



Our Lady of Good Counsel Catholic Primary School Forestville

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This report acknowledges all those who form the Our Lady Good Counsel (OLGC) Catholic community. It provides a summary of the events and achievements of 2010. More than that, however, it gives an insight into the life of a dynamic and growing community which relies on the support and involvement of all those who have chosen to be part of it.

Writing this report is the final task for me having served as Principal of Our Lady of Good Counsel Catholic School for the past twelve years. My thanks to the parents, staff, children and Parishioners who have shared the journey with me. OLGC is a place of genuine care where the school motto, 'Let Your Light Shine' is encouraged and lived. It is a joy to be a part of. I will take many fond, precious memories and friendships with me and wish the OLGC community continued success into the future.

School Principal 2010

1.2 Message from the Parent Body

The school's annual goals were strongly supported by the parent body of OLGC through a very active Parents and Friends Association and through the leadership and advice offered by the School Board. Both organisations were very capably led by their executive teams who were ably supported by sub committees, small teams or individuals who contributed their time, energy and skills to a range of events and initiatives throughout the year.

The Parents and Friends Association

The Parents and Friends Association (P&F) maintained a very well organised executive team which used a shared leadership approach in organising its events and activities throughout the year. The P&F worked hard to enlist support from within the broader local community and the OLGC community. The P&F organised a range of community events including a Mother's Day Stall, an Easter Raffle, School Disco nights, a community Trivia Night, which linked with the occasion of the Soccer World Cup, and provided support for the annual Parish 'Sharing One Faith in Christ' Mass and celebration in November. Proceeds from these events were used to create plans for the improvement of the play equipment area for the children and to pay for the implementation of these. In addition P&F support created the opportunity for the school to significantly improve its Mathematics and IT resources and contributed to the school's literacy resources.

The P&F provided support for the running of the school canteen via a canteen committee. This committee made a significant contribution to the school community by providing a varied, healthy menu for the children. It ensured that the canteen was run safely and efficiently and that the financial aspects of the canteen were cost neutral to the school. The committee's work was very well supported by the parents of OLGC during the year and is to be congratulated on their success.

Class parents are an important part of life at OLGC. They helped to connect the school with families by organising various class social events; encouraging assistance for teachers from parents at class level and by supporting and promoting the activities of the P&F amongst parents who attend OLGC.

Coordination of parents by the president of the P&F during 2010 helped strengthen the delivery of events. The appointment of a Class Parent Coordinator would be of significant assistance to this group into the future.

The P&F Association and the community is extremely grateful to all class parents for the contribution each made to maintaining a strong sense of community at OLGC. The Association also thanks all parents for the support received throughout the year.

President of the Parents and Friends Association



The School Board

The School Board is a leadership team comprised of parents and staff which works with the Principal and Parish Priest to strengthen and nourish the relationship between school and Parish. The team shares responsibility for the well being of the whole school. Its focus is on ensuring that the Catholic Life and Mission of the school is at the heart of its work and that a sense of collaborative mission is present in the school's culture.

The board helped to develop strategies for encouraging increased involvement from the parent community in hosting the monthly family masses. It also explored ways to encourage parents to be more involved with the Parish through education about faith. Parents were invited to attend faith formation sessions with a guest speaker who focussed on media and its impact on life and our beliefs as a Catholic community. Sessions were well attended and received.

An important part of Parish and school life was the introduction of the International Visiting Priests Program. Assistant priests were appointed to the Parish from India. They were required to work with the school to develop relationships with students and families. The board assisted the school in developing strategies which included regular classroom visits by the priests; support for an international 'Indian' mass for the community and ensured that the international priests were included in the various community events offered throughout the year.

The board also supported the Parish in the promotion of the annual 'Sharing One Faith in Christ Mass' which was held this year at St Anthony in the Fields, Terrey Hills.

A new member was welcomed onto the board this year and was able to provide much needed support in the area of communications. Towards the end of the year, two members of the board retired following two years of work in their respective roles. Both members made a significant contribution to the setting up of the OLGC board and to its early leadership including identification of direction and purpose.

