Our Lady of the Angels Primary School, Kellyville
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Introduction

About the Annual School Report

Our Lady of the Angels Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

Belief statement

Our faith in Christ’s teaching is at the centre of all we do to nurture each child, spiritually, emotionally, academically and physically in the footsteps of our patrons, Mary and St Francis.

We, at Our Lady of the Angels Primary School, aim to provide a comprehensive and balanced curriculum that engages students in quality learning experiences across the six mandated key learning areas and Religious Education. We endeavour to ensure that each of our students develops a love of learning, a thirst for knowledge, a healthy self-esteem, a respect for others and a desire to know and follow God. We work to establish a welcoming community where parents work in partnership with the teachers to support all aspects of their child’s development: academic, social, emotional, physical and spiritual.

Our Lady of the Angels Primary School is blessed to have an excellent staff. In 2017, a new assistant principal, three new full-time teachers, and two part-time teachers joined the existing staff of professionals who are hard-working, enthusiastic and dedicated.

Our school motto, Faith Seeking Understanding, stems from the knowledge that the members of our community are united in the same Catholic faith. It is our mission, as educators, parents, children, priest and parish to grow into a deeper understanding of this faith as we live and learn together. Our Lady of the Angels Primary School recognises parents as the primary educators of the students in our care and values the contribution made by parents at all levels of their child’s school life.

As the foundation principal of this school, the responsibility and challenge associated with the role are surpassed only by the excitement and enthusiasm that comes with it. Recognition goes to those who continue to take up the challenge and join us on our journey in the name of Catholic education and, together, we look to the future with hope and enthusiasm in the formation of our growing school community.

Parent

Belief statement

The relationship between school and parents is built on mutual respect, where all stakeholders are valued and listened to through open communication, to reach common goals for the holistic wellbeing of every student.

Our Lady of the Angels Primary School recognises parents as the primary educators of the students in our care and values the contribution made by parents at all levels.

In 2017 Parents and Friends (P&F) meetings were held each term. The broader parent body was very supportive of the P&F and various fundraising and community-building initiatives.

A social morning tea was held for the new Kindergarten families to welcome them to the school and to help the parents to settle into school life just as well as their children did. Traditionally the P&F are involved in Mothers Day stall and morning tea, Grandparents Day morning tea, Fathers Day breakfast, Friday special treats, second hand uniform, Parish Fiesta, and Kindergarten orientation. In 2017, an addition to this was the Family Portrait fundraiser. Their great work is deeply appreciated.

Parents are an integral part of student learning and are invited to attend the classroom to assist with special learning days, gross motor, literacy and numeracy groups.

Our Lady of the Angels Primary School excels at communicating with parents on a regular basis. Parents had the school newsletter emailed every week which detailed all aspects of school life. In addition to this, each class teacher prepared a weekly communication note which was emailed to parents detailing literacy, numeracy and key learning areas that would be the focus of the coming week. This gesture was a further reflection of the connection between school and parents and a simple strategy to increase parental awareness and engagement in the education of their children. Social groups were established in most class groups and Our Lady of the Angels Primary
Children. Social groups were established in most class groups and Our Lady of the Angels Primary School had quite an active social network amongst the parent body.

**Student**

**Belief statement**

*All students can achieve academic, social and emotional success within a supportive environment that promotes passion, creativity, trust, collaboration and reflection.*

Our students have wonderful facilities such as playing spaces including a grass oval, modern learning spaces and technological resources to assist them with their learning and leisure. Throughout 2017, students continued to be exposed to a range of rich learning experiences and the opportunity to be part of lunchtime activities such as garden club, chess club and games club. These increased to include sewing, Lego Robotics, choir, football and netball club.

The school continued inter-school debating and involvement in Tournament of the Minds and Maths Olympiad. Students also participated in competition verse speaking and a Music Expo. The Our Lady of the Angels Primary School entrant into the Catholic Education, Diocese of Parramatta (CEDP) Voice of Youth Public Speaking Competition was runner-up in the finals.

The Student Representative Council (SRC) members were elected by their peers at the beginning of term 1. This included school and sports captains and vice captains, as well as two SRC members from each class group. A Commissioning Ceremony of the SRC was held after the Opening Year Mass.

