



## ANNUAL SCHOOL REPORT – 2025

### School Performance Information

#### Contextual Information

Our Lady of Good Counsel School is a co-educational, single-stream Catholic primary school in the northern Perth suburb of Karrinyup, WA. The school caters for students from Pre-Kindergarten to Year 6 and falls within the Innaloo/Karrinyup Parish. The school provides a holistic, student-centred education that allows every child to realise their full potential in a nurturing and supportive environment.

The school was founded by the Sisters of the Holy Family of Nazareth in 1965, under the direction of Fr Michael Byrne. Over this time, the school has become synonymous with its founding charism of being a school centred on family spirit. As a community founded in Christ, the school's values of *love, respect, excellence and justice* are actively promoted and embedded across the life of the school. In fostering these values in our students, the school hopes to develop responsible global citizens, who not only look inward to be their best selves but also look outward to the needs of others.

As a small, single-stream community-focused school, we ensure that the needs, talents and gifts of all students are catered for. The school prides itself on offering a diverse and comprehensive curriculum that allows students to shine across a multitude of learning areas. Specialist programs that are offered at the school include Japanese, Music, Visual Arts, STEM, Physical Education, a Gifted & Talented program (THINQERs), Instrumental Music Ensembles, Surfing lessons, Swim and Run Clubs, as well as a variety of educational competitions and special interest groups (Liturgical Dance, Choir, Chess, Lego).

#### Teacher Qualifications

Qualification	Number holding qualification
Bachelor of Education (Primary)	10
Bachelor of Education (Early Childhood)	3
Bachelor of Arts	3
Postgraduate Certificate in Early Childhood Studies	2
Associate Diploma in Social Science	1
Bachelor of Music Education	1
Bachelor Of Social Work	1
Diploma in Teaching	3
Post Graduate Diploma in Education	2
Bachelor of Education (Physical Education)	1
Bachelor of Science	1
Bachelor of Marketing & Media	1
Master of Education	1
Bachelor of Arts in Education	1
Master of Arts	1
Bachelor of Science	1
Associate Diploma in Social Work	1
Bachelor of Sport Science	1

### **Workforce Composition**

Staff	Female		Male	
	<i>Non-Indigenous</i>	<i>Indigenous</i>	<i>Non-Indigenous</i>	<i>Indigenous</i>
<b>Full-time Teaching</b>	9			
<b>Part-time Teaching</b>	8			
<b>Full-time Non Teaching</b>	2		1	
<b>Part-time Non Teaching</b>	9			

### **Student Attendance at School**

Attendance is monitored using the attendance system within the SEQTA suite. Reports are generated daily to confirm attendance. Parents use a voice messaging facility, or an web generated absentee form, to report student absences. The school contacts parents early each school day to follow up unexplained school absences via text message, requiring parents to make contact with the school office to explain a student's absence. Where no interaction from parents is received this is followed by a further text and then a phone call.

Parents are contacted when attendance over a term or semester percentage falls below 85% and these students are monitored during the school year. Where attendance does not improve the school commences a dialogue with the parents to determine the cause of the absences and whether this can be easily rectified. If necessary, an attendance improvement plan will be put into place, involving different stakeholders including parents, staff and external agencies if appropriate.

### **2024 Attendance by Year Level**

Year level	% of attendance
PP	91.27
Y1	91.35
Y2	93.05
Y3	91.46
Y4	89.01
Y5	92.58
Y6	95.01
<b>Total</b>	<b>91.96</b>