The Board thanks the parent body for its support during the year and also thanks our outgoing school Principal for his leadership and contribution to OLGC during the past twelve years.

Co-chairs of the School Board

1.3 Message from the Student Body

The senior students of OLGC had a number of opportunities for leadership during 2010.

- Attendance at leadership camp with another school at Challenge Ranch Somersby.
- Participation in the school Buddy Program with our Kindergarten students.
- Leading and hosting weekly school assemblies.
- Involvement in leadership activities in the areas of sport (as colour house captains)
- As members of the Student Representative Council (SRC) in the areas of technology; liturgy; social activities including social justice; care for the environment and in hospitality and welcoming of new families and visitors to our school.
- Our school captains attended the Forestville RSL ANZAC Day commemoration and the 'Submarine Memorial Celebration' at North Head with our Federal Member of Parliament. They were invited to attend the NSW Parliament House to take part in school leaders day organised by our local State Member of Parliament.
- Students from each class were elected to be members of the 'Mini Vinnies Team'. This group organised whole school activities which supported the local chapter of the St Vincent de Paul Society in its Winter and Christmas Appeals for the poor.



- Our SRC liturgy representatives took part in the Peninsula Mission Day which was designed to develop activities which supported the education of girls in the East Timorese town of Alas. This work built upon the Catholic Parish of Frenchs Forest Project which provided water resources to the town.

The students of OLGC were provided many opportunities to contribute to the life of the school throughout the year. In particular, our involvement and learning in relation to the Positive Behaviours for Learning (PBL) Frameworks established at OLGC, helped us all to better understand how positive behaviour can have a big impact on helping learning. In particular, we learned about anti-bullying ideas to put in practice at school and within other parts of our lives.

Student Representatives



2. School Profile

The student population of OLGC continued to grow in 2010 as did the number of families attending the school. As a result of this growth, all classrooms were fully occupied and the building of four new classrooms became an important priority to cater for the emerging needs of the school. The school is placed in a very stable area of Sydney and parent expectations of the school are high. Staffing at the school also remains stable with an increase of one full time teacher in 2010. The creation of a new Early Learning Centre will provide the opportunity for the school to create stronger links into the future with the local community and to create potential support networks with Centacare who will be administering the centre. Links such as this can provide an educational environment which is family centred and able to provide in depth support where needed.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
184	157	31	1	341

*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
24	0	0	24

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 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

In order to gauge teacher satisfaction, individual interviews were conducted twice during the year with each teacher. Data collected from these interviews revealed a strong level of satisfaction within the following areas:

- Collegial support
- Relationships with students, parents and the Parish
- Support in the area of professional learning for staff, especially in the area of Numeracy
- Understanding and involvement about the goals set for school improvement for the year
- Improvements to the school site and facilities as a result of recent building programs
- Opportunities provided to staff in the area of leadership

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	93
2	93
3	95
4	94
5	97
6	96

The average student attendance rate for 2010 was 95%.

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 (CSO) 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

In order to gain an awareness of the extent to which students were satisfied with school life, members of the school leadership team conducted informal discussions with a range of classes across the school. Samples for data collection were random. Students expressed satisfaction in the following areas:

- With the care they received from their teachers
- Plans to improve the school playgrounds
- Opportunities to take part in special events such as sport, dance, band, debating and excursions
- The quality of the canteen
- The introduction of the 'Positive Behaviours for Learning' framework



3. Catholic Life and Mission

The governance model of the school emphasises the importance with which this aspect of school life is viewed. The School Board has as its central purpose, the collaborative stewardship of the Mission and Vision of the School exercised with the community through a group of parents and staff with the Parish Priest and the school Principal. The School Board sees Catholic formation as a vital component to each of its meetings and this is carried through to work with staff and parents.

