

2015 ANNUAL SCHOOL REPORT



Our Lady Queen of Peace Primary School, Greystanes

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Our Lady Queen of Peace Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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

I am proud to present to you the 2015 Annual School Report for Our Lady Queen of Peace Primary School, Greystanes.

Our Lady Queen of Peace Primary School is a dynamic Catholic school committed to quality education in Greystanes. Children, parents and pastors combine to provide a Christian environment that nurtures the uniqueness of each individual.

We enjoy a strong and positive partnership with the parent community in our school. The school has an active Parents and Friends Association (P&F) that is focused on learning and fundraising activities. This enables us to upgrade our resources on a yearly basis.

At Our Lady Queen of Peace Primary School, staff members are focused on pedagogy that reflects effective teaching and learning. Teachers strive to provide learning experiences that engage our students and extend and deepen students' knowledge and understanding. In order to make learning more meaningful and relevant to our students, we are constantly looking at ways to integrate better quality digital resources into our teaching and learning. We believe that the use of technology can transform how learning takes place in the classroom.

Our classrooms are organised as flexible, dynamic spaces that enhance learning. This initiative allows all children the opportunity to work with a number of teachers across the grade and to benefit from the expertise of all teachers involved. The children's learning is also supported through the provision of specialist teachers and support staff.

Parent

Our Lady Queen of Peace Primary School promotes a strong and positive partnership with the parent community in our school. The school has an active Parents and Friends (P&F) Association that runs a number of community events and fundraising activities. These enable the school to upgrade resources on a yearly basis. In 2015 all money raised through the P&F went towards improving the playground including soft-fall areas and a Covered Outdoor Learning Area (COLA) over the netball court.

Parents are also invited to work in partnership with teachers across the school in supporting the learning for all students. A supportive group of parent helpers is involved in a variety of classroom activities such as reading, writing, gross motor and play. Parents are active participants in all extra-curricular activities such as carnivals and excursions. The support of the parents at Our Lady Queen of Peace Primary School makes it possible for the school to offer many different opportunities to our students.

Student

At Our Lady Queen of Peace Primary School, all of our Year 6 students strive to be great role models for the rest of our school. We have two school captains whose responsibilities involve leading assemblies and representing our school at events held in the community. Our leadership team also includes eight sports captains and community leaders.

Our school offers many sporting opportunities which include girls' and boys' soccer and touch football teams; rugby league teams for boys; and netball for girls. All students get a chance to represent our school in sporting events at all different levels of skill. We have three school carnivals each year: swimming, cross country and athletics. We also have a great, enthusiastic sport teacher. We have other types of sport activities which come to our school like gymnastics and Dance Fever.

A lot of the classrooms have been renovated in our school, so we have a lot of open space in each of the rooms. Having two teachers and two classes together allows us to share our creativity; do small group work activities and make lots of friends.

Who we are

History of the school

Our Lady Queen of Peace Primary School was established in 1957 to serve the early forming community of the Greystanes district.

The school began as St Simon Stock Primary School in a building which doubled as the church and was run by the Sisters of Mercy until 1965, when the Dominican Sisters of Malta took charge.

In the late 1960's school enrolments increased rapidly and a new school building program was initiated on church land nearby. The first building was opened in 1970 and two years later the school was renamed Our Lady Queen of Peace Primary School.

Location/drawing area

Our Lady Queen of Peace Primary School, Greystanes, is a large, Catholic primary school in the Holroyd District. Close to Parramatta, our area is geographically in the centre of Sydney. The school serves the parish of Our Lady Queen of Peace and draws on students from the Greystanes area. Recently a large housing development has opened at Pemulwuy and many of our families reside in this new area.