### **NAPLAN Data – 2024 to 2025 trends**

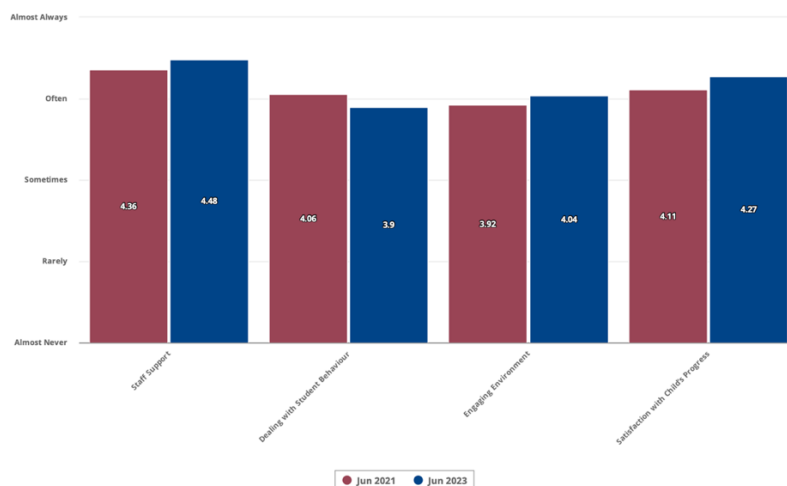
Year 3		Year 5	
<b>Numeracy</b>	Upward trend	<b>Numeracy</b>	Maintained
<b>Grammar</b>	Upward trend	<b>Grammar</b>	Upward trend
<b>Reading</b>	Upward trend	<b>Reading</b>	Upward trend
<b>Writing</b>	Upward trend	<b>Writing</b>	Upward trend
<b>Spelling</b>	Maintained	<b>Spelling</b>	Maintained

## Parent, Student & Teacher Satisfaction

The following tables are extracted from the NSI Partnerships: Parent & Caregiver Voice 2023 Feedback Survey for Our Lady of Good Counsel School.

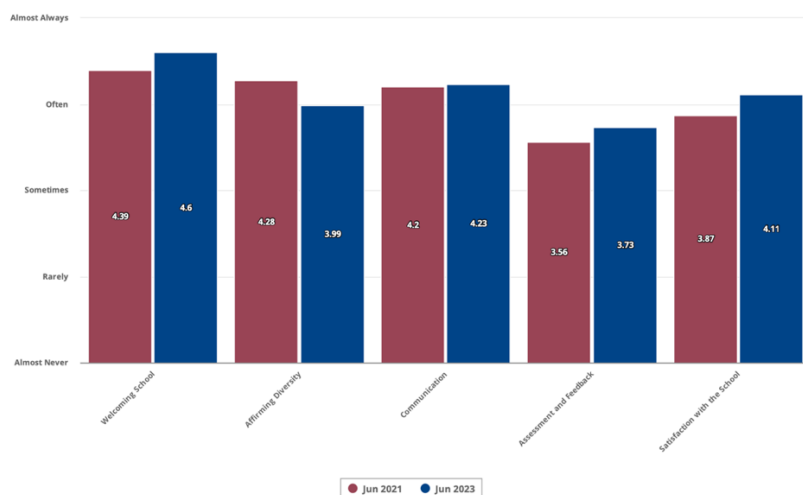
### Child/Children's Experience

Means for each construct.



### Parent/Caregiver's Experience

Means for each construct.



## School Income

<https://www.myschool.edu.au/school/48906/finances>

## Annual School Improvement – 2025

Please find below a summary of strategic intents from the 2025 Catholic School Improvement Plan for Our Lady of Good Counsel School.

CATHOLIC IDENTITY		
Formation for Mission		To provide effective faith formation
By 2030, Catholic Education Western Australia will implement formation practices and programs to empower all staff to further the vision and mission of Catholic education.		
Goals	Success Indicators	QCE Links
Deepen the understanding of our school's founding charism (Sisters of the Holy Family of Nazareth) and how this charism relates to our school motto of "Thy Kingdom Come".	Understanding amongst staff, students and families of the school's founding story and SHFN charism and how it relates to the school's current motto and vision.  SHFN charism of "hospitality" and family spirit" is embedded across the life of the school.	1.1a 1.1b 1.1e 1.2b
Link wellbeing initiatives (including behaviour management) to the school charism, values and catholic ethos.	Embedding the school's values of Respect, Justice, Excellence and Love across the life of the school community, with a Christ-centred focus on these values.  Implementation of whole school approaches to wellbeing.	1.1a 1.1b 1.1c 1.1d 1.2a 1.2b
Achieved by:		
1. Engendering stronger connections between system, school and parish in support of the evangelising mission of the Church.		
2. Forming staff in the Catholic worldview.		
3. Developing Catholic leaders who model, profess and actively promote the Catholic worldview.		
4. Committing to, and analysing, the staff faith survey research to improve understandings of community engagement with our Catholic Identity.		
5. Strengthening partnerships for CEWA staff with tertiary and other providers.		
6. Implementing effective strategies to assist in supporting and strengthening CEWA's Catholic Identity		