The school is committed to its work with the Parish and the Diocese. A parent representative attends the Diocesan and Peninsula Parent Council Meetings reporting back to the Parents and Friends Association about the developments of this organisation in relation to Catholic Life and Mission. The school's involvement in Parish Family Masses; its organisation of staff professional learning in the area of faith and life; its involvement in the Peninsula Catholic Learning Community of Schools Mission day for students along with its establishment of a Mini Vinnies Student group are some of the ways it connects with the local and broader life of the Catholic community in the Diocese.

The school Principal and Parish Priest work together to interview new families seeking to attend the school. The purpose of these interviews is to engage in dialogue about the faith journey of each family. The occasion provides an opportunity to extend an invitation to each family to take part in the faith life of their Parish family as their child progresses through school and beyond. This important first step for many families is creates an initial connection between the human face of faith and the life of the family.

3.1 Catholic Heritage

The first teachers at OLG C Catholic Primary School were the Brigidine Sisters. Their charism espoused a deep love of God expressed through them in 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.

Key symbols of the Brigidine Sisters are held dear today at OLG C. These include the lamp of learning, the Brigidine cross and the Holy Scriptures which speak of the charism outlined above. The sisters are mentioned in the school prayer and the symbols which tie the school to its heritage are prominent in classrooms through the use of the Brigidine Cross and in the design of the school logo.

3.2 Religious Life of the School

OLGC had extensive involvement in the religious life of the Parish, cluster and Diocese during 2010.

At local level each class was rostered to regularly attend mass with the Parish each Friday. In addition each class was rostered to host a Parish Family Mass held once per month on a Sunday. The students celebrated special occasions as a whole school including beginning and end of term masses; special liturgies for Mother's Day, Father's Day, ANZAC Day, Holy Week, Mary of the Cross MacKillop canonisation and Advent.

Our staff were offered a day of reflection and formation. They were invited to attend lectures by an expert Catholic Educator in the area of media and its influence on faith and life. The staff was challenged in how they might respond as Catholic teachers to the values being espoused by the media.

Our International Priests were involved by our Religious Education Coordinator (REC) in regularly visiting classrooms; taking part in special liturgies and events and in making pastoral visits to the school playground throughout the year.

Children who had received first Reconciliation were also provided the opportunity to attend this Sacrament after mass on their rostered day.



At cluster level students from OLGc attended the Year Six Peninsula Cluster Mass and this was hosted by OLGc in 2010. Our senior students took part in the Mission Day held at St Kevin's Catholic School Dee Why.

At Diocesan level the students participated in the annual Mission Mass. Staff attended the annual teacher's mass.

3.3 Catholic Worldview

OLGC's introduction of its PBL Framework provided a whole school approach to dealing with issues of respect and responsibility as well as many of our Catholic values which included the expression of compassion, standing up for one's beliefs and working as part of a community for the good of others.

The students were continually challenged to act upon their Catholic family beliefs. The Student Representative Council's Liturgy and Social team were vehicles for this action along with the school Mini Vinnies team.

Student participation and expression of faith in our many liturgical celebrations provided opportunities for the children to be exposed to an understanding of our values through the use of ritual, story, symbols, music and dance.

3.4 Professional Learning in Catholic Life and Mission

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

Staff was provided with the opportunity to take part in two evenings of learning and reflection about faith with an expert educator. The opportunity was extended to a full day later in the school year.

Each member of staff was provided with the opportunity to work with the Diocesan Education Officer – Religious Education in planning and teaching units of work concerning Religious Education with their class. These occasions were used to update teachers and to support them in understanding best practice in relation to the teaching of Religious Education.



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 CSO.

4.2 School Implementation of Diocesan Policy

Positive Behaviours for Learning (PBL) continued to be implemented into the school community during 2010. This is a framework designed to support learning within the school through the use of consistent practice in relation to expectations of behaviour. The framework involves explicit teaching of expectations across the school combined with clear communication and structured monitoring of processes. A PBL team was established with representatives from staff and parents. The team met two to three times per term to ensure that the school policy was being clearly communicated to all stakeholders in the community and that the ideas being taught were implemented successfully.