Responsibilities of the SRC included raising the flag; leading and assisting in assembly; distribution of sports equipment daily; and working with teachers to plan, promote and facilitate any social justice fun days. In term 4, students participated in 'love in a shoe box' project in which almost 300 shoe boxes filled with clothing, toys, and stationery were donated to Catholic Care to be sent to Vietnam.

The end of the year saw 72 graduating Year 6 students from Our Lady of the Angels Primary School. The majority of these boys and girls continued their schooling at various Catholic secondary schools in the local area.
Who we are

History of the school

The parish of Our Lady of the Angels, Rouse Hill, began in May 2007. The need for a Catholic school to meet the needs of the community of young families in this growing area resulted in the initial registration of Our Lady of the Angels Primary School.

In 2009, a foundation class of 19 Kindergarten students attended the neighbouring school, Our Lady of the Rosary Primary School, Kellyville, as the prospective students of the proposed new school. When the school officially opened in February 2010 for Kindergarten to Year 2, these students transferred to the new site. The enrolment in that year was 66 students.

In recognition of the need to provide places for Catholic children to receive a Catholic education in this rapidly growing area, plans were changed and the design altered to cater for a three-stream school. The school accommodated 20 class groups in 2017 with enrolments rising to 515 students from Kindergarten to Year 6.

The construction of the school over the past seven years was finalised in the latter weeks of 2016 in preparation for the students at the start of 2017 school year. This last stage comprised 12 new learning spaces for 360 students as well as significant improvements to the school grounds. Our gratitude goes to Catholic Education of Diocese of Parramatta for its provision of these exceptional 21st century learning spaces and grounds for the students. This year, 2017, has witnessed the completion of all work. On the 27th October, 2017, Our Lady of the Angels Primary School community gathered to celebrate the official Opening and Blessing of the final stages.

In December, 2017, Our Lady of the Angels Primary School building project won the Learning Environments Australasia - NSW chapter - Category 1 - New Facility Award for 2017.

Location/drawing area

Our Lady of the Angels Primary School is located in Kellyville on the corner of Wellgate Avenue and Withers Road. It is surrounded predominantly by parkland with Bruce Purser Reserve on the opposite corner, Commercial Road Reserve diagonally opposite and a housing estate on the third corner. In 2016, much of the surrounding bush land was cleared and subdivided for housing, increasing the demand for enrolments.

Although it serves the parish community of Rouse Hill, Our Lady of the Angels Primary School welcomes all students who are seeking an education that embraces the Catholic enrolment availability. Enrolments are accepted and processed according to the Enrolment policy criteria.
### Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>31</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>29</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>84</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our school community is privileged to have a splendid church on our grounds for daily attendance. Students are encouraged to start their day with a visit to the church and prayer.

Throughout 2017, various events and liturgical celebrations were celebrated including the Opening School Year Mass, St Patrick’s Day, Mothers Day Mass, Grandparents Day, the Feast of the Assumption, Fathers Day liturgy and breakfast, Catholic Schools Week, Remembrance Day, Our Lady of the Angels (OLA) Day and End of School Year Thanksgiving Mass.

As with each year, the school community attended and eagerly supported the Celebration of Our Lady of the Angels Feast Day Mass, and procession of Our Lady, as well as the Parish Fiesta which followed. In 2017, there was strong involvement and support for the Fiesta, once again.

In 2017, the Religious Education coordinator (REC) was privileged to attend a pilgrimage to the Holy Land, Rome and Assisi.

All members of the school staff participated in a day of mindfulness and wellbeing as their Formation Day. Staff engaged in formal staff prayer each fortnight and attended the Adoration of the Blessed Sacrament in between. The whole school community stopped to pray the Angelus at the noon bell. This was usually led by students.

Highly valued was the whole-school mass on special occasions at least once a term. Each weekday, one grade attended the parish mass on a rostered basis. Reconciliation was also attended on a regular basis by the relevant students. The parish priest visited a class each week. Staff members gathered each Friday morning for prayer. Special intentions were added into the school’s Community Prayer Book which was in the school foyer.