EDUCATION		
Excellence for Success		To ensure all that we do is of the highest quality
By 2030, Catholic Education Western Australia's students and staff will thrive in their faith development, learning growth and wellbeing.		
Goals	Success Indicators	QCE Links
Embedding of the newly developed OLGC Vision for Learning, including the exploration of how the teacher practices will be realised through agreed pedagogies.	Staff have a common, shared pedagogical approach and vision for OLGC.  Students and families would experience and be able to articulate elements of a shared vision across the school community.  Professional Learning and pedagogical goals are aligned to Vision for Learning.	2.1 2.2 2.3b 2.3c 2.3d 2.3e
Explore teacher practices and pedagogy in the early year's numeracy learning area and utilise the Vision for Learning as a framework for developing whole school practices in this learning area.	Staff have a common framework and scope for numeracy teaching across the school, aligned to Vision for Learning.  Numeracy pedagogy is student-centered, authentic, contemporary, hands-on and data driven.	2.1 2.3b 2.3c 2.3d 2.3e
Investigate and implement authentic methods of embedding First Nations peoples perspectives across the curriculum, in meaningful ways.	Regular and ongoing engagement with CEWA's First Nations Team to upskill our staff in understanding the history and impact of First Nations peoples experience in our country's history.  Begin to implement meaningful, culturally appropriate activities and lessons across the curriculum, to deepen student's knowledge and understanding of First Nations peoples.	2.1 2.2 3.1a 3.1d
Achieved by:		
<ol style="list-style-type: none"><li>1. Establishing a future-focused culture through boldness of innovation and technology.</li><li>2. Reimagining education and childcare settings by implementing and delivering diverse and flexible models of learning.</li><li>3. Developing system wide analytics platforms that inform decision making related to learning growth and achievement.</li><li>4. Engaging in research relating to world-class education systems and educational trends (e.g. OECD, PISA, Government Policy and reports).</li><li>5. Assuring system recognition by enabling student participation in educational competitions and staff presentations at conferences.</li></ol>		

## COMMUNITY

### Witness for Impact

### To elevate our Catholic story

*By 2030, Catholic Education Western Australia will achieve impactful partnerships with our communities, to enable all to recognise the value and contribution of Catholic education.*

Goals	Success Indicators	QCE Links
Embedding of staff & student wellbeing practices that promote inclusivity and participation, whilst maximising learning potential.	<p>We would see the introduction and embedding of an OLGC Wellbeing Charter across the life of the school, that is focused on supporting the needs of neuro-typical and neuro-diverse student needs.</p> <p>Development of a whole school wellbeing approach, linked to the school's values, and underpinned by a specific range of targeted wellbeing programs and practices to meet the needs of OLGC students.</p>	<b>3.1c</b> <b>3.2</b> <b>2.1</b> <b>1.1b</b> <b>4.1b</b> <b>4.1c</b>
<b>Achieved by:</b> <ol style="list-style-type: none"> <li><i>Celebrating the achievements and contributions of students, diverse communities, care services and the CEWA system for the common good.</i></li> <li><i>Creating opportunities to advance CEWA's political and public presence.</i></li> <li><i>Consolidating in communion and mission with CEWA's partners in Catholic education.</i></li> <li><i>Strengthening and enhancing our partnership with students, parents and caregivers.</i></li> <li><i>Encouraging our alumni to contribute to, and advocate for, Catholic education.</i></li> <li><i>Encouraging Catholic education staff and parents to promote the successes of our system</i></li> </ol>		

## STEWARDSHIP

### Growth for Access

### To provide more students with a Catholic education

*By 2030, Catholic Education Western Australia will enrol an additional 10,000 students and prepare for future expansion, with parents recognising CEWA as the education provider of choice.*