Workforce Composition

Category	Number of Staff
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	46
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	0
Number of teachers accredited to teach Religious Education	46
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	16
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	93.01
Percentage of 2015 teaching staff who were retained from 2014	86

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Teachers work together in teams with the Religious Education coordinator (REC) to develop and produce meaningful celebrations, drawing on the strengths of each member of the staff. Children from each class participate in various ways to bring life and meaning to each celebration using drama, dance and liturgical movements. Our parish ministers and parents are invited and included in our celebrations. The REC and assistant religious education coordinator provide opportunities for staff prayer and reflection during the term related to the liturgical season or spiritual needs of the school.

Whole-school masses and liturgies celebrate major feast days throughout the liturgical year. Teams work together to celebrate the Beginning School Mass, Holy Week liturgy and many other significant days. Students participate in daily class prayer and the Angelus, and they are also given opportunities to attend Reconciliation with the parish priest throughout the year.

Students are offered many faith experiences throughout the year through morning prayer, liturgies, and sacred prayer rooms and spaces. Students attend, and participate in, rich and meaningful whole-school and grade celebrations throughout the year.

Social Justice

Social justice forms part of our Religious Education program. Issues such as poverty, violence and lack of freedom are discussed in conjunction with Scriptural references.

We have a longstanding tradition with the St Vincent De Paul Society with a yearly winter and Christmas appeal. In 2015, students bought gifts for local nursing homes at Christmas, supporting the parish in their Marsden Christmas appeal. A school-based Christmas concert was organised for visiting nursing home members. Morning tea was provided for our guests along with small craft gifts and cards.

Our school supports many immediate appeals related to world events and needs. Project Compassion is a traditional Lenten focus where the whole school participates by collecting funds.

Each year, our school choir performs for the elderly at our local aged centres. The Year 6 leaders also raised funds to support Caritas with competitions related to environmental issues and the need to protect God's creation.

School home and parish partnerships

The parish is a vital partner in the education of our students in their Catholic faith and heritage. The principal is an active member of the parish pastoral council. Our Lady Queen of Peace Primary School is supported by the parish team in all celebrations, Sacramental programs and social gatherings. The parish Sacramental process is supported through the school by regular communication with parents regarding upcoming events through the weekly newsletter and morning assemblies. All students enrolled in the program are acknowledged at assemblies and in prayer.

Parents are involved in many areas of the sacred life of the school. They are invited to participate in school masses and liturgies as well as grade liturgy celebrations. Significant events such as Ash Wednesday are led by the parish priest and he is directly involved in the spiritual formation of the staff.

The whole school community comes together to pray at Monday morning assembly. These prayers are integrated with feast days throughout the year and each class is given the opportunity to present prayer. Parents are always invited to attend.

Religious Education

Religious Education is seen as an integral part of daily school life. Our school follows the Parramatta Diocesan Religious Education syllabus, *Sharing Our Story*, and we utilise resources such as *Teaching The Truth in Love*. The school enjoys the support and encouragement of the parish priests and works closely with the parish community. Students have the opportunity to develop their relationship with God through prayer and song during liturgical celebrations; classroom religious education activities and attendance at parish mass.

Students are also encouraged to support different parish and community social justice programs such as St Vincent de Paul, Project Compassion and World Youth Day.

We have a Pastoral Care program which seeks to support all individuals in the school community and a well established Discipline and Behaviour Management program based on respect.

Professional Learning of staff in Religious Education

In 2015 the staff engaged in professional learning to develop skills in investigating Scripture at different levels. Students need to be able to engage at the first level and be able to retell the events of the story. At the second level they need to be able to draw out the gospel values that are evident and at the third level they need to reflect on the story and the values and how they relate to their lives.

Staff also undertook grade planning and unpacked the outcomes from the curriculum to decide how they would be taught. In term 4 there was input on how the Year of Mercy would be used as a focus for both 2015 and 2016.