All staff members supported the parish Sacramental program and attended these events pertaining to the school students.

Each day, our school prayer and Monday morning assembly included the prayer of St Francis as part of continuing to develop the Franciscan charism of the school.

Social Justice

Our school’s students engaged in fundraising for social justice and outreach programs. These included St Patrick’s Gold Coin Mufti to raise money for Project Compassion (Caritas); Pyjama Day for the donation of blankets and clothing to St Vincent de Paul Winter Appeal, National Evangelisation Teams (NET- Catholic peer to peer youth ministry that puts into action the Church’s mission to evangelise and disciple young people); Sydney Mission Day (Diocesan Works Funds) and Market Week (Catholic Mission where funds were raised to provide medical support/ambulance in Uganda.)

Social Justice events included Poor Person's Mass on the Feast of the Sacred Heart and Pyjama Day and St Patrick’s Day Fun Day (gold coin donation) to support Project Compassion. In 2017, the school community participated in ‘Love in a Shoe Box’. Almost 250 shoe boxes, filled with toys, clothing, stationery and treats, were donated by the community as part of Operation Shoebox to support Samaritan Purse. These were Christmas presents for underprivileged children around the world.

Many of these events coincided with a special liturgy or mass. Special events - fun days, lunchtime games - were planned, prepared and coordinated by the SRC students and facilitated by the Religious Education coordinator.

School home and parish partnerships

Our Lady of the Angels Primary School strongly supports the role of parents in partnership in the development of their children entrusted to the school. For this reason, parents are encouraged to become involved in the children’s school life at a number of levels.
In 2017, parents responded enthusiastically to every invitation to participate in liturgy, celebrations and events related to school life including parent education sessions, class student/parent/teacher evenings and interviews, literacy and numeracy lessons, gross motor and discovery time sessions as well as helping out of grade field trips.

All volunteers completed the mandatory online child protection training.

The Parents and Friends Association continued to be proactive in the social and fundraising dimensions of school life. Parents were actively involved in school sporting events such as the athletics carnival and cross country.

Parent volunteers were responsible for providing special lunchtime treats for the students throughout the year as well as community events such as morning teas for special days.

**Religious Education**

Throughout the year, teachers accessed the scope and sequence of the Parramatta Diocesan Religious Education syllabus, *Sharing Our Story*, the Religious Education portal, websites and resources to develop Religious Education programs. They reviewed the scope and sequence to align the Religious Education curriculum with the parish Sacramental program. Our Lady of the Angels Primary School continued to utilise the *To Know Worship and Love* (Sydney Diocese) resource to support the *Sharing Our Story* units. Each of the learning spaces had a place dedicated to gathering for prayer, and reflected the liturgical season and current unit of work.

The Parramatta Diocesan Religious Literacy Assessment (RLA) was carried out in 2017. Seventy two students from Year 4 and 36 students from Year 6 completed the online test and a project. The school summary included only the online aspect of the test. The online test showed results across the seven strands of Religious Education. Of the seven strands our school’s results were above the diocesan average.

**Professional Learning of staff in Religious Education**

The Staff Formation Day was held with the parish priest starting with mass and sharing in a day of meditation and prayer. This aligned with the wellbeing and mindfulness focus for the year.

Other areas of professional learning in Religious Education were:

- Holy Land and Rome Pilgrimage for REC
- Religious Literacy Assessment (RLA) marking (Year 3/4 staff) - communicated to all staff regarding application of three senses - literal, spiritual, applied
- new Religious Education (RE) programming proforma designing (whole staff)
- new REC professional learning meetings
- Mission and RE Workshop Day
- REC Formation Day term 3
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

In 2017, zero percent of students in Year 5 and 7 from Our Lady Of The Angels Primary School were below the national minimum standard in all areas tested. There were zero percent of Year 3 students below the national minimum standard in reading and writing. Year 3 had more students in the top three bands in reading and writing than the national standard. Year 5 students who...
scored in the top two bands in reading were well above national average; as was the case with Year 5 writing and numeracy. Trend data for Year 5 writing, spelling, grammar and punctuation and Numeracy was significantly on the incline. Trend data for Year 7 indicated a similar pattern. Both Year 5 and Year 7 data indicated significant growth in all areas tested.