Goals	Success Indicators	QCE Links
Introduce and embed a Staff Growth Plan process, supported by the middle leadership team, that enables staff to build upon individual goals and access peer mentor coaching.	Clear growth plan process utilised by all staff across the school, with alignment to school improvement processes.	<b>2.1</b> <b>4.1b</b> <b>4.1c</b> <b>4.1d</b>
Develop the middle leadership group through targeted professional learning opportunities, that enable their skills to be shared with the broader school community.	<p>Regular leadership meetings ensure alignment to school improvement process, and clear and open dialogue.</p> <p>Continued opportunities for middle leadership professional learning and development.</p>	<b>2.1</b> <b>4.1b</b> <b>4.1c</b> <b>4.1d</b> <b>1.2b</b>
<b>Achieved by:</b> <ol style="list-style-type: none"> <li><i>Commissioning research to determine why Catholic parents have selected an alternative education provider, and increasing advocacy for Catholic education in parishes.</i></li> <li><i>Implementing affordability strategies for access to Catholic education and childcare.</i></li> <li><i>Developing strategies to encourage enrolments from Aboriginal students, migrant / refugee students, students with disabilities and those from lower socio-economic areas.</i></li> <li><i>Improving school and system retention strategies.</i></li> <li><i>Supporting school clusters to reach their enrolment capacity by ensuring affordable access, extending streams and enrolment opportunities.</i></li> <li><i>Establishing more CEWA childcare services across Catholic schools.</i></li> <li><i>Acquiring a land bank for Catholic education and building new schools in areas of population growth.</i></li> </ol>		

# School Community Report - 2024

## Catholic School Advisory Council Chair Report – Mrs Solonge Italiano

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### Good evening, everyone.

Thank you for taking the time to join us for the Annual Council Meeting. My name is Solonge Italiano, and I have the honour of serving as the Chair of the Our Lady of Good Counsel (OLGC) School Advisory Council, also known as the CSAC.

The CSAC comprises dedicated parents, our Parish Priest, the Assistant Principal, and the Principal. As your CSAC, it is our duty to support our Principal in fulfilling Catholic Education WA's vision of creating a Christ-centered and child-focused environment for our students and the community. We provide valuable feedback to ensure the enactment of Quality Catholic Education and assist in strategic planning for the school's present and future.

It is our responsibility to embody Catholic teachings and integrate our school's core values of love, respect, justice, and excellence.

### Let me introduce your OLGC School Council members:

- **Lisa McClue** – Principal
- **Rebecca Barfoot** – Assistant Principal
- **Father Bernard** – Parish Priest
- **Simon Miraud** – Vice Chair. Simon is a new parent to our school, with his son attending Kindy. Simon joined the council last year and brings a fresh perspective, along with valuable professional experience as an accomplished General Manager, Writer and Broadcaster. We welcome Simon and his family to the school and look forward to his continued contributions to our school and Council this year.
- **Kelly Merrin** – Secretary. Kelly has two children at our school, in Year 4 and Year 1. As a high school teacher, Kelly brings invaluable experience and insight to our council and is committed to the growth and learning of our students.
- **Brent Aitkin** – Treasurer. Brent has three children in Year 5, Year 2, and Kindy. His corporate experience as a Finance Assurance Analyst ensures our school's finances are meticulously planned, tracked, and reported. Brent will present the school financials shortly, highlighting the optimistic future of our thriving school.
- **Natalie Matsie** – Natalie has been in our school community for more than 8 years. While her daughter is now in high school, her youngest son is in Year 6. Natalie's longevity within the school and experience as a Certified Practising Accountant, enables Natalie to offer unique insights to our council.
- **Sheridan Mulholland** – Our P&F representative, Sheridan is a familiar face in our school community with two children in Year 4 and Year 2. Her generosity and commitment to our school are evident as she actively participates in various events. Sheridan provides the council with updates on behalf of the P&F.
- **Lastly, myself** – your CSAC Chair. I have three children at OLGC in Year 4, Pre-Primary, and Kindy. Professionally, I am a Corporate Communications Manager. I chose OLGC for its commitment to nurturing a positive, close-knit and catholic learning environment, similar to my own wonderful primary school experience at Holy Spirit in City Beach. My passion lies in supporting the growth of our next generation, building strong communities and instilling catholic values.

Our CSAC look forward to another positive year ahead.

### 2024 Overview

What a year 2024 was! With new faces and renewed energy, we witnessed many positive changes and achievements. I'd like to take a moment to reflect and celebrate them.