Learning and Teaching

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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	100	94	86	73
	Literacy	98	95	80	72
	Reading	98	95	79	71
	Writing	100	96	90	76
	Spelling	97	93	71	65
	Numeracy	98	94	74	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	98	93	66	61
	Literacy	98	93	67	57
	Reading	99	93	66	58
	Writing	100	92	69	52
	Spelling	100	93	69	61
	Numeracy	98	95	63	56

In each area of NAPLAN testing the students in Years 3 and 5 performed above the national average. The goals established for 2015 were focused on reading in literacy and counting in Mathematics and these goals helped focus our professional development and teaching in English and Mathematics. Stage 2 now needs to have a similar focus in order to increase the number of students in the top three bands.

School curriculum

Within the school curriculum, we aim to provide experiences that will cater for all students'

learning and social needs.

- Four teachers including two co-ordinators form the the learning support team. This team supports teachers and students with specific learning needs. This includes the Reading Recovery program which is a one-to-one reading course.
- Numeracy is supported with the Extending Mathematical Understanding (EMU) program. This involves small group tuition focusing on the basic elements of counting and place value.
- Students in Years 5 and 6 receive weekly Japanese language instruction and a Japanese enrichment class is also offered.
- A Kindergarten Orientation and Transition program, designed to assist preschool students entering Kindergarten, is implemented each year and is aimed at allowing teachers to become familiar with the needs of the students.

Initiatives to promote respect and responsibility

The school promotes respect and responsibility through the following initiatives:

- At weekly assembly the Acknowledge of Country is announced and the National Anthem is sung to develop a respect for our Australian identity. The Australian and Indigenous flags are raised reverently by the school captains.
- Students are responsible for different areas of our school community, such as keeping the playground clean, setting up a prayer focus and morning prayer.
- The student leaders and all Year 6 students work with teachers and students on the playground and in the library to support school values.
- The school expectations are framed around two concepts - *Learn well* and *Look after each other*.
- The school incorporates the restorative justice practice into all incidents on the playground and in the classroom. Questions to help students work through and resolve issues are on display.
- Students are involved in community service through visits to local nursing homes and through the collection of gifts and food for the St Vincent de Paul Society.
- Students are involved in buddy class activities where primary students interact with pre-school and infants students in supporting their learning and social needs.
- Awards are presented by the principal at each assembly for academic achievement, personal best performances, displaying gospel values and citizenship.

Professional Learning

Professional learning undertaken by staff in 2015 included:

- Scriptural story telling
- Extending Mathematical Understanding (EMU) Mathematics workshops for teachers, specialist teachers and leaders
- EMU staff meeting workshops
- Focus 160 literacy courses
- Google workshops for use in the classroom and administration
- grade meetings led by the assistant principal to develop literacy and numeracy
- grade meetings led by the Religious Education Coordinator (REC) to unpack the Religious Education syllabus
- Royal Life Saving, Cardiopulmonary Resuscitation (CPR) course, asthma and anaphylaxis training
- using World Book online encyclopaedia

School Improvement

Annual school priorities

Priority 1	For all students to be able to explain and connect two Scripture passages per unit to Christ's mission and their own lives
Reason for priority 1	Religious Literacy Assessment data suggested that students had a reasonable understanding of Scripture in terms of recalling events. In order to improve this understanding, students needed to be able to express their knowledge of various passages at different levels: they needed to be able to recount the events in the passage; they needed to be able to draw out values from the story and they needed to respond to the gospel message by reflecting on how these values affected their lives.
Steps taken to achieve priority 1	Grade meetings and staff meetings were used to develop strategies for unpacking Scripture with students. Teachers were asked to bring evidence of progress to meetings for discussion. Students were given the opportunity to dramatise the gospel stories; view them in movie form; work in small groups to draw and/or summarise the stories, and locate the stories from the Bible. They were also required to demonstrate their understanding through reflective writing, prayer and personal response.
Status of priority 1	Ongoing
Priority 2	For a minimum of 50% of students to achieve at proficient level (top two bands) for reading and writing in the 2016 NAPLAN
Reason for priority 2	Current NAPLAN data showed development in the lower bands of literacy development from 2010 to 2014. In 2015 the emphasis was on extending students and challenging them to move towards the top two bands. There was a decline in progress between Year 3 and Year 5 and so the emphasis for professional development was on Stage 2.
Steps taken to achieve priority 2	Professional development for teachers includes staff and grade meetings, case conferencing (with a teacher and one student) and system professional development courses referred to as Focus 160. This overall approach to professional development has led to an increase in developmental reading levels from Kindergarten to Year 3 and comprehension ability from Years 3 to 6.
Status of priority 2	ongoing