School curriculum

Each year, student achievement is a testament to the excellent work of all staff members at our school.

In 2017 the learning support teacher, class teacher and teachers' aides catered for students with additional needs. Regular assessment and tracking of student performance allowed for early identification and intervention programs for students identified at risk, particularly in the areas of literacy and numeracy. The school continued to develop its involvement in the Extending Mathematical Understanding (EMU) project. All students underwent the Mathematics Assessment Interview (MAI). One Stage 2 EMU specialist teacher was trained, bringing the total of trained specialists to three. Reading Recovery (an early intervention into reading program) was delivered by two trained teachers. In 2017, the Literacy Lessons (L2) designed to target students in higher grades in need of targeted intervention, continued. Bug Club online reading program was continued in 2017 as well as the School Magazine. 'Word of the Week', whole-school writing task and Community Rug-Reading continued. Year 1 participated in Frog Club (Hills Council). Information Technology was widely used to support learning with a focus on cyber safety.

Students participated in competitions in numeracy, literacy, science and Information and Communication Technologies (ICT), inter-school debating, Tournament of the Minds, Maths Olympiad, Premier's Reading Challenge and Mathletics.

There were also skipping, gymnastics, athletics, dance, swimming and band activities after school.

Students also participated in verse speaking and the a3 program (drama, dance and choir). All competed in the Hawkesbury Eisteddfod with excellent results. Also Boot Camp, boys' shed and lunchtime clubs continued to be well supported. Italian language and culture culminated in an Italian Market Day celebration for all the community.

The school held its first Spelling Bee which was a resounding success and will become a yearly event.

Initiatives to promote respect and responsibility

The Positive Behaviour for Learning (PBS4L) launched in 2016 continued to be developed. This was led by two staff members and a committee of five. The PBS4L was regularly promoted to parents via the weekly newsletter. As part of the process, students received recognition of their keeping the school rules: Respect for Self, Others and the Environment. Many students who reached the designated benchmarks received awards accordingly.

The success of the program was evident in the results of the Quality Catholic Schools Survey which saw an improvement of perception around student behaviour, in and outside the classroom.

Professional Learning

In 2017, staff engaged in a range of professional learning opportunities including the following:

- Reading Recovery training for Stage 1
- Stage 2 multiplicative thinking - numeracy
- Extending Mathematical Understanding (EMU) specialist training for Stage 1
- Extending Mathematical Understanding (EMU) specialist training for Stage 2
- Seven Steps to Writing - whole-school writing improvement initiative
- Spelling It Out - whole-school spelling course
- Understanding Personalised Plans for Disability Standards
- Safe Guarding (Investigative Practice, Risk Assessments, Allegations versus Gossip, Responding to High Risk Behaviour)
- Governance for Leadership
- Stage 1 and Stage 2 numeracy block - numeracy Teacher Educator
- MAI training
- school based professional learning - NSW Education Standards Authority (NESA)
- Cardiopulmonary Resuscitation (CPR) training;
- Work Health and Safety (WHS) training - all staff
- meditation for mental health and well-being - all staff
- Holy Land and Rome pilgrimage (REC)
- ASPECT (autism spectrum disorder)
- anxiety in children
- Positive Behaviour Support for Learning (PBS4L)
- PBS4L Conference (Brisbane)
- Disability Discrimination Modules
- new REC professional learning meetings
- case management meetings
- online NAPLAN training
- Sitecore training
- Mission and RE Workshop Day
- In school coaching and mentoring
- coaching and mentoring REC cohort
- REC Formation Day term 3
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That students would build on their awareness of God’s presence by making connections between their actions and Christian Scriptures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>We wanted to continue the success of 2016 goal with a focus on Christian Living and Jesus strands as indicated in this year’s Religious Literacy Assessment results.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | Students used the three levels of understanding Scripture when reflecting on their learning:  
- literal (on the line - initial learning)  
- spiritual (between the line - deep knowledge)  
- application (beyond the line - deep understanding) |
| Status of priority 1 | Ongoing |