Feedback from staff, parents and students about the framework has been very positive with an increase in the consistency of practices noticed by staff and parents.

4.3 Pastoral Care of Families

The families of OLGC were offered considerable support during the year in this area. The school has regular access to a professional counsellor and referrals were made for children whose parents gave permission for assistance to be given. On occasion referrals were extended to psychologists and other specialist practitioners with the aim of providing comprehensive support where appropriate and necessary.

The school established a very positive relationship with Centacare as the administrative agent of the new Early Learning Centre being built on the school site. Having two Catholic agencies on the one site is seen as an excellent opportunity to offer a broad range of support for families who form part of the OLGC community and broader local community. There is a genuine sense of hope for this relationship into the future.

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 CSO.

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

OLGC focused on lifting achievement of students in relation to numeracy during 2010. Work was also covered in raising student achievement in relation to reading with an emphasis on comprehension.

The main vehicle for generating improvement was through assessment. Each child in the school was individually assessed in both reading and numeracy during the year. Staff was engaged in detailed analysis of assessment results and how this analysis would impact on their teaching programs. Professional learning included working at grade and stage levels in order to identify trends in assessment data. A numeracy team was established to lead staff learning and innovation throughout the year.

Emerging areas for improvement included:

- the development of consistent language to describe key concepts. This language needed to be used across the school.
- the need to explicitly teach mental strategies for dealing with key number concepts then linking these ideas with the content of lessons so that deeper knowledge about Mathematics was achieved.
- an expert educator was engaged to support staff in developing strategies to support learners at different levels of ability and a sequence of learning in number was developed with staff.
- this resource helps to support teachers in being able to clearly identify the next step in mathematics instruction.
- the staff continually noted the links between strong reading skills and strong numeracy skills and identified language as a key factor in all learning.

Work in this area will need to continue and be built upon into the New Year.

5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), 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 published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.

- In the 2010 cohort, there were 50 students in Year 3 and 26 students in Year 5.

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

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	2	8	22	24	44	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	6	14	30	50	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	0	10	34	28	28	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	12	20	42	26	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	2	32	24	32	10	100

The report suggests that our learning programs from Kindergarten to Year Three are very effective. We were not represented in any Band 1 results and had 100% of our students achieve at or above national level. 68% of our students performed in the top two bands in Reading compared with 48% of the state and 44% nationally. 80% of our students achieved in the top two bands in Writing compared to 56% of the state and 47% nationally. 56% of our students performed in the top two bands in Spelling compared with 46% of the state and 38% nationally. 68% of our students performed in the top two bands in Grammar and Punctuation compared with 64% of the state and 47% nationally. 32% of our students performed in the top two bands in Numeracy which was equal to the national performance but less than the state performance at 38%.

These results indicate the effective work occurring at the school especially in the area of literacy teaching and learning. Results in Numeracy suggest continued effort at lifting levels of achievement into next year.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	4	12	58	15	12	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	12	31	38	19	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	0	23	35	27	15	100
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	8	15	15	35	27	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	0	27	65	4	4	100

The results in the graph above show that teaching and learning has been effective from Kindergarten to Year Six and OLGC. It should be noted that the school experienced a loss of numbers of boys from Year Four due to families deciding to enrol at single sex local Catholic schools beginning at Year Five.

No OLGC students were represented in the lowest band represented in the table. We performed more strongly in writing, spelling and grammar and punctuation than we did in Reading. In Grammar and Punctuation 62% of students were represented in the top two bands compared to 36% nationally and 45% of the state. In Spelling 42% of our students were in the top two bands with 27% of students represented nationally and 36% represented in the state sector. In Writing OLGC had 57% of its students in the top two bands compared with 24% of students nationally and 27% in the state sector. In reading OLGC had 27% of its students in the top two bands compared with 28% nationally and 33% of the state.

In Numeracy 8% of students were represented in the top two bands compared with 26% nationally and 32% at state level. 65% of OGC student results fell into band 6. It is clear that continued work on Numeracy is needed as it is in the area of Reading in which 58% of students fell into band 6. There is considerable overlap between the two areas especially in the area of comprehension and further professional learning is planned for 2011 in both these areas with the goal of moving Band 6 students up to the top two bands.