### Staffing

Last year, we welcomed eight new staff members to our teaching cohort:

- Miss Kayla Graffin - Pre-Primary Teacher
- Mrs. Sammy Preston - Pre-Primary Education Assistant
- Mrs. Kirsten Italiano - Pre-Primary Education Assistant
- Ms. Annette Barron – Year 2 Teacher
- Mrs. Annelize Soontjens - Year 3/4 Education Assistant



- Mrs. Simone Hesse - Physical Education Teacher
- Mrs. Elisa Rigoli - Art Teacher; and
- Mrs. Marcia Perkin – Finance Officer

Additionally, we saw Mrs. Ciullo appointed as Leader of Learning and Innovation and Mrs. Randazzo took on the role of STEM Teacher.

### **Building Upgrades**

Recognising the need for revitalisation, Lisa hit the ground running with building upgrades. With a modest budget and a thrifty approach, the administrative areas and staff room were refreshed, creating a welcoming space for our staff.

The large storeroom adjacent to Year 2 was transformed into a resource centre and learning support rooms were established across from Year 1 to facilitate students in support learning programs.

Thanks to additional funding, our library received a full overhaul, complete with fresh paint, new carpets, and a functional layout that now includes a Learning Hub for STEM lessons and plays home to our gifted and talented program - THINQERS, led by Mrs. Ciullo.

The P&F also contributed to the much-loved School Bus playground within the Nature Play area, and a City of Stirling grant enabled the installation of an Indigenous Welcome Garden, honouring our traditional custodians.

Over the break, works and improvements continued. We were greeted back with the newly resurfaced basketball courts, which have become a colourful, fun, and multifunctional space. The hall was also refreshed with new paint and composite wood flooring.

On behalf of the Council, we would like to thank everyone who contributed to these projects. The school now has a refreshed and vibrant energy about it and its clear our students are enjoying and reaping the benefits of these improvements!

### **Learning Initiatives**

At OLGC, our priority is the Christ-led learning of our children. With the 60th anniversary of our school approaching, we recognised the importance of refreshing our understanding of our history, engaging teachers, students, and the community in this journey. The rich history of OLGC was woven into classrooms, assemblies, and masses. We were fortunate to have visits from Sr Anita and Sr Helen from the Sisters of the Holy Family of Nazareth, who shared their insights with our school community.

In September, students enjoyed a concert by Australian religious songwriter Andrew Chim, which was a huge success! I'm sure his songs were on repeat in many households afterward.

As education and technology evolve, we must remain innovative in our learning methods. Literacy has been a key focus, with the introduction of the Synthetic Phonics Program—Sounds Write—an evidence-based approach that lays the foundation for literacy. Our teachers also underwent training in the Talk4Writing Program, which enhances oral language, reading, grammar, and writing skills, providing students with an engaging learning experience that significantly improves their writing.

On the science front, Mrs. Randazzo led the introduction of a specialist STEM program, which was met with enthusiasm. During Science Week, students arrived to find evidence of an extra-terrestrial spacecraft crash, sparking creativity and excitement. Our students showcased their STEM projects at the Science Quest Exhibition and some even competed in the Kids in Space Showcase at Mercy College. A heartfelt thank you to Mrs. Randazzo for her dedication to this program.

Our gifted and talented students thrived in the THINQERS program. One highlight was attending the Night of the Notables, where students embodied influential figures in a captivating presentation. Their passion and dedication reflect the incredible efforts of Mrs. Ciullo. I encourage all parents and students to attend this year's event to celebrate the remarkable achievements of our students.

### **Physical Education**

In sports, we welcomed Simone Hesse as our new PE Teacher. Many parents have commented on the innovative and exciting changes she brought to the PE Program.

Last year marked our first with official OLGC merchandise and it was a proud moment to see parents sporting caps and umbrellas while cheering on students at interschool carnivals. A big thank you to the CSAC and P&F for this fantastic initiative!

In a year of firsts, we also transitioned to three factions, fostering greater camaraderie among students and improving race distributions. Thank you to all parents and students for embracing this change.

New last year also, was our first Olympic Day, where Simone led an opening ceremony that exemplified the true meaning of sportsmanship. It turned out to be one of the best days of the year!

We appreciate Simone's hard work in coordinating swimming, athletics, winter carnivals, and Olympic Day, among many other activities.