| Priority 2 | That 80% of Kindergarten to Year 6 (K-6) students would achieve the relevant clusters on the literacy continuum in vocabulary, phonics and phonemic awareness, and for Year 5 students, more specifically, to achieve a two-band growth in spelling and vocabulary criteria in NAPLAN |
| Reason for priority 2 | NAPLAN data showed that many students were not reaching their expected growth in spelling between Years 3 and 5 and student writing sample analysis K-6 indicated many were not at the recommended cluster for phonics and the spelling component of Aspects of Writing. |
| Steps taken to achieve priority 2 | In 2017 we:  
- viewed phonological and graphological processing skills  
- noted key ideas, agreed methods of teaching spelling, content needed to be addressed in each Stage  
- explicitly taught spelling strategies and skills during literacy groups  
- attended professional learning to develop teachers’ skill levels  
- ensured that there was agreed practice of teaching spelling across the school  
- promoted and maintained the focus on the school literacy goal |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>That all students, K-6, would improve a minimum of one growth point in multiplication and division in the MAI, with particular focus on effective reasoning strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Our MAI and NAPLAN data indicated this to be an area of need across the school.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | We:  
- identified professional learning needs of teachers and facilitated professional learning through coaching/mentoring process, including visits to other schools  
- facilitated a teaching educator to work with staff on multiplicative thinking  
- facilitated induction of new staff to ensure consistent language and understanding of MAI implementation, data analysis and growth point knowledge  
- participated in Multiplicative Thinking inservices as available from CEDP (Stage 2 modules x 6) |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will grow in their knowledge of God’s presence in their lives through an understanding of how the Scriptures apply to daily living.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>To consolidate the students’ learning of the 2017 goal, focusing on the three senses.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td>We will facilitate professional learning for <em>Breaking Open the Scriptures</em> (theological background, historical and geographical background of Scriptures, the three senses).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To continue to increase the number of K-6 students to achieve the relevant clusters on the literacy continuum in vocabulary knowledge, aspects of writing and phonemic awareness and for eighty percent of Year 5 students to achieve a two-band growth in spelling and vocabulary criteria in NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Data indicates the need to continue with the 2017 goal and to consolidate the understanding of how words work and how language is constructed.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | We will:  
- ensure that there is agreed practice of teaching spelling across the school that is documented in our Spelling policy  
- unpack with staff the NSW Education Standards Authority (NESA) phonological and graphological processing skills continuum  
- promote and maintain the focus on the school literacy goal. |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To increase the number of students who use reasoning and fluency while communicating their understandings when problem solving multi-step and rational number questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 3</strong></td>
<td>When unpacking 2017 NAPLAN data, an inquiry into ‘item analysis’ indicated that an increasing number of students answered multi-step questions that required problem solving incorrectly. Whole-staff analysis of this data, along with daily anecdotal evidence supported the notion that further inquiry and professional learning needed to be invested into improving the students’ ability to solve questions that are multi-stepped or involve an element of rational number or problem solving.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 3** | Teachers will be:  
- using the syllabus to identify and make connections between strands and the mathematical language within rich tasks  
- developing and being accountable to a whole-school agreed practice for a numeracy block  
- developing and displaying rich anchor charts, word walls, learning intentions, success criteria and student work samples |
Community Satisfaction

Parent satisfaction

During 2017, CEDP continued conducting the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. Data was collected and showed that parents valued the approachable nature of the school and had opportunities for input and parents were very satisfied with the learning focus, transition programs and homework. Parents believed staff prepared stimulating learning and saw teacher morale as high. Parents believed students were motivated and enjoyed coming to school and were safe at school; believed students had highly developed positive social skills and connected to peers; acknowledged the range of extra-curricular activities available for the students. Some parent feedback included:

"This is just a quick email to congratulate all of the staff at OLA for such a fantastic term! Their dedication to the school is what makes our school such a beautiful place for our children to grow and learn in faith."

"The school is absolutely dynamic in every way and I feel so privileged to have four of my grandchildren fortunate enough to attend. The classrooms were amazing and so inspirational creating a wonderful learning environment."