Priority 3	For a minimum of 80% of students Kindergarten to Year 2 and a minimum of 50% of student Year 3 to Year 6 to be successful in counting, place value, addition and subtraction and multiplication and division
Reason for priority 3	Two thousand and fifteen data in Mathematics suggested that while there had been an increase in overall performance in Mathematics, there were still concerns particularly in Year 3 with basic numeration. The emphasis in this priority was to measure and track student performance in the areas stated and develop strong mental, computational skills. It was seen as important that the skills were not taught in isolation but were applied to others areas such as space and measurement.
Steps taken to achieve priority 3	Professional development included staff and grade meetings and participation in system learning referred to as Extending Mathematical Learning. Agreed practice was developed within the school and students used mental strategies each day (warm ups). EMU groups were established to support those students who were most at risk in Mathematics.
Status of priority 3	ongoing

Projected school priorities

Priority 1	To improve learning outcomes for students in the areas of Sacrament and church
Reason for Priority 1	Professional learning sessions around the unpacking of Scripture reveals that many teachers are readily able to unpack the literal meaning, however they sometimes experience difficulty in identifying the hidden message. Connections to life experiences can sometimes be at a superficial level rather than lived responses at students' level of understanding/capability.
Steps to be taken to achieve Priority 1	Scripture will be unpacked at three levels: <ul style="list-style-type: none"> ▪ retell of events either verbally or in written form ▪ discussion and recording the values of the gospel stories with language support ▪ reflection on how these values are evident or could be evident in their own lives
Priority 2	To improve student understanding of purpose and audience when reading and writing
Reason for Priority 2	Writing results in NAPLAN have fluctuated over time. Students' work samples reflect effort in structure, spelling and punctuation but lack engagement. A sustainable approach to developing an understanding of purpose and audience will link the areas of reading and writing.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ Staff will be involved in professional development through case conferencing, grade and staff meeting and modelling from literacy support staff. ▪ Language will be developed from Kindergarten to Year 6 that helps students question and identify the purpose and audience of reading and writing experiences. ▪ A variety of texts will be explored to be used in developing comprehension skills and used as good models for developing writing.

Priority 3	For children to develop and apply efficient skills in number in order to solve relevant mathematical problems
Reason for Priority 3	Results from school assessment Mathematics Assessment Interview (MAI) and NAPLAN results show fluctuations in results particularly from Year 3 to Year 5 in numeration. Work samples and case conferencing suggest that when too much emphasis is given to one particular strand of Mathematics then other strands do not show progress. Numeration skills need to be taught as a basis of understanding the base ten system but also need to be applied to a practical context of problem solving.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ Data from Mathematics assessment will be used to develop targeted warm up activities. ▪ Data will be matched to the syllabus outcomes to establish significant next steps in development. ▪ Small group intervention (EMU groups) will support students who are vulnerable. ▪ Problem solving activities will be resourced and shared between grades and linked with numeration skills.

Community Satisfaction

Parent satisfaction

The Quality Catholic Schools survey results showed that parents were very happy with the Catholic Identity of the school, the focus on teaching and learning, and the safety considerations emphasised at school. They were also positive about the amount of parent participation in the school. Concerns were raised about student behaviour in the classroom and the current reporting system. These issues were discussed with the Parents and Friends Committee and classroom behaviour management strategies were clarified. The current reporting format is under review.