5.3 Extra Curricula Activities

OLGC offered a broad range of extra curricula activities to its students.

Prior to school an electronic keyboard club was established two mornings per week. The school training band and concert band developed considerably during the year due to consistent quality rehearsal time and an on site tutorial program which directly supported both band directors.

An after hours language program was offered in French along with the Active After School Community Program two days per week. This program was funded by the Commonwealth Government. OLGC will complete its association with the Active After School Community Program at the end of the year.



The children of OLGC were offered a broad range of sporting experiences including access to representative sport through the Peninsula and Diocesan Sporting Associations. They took part in an interesting and engaging sport program with School Sport in Australia each week. All children had the opportunity to learn a range of different dance styles with a specialist dance group and a large group of children participated in a dancing contest at Homebush Olympic Park as a result.

Families had access to before and after school care and vacation care throughout 2010. The providers coped very patiently with a number of unavoidable changes due to our building projects and are to be congratulated on their work.

5.3 Professional Learning

The staff of OLGC has been engaged in focused learning about authentic assessment in Numeracy. The aim has been on understanding and responding appropriately to the needs of the learner. The staff took part in a Staff Development Day followed by a series of staff meetings focused on assessment. Each teacher implemented assessment strategies on an individual basis with the children in their class and developed class programs which responded to identified needs.

An expert in teaching Mathematics was engaged to support the staff in being able to devise programs which effectively meet a range of learning needs. At the same time parents of the school assisted in raising funds to improve school resources in Numeracy in each class.

Teachers were released from class to plan teaching units of work with their grade and stage partners. Members of the school Numeracy Team visited other Catholic Primary Schools to observe and share best practice. Following their experience, teachers reported back to their OLGC staff.

At the end of the year, staff reported that they felt more confident in being able to identify needs of students in relation to their learning of Mathematics. They also felt they had made a number of changes to their teaching which were designed to better meet the needs of their students. Further work will be needed into next year in order to add depth to the work done by staff. Learning will continue next year in order to build on the current year's professional learning and to deepen teacher's knowledge and skills.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

Flowing from priorities named in last year's annual report, three key goals were set for School Improvement in 2010 after consultation with the staff and community. The goals were as follows:

1. **Catholic Life and Mission** – Build the connection between Parish and School through faith formation.
2. **Pastoral Care** – Introduce and implement the Positive Behaviours for Learning Program in all classes and with the support of the OLGC community.
3. **Teaching and Learning** – Lift student achievement in Numeracy through a stronger focus on assessment.

Catholic life and mission was a key focus for our school during 2010. The staff, parents and parishioners were provided opportunities to attend a series of workshops by Father Richard Leonard who focused on media, its impact on our lives and the responses that modern Catholics can bring to dealing with this powerful part of modern living. Flowing from the focus on media, the school used the video streamed Broken Bay Institute workshops by inviting parents and staff to participate in associated discussions and lectures.

A team of staff and parents was formed to implement the PBL Framework. All teachers ensured that consistent practices were implemented concerning communication about expected behaviours and the staff noted the lift in consistency of practice as a result of the strategies used.

The staff and parents took part in extensive opportunities to learn about best practice in the teaching of Numeracy as a result of effective assessment. Work in this area resulted in the identification of further learning required in order to achieve a greater degree of consistency in the teaching of numeracy. The need of relevance to the lives of children was also established.

In addition to our School Improvement agenda, the staff and community continued to work towards the achievement of the following set of priorities:

- Complete all planned Building for the Education Revolution (BER) and Pride building and school refurbishments;
- As a member of the Peninsula Catholic Learning Community of Schools, continue to actively participate in and contribute to the community's agenda (Leadership Professional Learning, Come on Kids, Maths Challenge Program, Marana Music Festival, Public Speaking and Debating, Senior Cluster Mass and sporting events throughout the year);
- Trial a new process which provides parents and teachers the opportunity to share information about children in first two weeks of the year;
- Enlist the financial and appropriate support of the parent community to support the planning and redevelopment of the school play equipment space which includes seating, shade and play;
- Use community consultation to evaluate then review the current plans for traffic management and parking and devise an implementation plan which is safe and effective given the growing population of the school.