Student satisfaction

The QCS data reflected that students were feeling an improved connectedness to school and peers. They acknowledge the range of extra-curricular activities available to them. They also felt less distressed than previously and their motivation had improved. They continued to feel connected to their peers and their sense of feeling safe at school rated higher than ever. They rated engaging learning activities as high. Students rated teacher empathy and stimulating learning in the top 25% of the country. While their view of student safety improved, classroom behaviour was still a concern.

Teacher satisfaction

The QCS data showed staff in the top 20% of Australian schools in the areas of engagement, team-based practice, teaching and learning and improvement focus. All other areas scored just below this in the 80th percentile except for work demands which scored the lowest, only just below the others.

Nearly all staff members happily participated in all social and out of school hours events, demonstrating their enthusiasm and love for their school and students. This was often noted by parents. The collegiality was strong among staff members and, overall, they were happy and caring towards others.
Student Profile

Enrolment Policy

Our Lady of the Angels Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years’ student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>223</td>
<td>225</td>
<td>448</td>
</tr>
<tr>
<td>2016</td>
<td>236</td>
<td>246</td>
<td>482</td>
</tr>
<tr>
<td>2017</td>
<td>239</td>
<td>265</td>
<td>504</td>
</tr>
</tbody>
</table>

Our Lady of the Angels Primary School is a relatively new school. For this reason, significant growth in enrolments has been seen across the past seven years. This, compared to the number of students exiting the school, has resulted in significant enrolment growth. The area in which the school is located has seen extraordinary growth in population. This also has impacted on the enrolment numbers in the school in a positive direction. Over 90% of students enrolled are Catholic or of other Christian faith.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

| Kindergarten | 86 |
| Year 1       | 81 |
| Year 2       | 88 |
| Year 3       | 88 |
| Year 4       | 84 |
| Year 5       | 86 |
| Year 6       | 87 |
| School Average | 86 |

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

| Language background other than English (LBOTE) | 142 |
| Students with disabilities (SWD)               | 16  |
| Indigenous                                      | 6   |

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for
the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

At Our Lady of the Angels Primary School, it is essential that relationships of trust, cooperation and partnership exist. It is vital to create an environment where all members have a clear appreciation of the rights and responsibilities of all. This environment is conducive to worthwhile learning; enhances a sense of belonging and demonstrates a caring concern for the well-being of its members.

Underpinning all procedures was the school's Pastoral Care and Student Management policy. This is available from the school office and the school's website at http://www.olarousehill.catholic.edu.au/

The Whole School Behaviour and Management policy was recently reviewed and the whole-school behaviour policy, known as Positive Behaviour Support 4 Learning (PBS4L), was continued. This was driven by a focus team of five teachers. This was to ensure clarity and consistency of the policy amongst staff as there were a number of new staff members who joined the school.

The 2017 focus on mindfulness and wellbeing was inclusive of all. Students engaged in daily activities around mindfulness and calming. These were communicated in the weekly Newsletter along with other hints and ideas for parents to continue at home.

As part of the Anti-bullying program, parents were strongly urged to attend seminars provided by the Parent Representative Council (PRC). It was pleasing to see there was a strong representation from Our Lady of the Angels Primary School by parents and staff. Close relationships existed with the local police force and the police liaison officer presented to small student groups. A strong focus on cyber-bullying and the appropriate use of digital technology existed.

The school counsellor attended three days a fortnightly and worked with students referred to him and with students' parents as appropriate.

A before and after school care service existed on site and operated from 6.45 am to 6 pm, excluding school hours, and liaised closely with the school.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy in 2017.
Section Eleven: Financial Statement

Income
- Commonwealth (61.6%)
- Capital (0%)
- State (18.2%)
- Fees (19.2%)
- Other (1.1%)

Expenditure
- Capital (10.6%)
- Salary (64%)
- Non-Salary (25.4%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,565,366</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,053,558</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,109,309</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$61,050</td>
</tr>
<tr>
<td>Total Income</td>
<td>$5,789,283</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$646,890</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,917,167</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,557,824</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$6,121,881</td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.