data was continually reviewed and analysed to inform teaching and learning.
- Staff expertise and confidence was built by matching teacher needs with appropriate professional learning experiences.
- The Friendly Schools, Friendly Families Program was implemented.

In relation to **school finances and resources** the following was achieved:

- A committee was formed to plan for the upgrading of school play facilities.
- The development and implementation of Occupational Health and Safety Plans was continued.
- The child protection policy including the Professional Guidelines for School Staff in their Relationships with Students continued to be implemented.
- Work with the Parish and Diocese in the management and development of the overall site continued.
- Plans were developed for the construction of four new classrooms and an Early Learning Centre with the assistance of the Diocese and the Commonwealth Government's Building Education Revolution initiative.



## 6.2 2010 Priorities and Challenges

In the coming year the following priorities and challenges have been identified:

- Complete all building projects associated with the Commonwealth Government's Building Education Revolution including the establishment of an Early Learning Centre on the school site. Address the implications and practicalities caused by an increase in enrolments including increased numbers as a result of establishing a pre-school.
- Introduce a new leadership program based on Catholic values into our senior grade.
- Continue to provide opportunities for faith formation for staff and community members and align these where possible with the work done in this area by the Parish
- Establish a working group which is representative of our community to implement the Positive Behaviour for Learning Framework into the school.
- Continue to develop and evaluate provisions to support Gifted and Talented students and actively participate in opportunities offered in this area through the Peninsula Learning Community of Catholic Schools.
- Clarify the purpose of the Come on Kids mathematics program and clearly identify criteria for teacher selection of students who are to participate.
- Evaluate the use of Parent Information Evenings at the beginning of the year as an effective means of developing communication between school and home.
- Complete the school project aimed at replacing the school's play equipment with assistance from the P&F and a representative planning group.
- Review the school's outdoor seating and plan to improve shade arrangements and children's games to better cater for a larger school population.
- Evaluate and plan for the effective management of traffic and road safety around the school site with the assistance of a representative planning group.



## **7. Parent Participation**

### **7.1 Introduction**

Parent involvement and participation in the life of Our Lady of Good Counsel Catholic Primary School is always welcome. Our P&F establishes a variety of committees to assist the school to achieve its annual goals and to add value to the life of each student attending our school. The School Advisory Board plays a significant role in supporting the Principal to ensure that the Catholic Life and Mission of the school remains a priority. It is true that the growth of our school and the identified priorities for its future direction will have an impact on its culture. Parent input as a new future emerges will be vital. Structures are in place to support this input and we all look forward to working together as a Catholic community.

### **7.2 Parent Satisfaction**

The school enrolment process provides the leadership team of the school and Parish with the opportunity to meet with existing parents, new parents and parents who have expressed an interest in sending their child to the school. The most common reasons expressed by parents for choosing Our Lady of Good Counsel are :

- The school's reputation for its community values and Catholic identity.
- The traditional family ties many people have to faith, Catholic community and their positive experience as members of faith based schools.
- The learning environment and the way the children interact with adults and each other.
- The academic reputation of the school.
- The regard expressed for its pastoral care experienced at so many levels.
- Its facilities, resources and sense of direction and purpose.

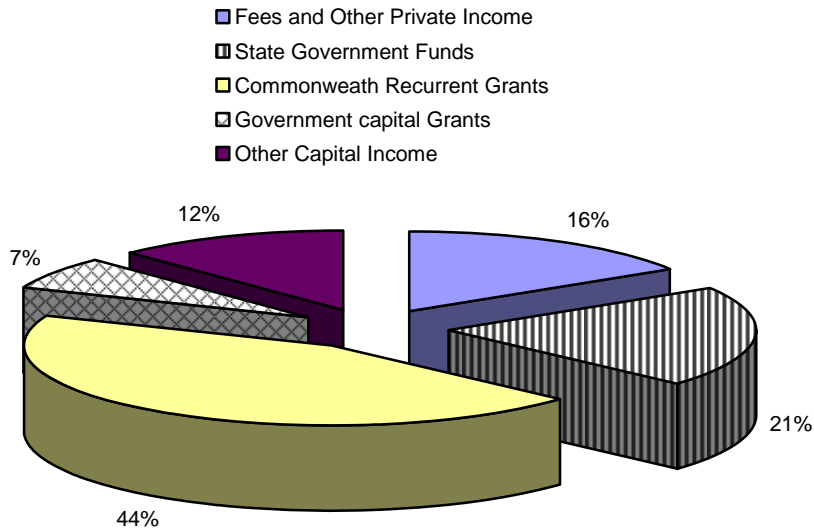


## 8. Financial Report

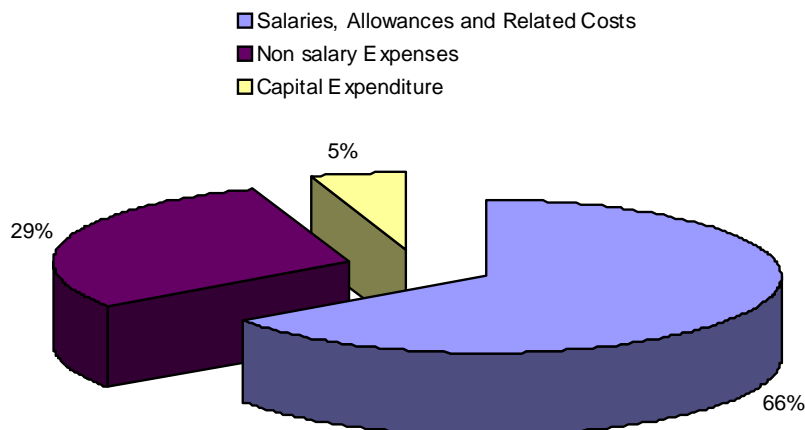
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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>

### Income



### Expenditure



The contents of this annual report have been validated by the Schools Consultant, Michelle Smith.