Significant work and gains were made in each of the areas named above, not least the completion of construction of four new classrooms and an Early Learning Centre as well as the refurbishment of the School Hall and a Kindergarten classroom. Work has begun on the renewal of the new playground and is due for completion early in the new year.



6.2 2011 Priorities and Challenges

Moving into the new year will present some wonderful opportunities and challenges for OLGC.

These are identified below:

- Appointing a new Principal to work with the OLGC community in setting a new direction for the future and in building on the work of the past.
- Sustaining the collaborative nature of the school through its governance structures e.g. the School Board and its Parents and Friends Association will be a consideration.
- Integrating the newly established Early Learning Centre into the life of the school will be an important focus.
- Ensuring that the positive relationship developed with the Catholic Parish of Frenchs Forest is built upon will also be a continuing priority.
- Reviewing of the school Vision and Mission Statement and the establishment of a new Strategic Plan is needed to help guide the school into the future.



7. Parent Participation

7.1 Introduction

Parents are a vital part of the life of OLGC. The school provided many opportunities for parents to be actively engaged in school life at many levels.

Parent attendance at school functions such as Mother's Day, Father's Day, school liturgies, social events, sporting and cultural events was strong throughout the year as was their willingness to help with the organisation and running of these events.

The School Board and Parents and Friends Association used community survey data via the internet to gather information about key issues such as road safety and student transport needs. The data helped the school traffic committee better understand the use of drop off and pick up needs of the community. It also provided strong evidence in order to approach the local bus company about increasing the availability of bus services to OLGC from surrounding suburbs.

The school staff provided opportunities for parents to be engaged in learning about Numeracy and Literacy. Workshops were organised to support parents in understanding how children learn Number concepts at K-2 level then at Year 3-6 level. These workshops were run morning and evening and were very well attended. Workshops were also offered to parents in to support them in understanding how children learn to read and write.

7.2 Parent Satisfaction

Feedback from parents about the school was received at Parents and Friends meetings, through the use of random interviews of parents before and after school and at a range of events throughout the year including social events and occasions such as parent / teacher meetings and classroom visits at the end of terms one and three.