Student satisfaction

The Quality Catholic Schools survey results showed that students were happy with the level of motivation and engagement in learning. They suggested that teaching was purposeful and they were confident learners. They raised concerns about student behaviour and safety on the playground. These issues were addressed in discussion with the Year 5 and 6 students and playground spaces were improved.

Teacher satisfaction

The Quality Catholic Schools survey results showed that teachers recognised school improvement as an important part of the school's climate. They felt that curriculum processes were clear and that professional learning supported their confidence in teaching. They felt that work demands were very high and that this had led to a loss of empowerment. These issues were discussed in terms of organisational management and a new system of communication to be employed. Opportunities for social engagement and celebration have also been reviewed.

Student Profile

Enrolment Policy

Our Lady Queen of Peace 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

Year	Boys	Girls	Total
2013	407	425	832
2014	413	405	818
2015	405	411	816

Overall enrolment numbers for Our Lady Queen of Peace have remained between 810 and 830. The new suburb of Pemulwuy continues to grow and we are receiving an increased number of applications from this area.

Student attendance rates

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

Kindergarten	93.6
Year 1	94.6
Year 2	94.9
Year 3	94.9
Year 4	94.9
Year 5	94
Year 6	94.4
School Average	94.5

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)	103
Students with disabilities (SWD)	21
Indigenous	7

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

Our Lady Queen of Peace Primary School has a successful student management policy that incorporates procedures for Student Welfare and Anti-Bullying.

It is available to all parents from the school office and is given to all families at the time of their child's enrolment. In recent years, the *Living and Working Together* policy was reviewed by the staff in order to improve effectiveness and implementation. There were no changes made in 2015.

The policy aims to:

- create a safe and happy environment
- ensure consistency when dealing with discipline
- provide guidelines and expectations for staff, students and parents
- encourage self-discipline and mutual respect
- promote pastoral care
- model Christian living

The policy is based on a series of belief statements and rights and responsibilities which ensure that all members of the community are treated with respect and work towards maintaining a well-organised and nurturing environment. It contains a series of positive behaviour expectations and a sequence of clearly set out consequences.

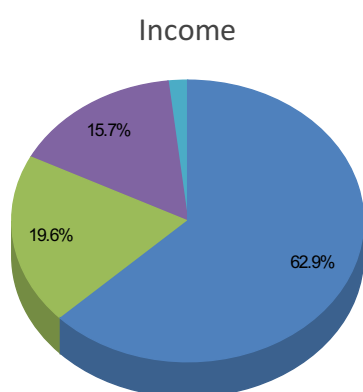
All serious behaviour incidents are recorded by staff members on duty. Each incident is dealt with in the most appropriate way. This includes time out, community service, or parent notification.

Complaints and grievances policy

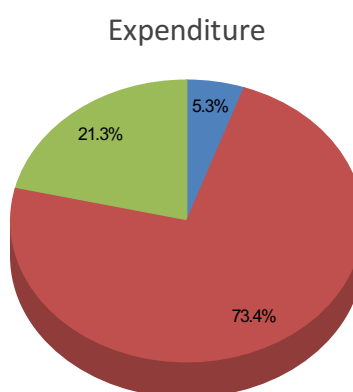
Our Lady Queen of Peace Primary School has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or on the school website. CEDP policy is also available on the website.

There were no changes to the policy in 2015.

Section Eleven: Financial Statement



- Commonwealth (62.9%)
- Capital (0%)
- State (19.6%)
- Fees (15.7%)
- Other (1.8%)



- Capital (5.3%)
- Salary (73.4%)
- Non-Salary (21.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,145,579
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,606,584
Fees and Private Income ⁴	\$1,287,021
Other Capital Income ⁵	\$145,806
Total Income	\$8,184,990

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$420,144
Salaries and Related Expenses ⁷	\$5,816,922
Non-Salary Expenses ⁸	\$1,688,645
Total Expenditure	\$7,925,711

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 fundraisers.
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.