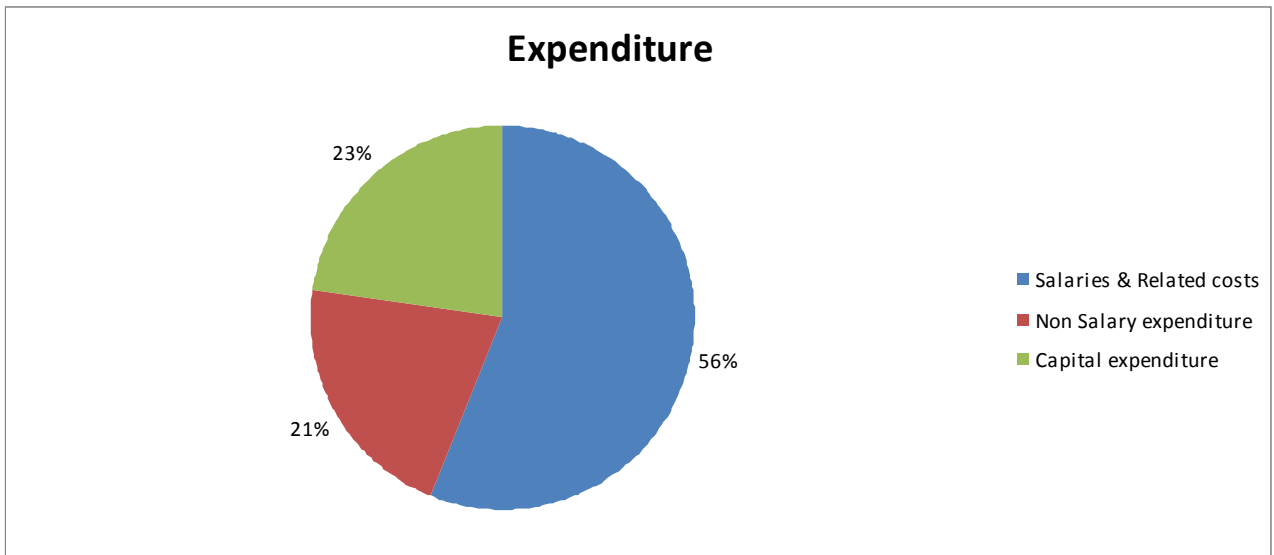
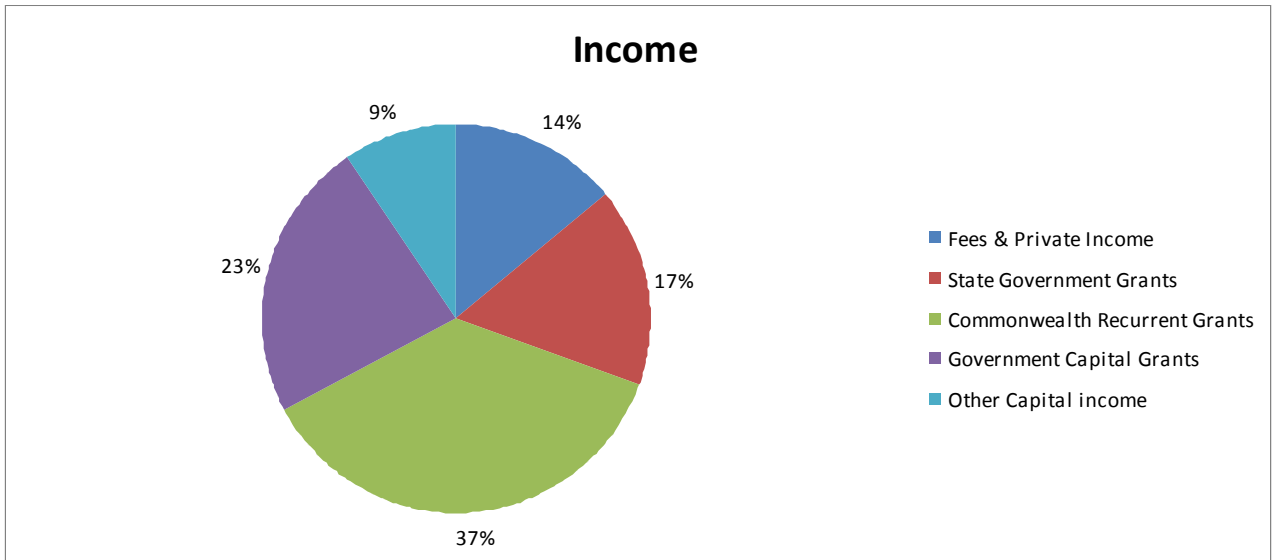
Data collected from these sources revealed:

- Parents were pleased to see school facilities being improved through the Commonwealth Government's Building Education Revolution and were supportive of the move to build a pre-school as part of this funding.
- There was concern expressed about the disruption caused to some classes as a result of the building of four new classrooms.
- Continued support for the involvement of the school with the Parish through family masses once per month.
- Appreciation for the consistency of information provided about the daily running of the school through the school newsletter and the use of the email and subscription system for receiving and sending information.
- The involvement of students at weekly assemblies up to the beginning of the building project and through leadership opportunities, however, a wish that assemblies be resumed as soon as possible once the building project had been completed.
- Parents were pleased with the processes used by the school at enrolment time especially for children at Kindergarten level.
- Support was expressed for the implementation of 'Positive Behaviours for Learning' at OLGC as a means of raising student and community awareness about expectations of behaviour which impact on student learning.



8. Financial Report

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



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