### **Wellbeing**

We are all aware of the social challenges our children face today, and mental wellbeing is critical to their development. One of the most valuable investments last year was engaging Jenny Biancotti as our Social Worker. In a short time, Jenny made a significant impact, establishing a dedicated Wellness Hub that supports our students' social and emotional development.

Initiatives like drop-in morning teas, the buddy bench, Lego Club, Lunch Lounge and friendship circles have fostered a supportive environment.

Jenny's contributions have been overwhelmingly positive, and we are grateful for her ongoing work in this area. Thank you Jenny!

### **Community**

One of OLGC's greatest strengths is our community. Last year, we witnessed our school community band together to support families facing challenges. It truly takes a village, and we are blessed with a supportive and generous community. On behalf of all families, thank you to the parents who extended their support last year; your kindness is greatly appreciated.

Our incredible P&F and ADHOC groups have further strengthened our sense of community. The P&F organised many events, from welcome back gatherings to Bogan Bingo, Mothers and Fathers Day events, the disco, homeless cookups, Shrove Tuesday and the Christmas Extravaganza, to name a few, continually bringing our families together.

A special thank you to Josephine and the P&F for their commitment to our school community. We always have an event to look forward to!

It has also been wonderful to see more fathers getting involved through ADHOC. The dads' camp at RAC Cervantes attracted a record number of attendees and has become a highlight for many families.

Thank you, Paul and Toby, for nurturing the important role fathers play in their children's lives and for supporting fathers in their journeys, through the many events you hold throughout the year.

### **Quality Catholic Education School Review and Principal Review**

With these accomplishments, it's no surprise that our Quality Catholic Education and Principal Reviews were exceptional. In Term 4, OLGC participated in comprehensive evaluations assessing our performance in key areas: Catholic Identity, Education, Community, and Stewardship.

The leadership of Lisa and Rebecca, who have been with us for only two years, has been nothing short of transformative. Their commitment and passion for our school are evidenced in all they have achieved, in such a short time.

On behalf of the Advisory Council, teachers, parents, students, and the community, I extend our heartfelt gratitude to you Lisa and Rebecca your tireless efforts towards the improvement of our school. It was by no means an easy feat, but you both handled the challenge with such ease and grace and sincerely, we thank you.



## Closing

As I conclude, it is evident that our school continues to thrive in all areas of Catholic Identity, Education, Community and Stewardship. With a dedicated leadership team, passionate teachers, a caring and close-knit community, and ambitious students, I truly believe the future of OLGC is brighter than ever.

I would like to personally thank Lisa, Rebecca, Father Bernard, and all the CSAC members for welcoming and supporting me in my first year as Chair. Your voices and contributions have been instrumental in shaping the future of our school.

To the new families who have joined our school, welcome! We hope you immerse yourselves in our community and enjoy all the wonderful opportunities that our small school has to offer. We look forward to supporting you and your children on their educational journeys.

I'd like to leave you with a quote by Vicki Savini that beautifully captures the essence of our mission: ***"I believe that to teach them effectively, you must touch their hearts long before you begin to teach their minds."***

Our school may be small but it has a big heart! And our children are at the heart of all we do. Thank you all for your time, your support, and your commitment to making OLGC a nurturing and thriving environment for our children. Let's continue working together to create a bright future for our school community.

Thank you and God bless you all.

## Catholic School Advisory Council Treasurer Report – Mr Brent Aitken

### 2023 Annual Financial Statements

The audited annual financial statements (AFS) were submitted to CEWA Ltd showing a final deficit of \$64,088 (prior to depreciation), resulting from annual income of \$2,951,090 and related expenditure of \$3,015,178. This deficit was lower than initially expected due to securing an additional CEWA support payment of ~\$413k late in 2023.

### 2024 Financial Position

A late CEWA payment in December 2024 (~\$626k) has led to higher overall income in 2024 (in comparison to 2023 - ~5%). Operating expenses increased in 2024 (~8% year-on-year), primarily due to higher salaries after EBA negotiations in 2023 and focused spending on educational improvements such as new programs like Instrumental Music, Talk 4 Writing, Sounds Write, and Mini Lit. Prior to depreciation, the school finished 2024 with a deficit of ~\$170k (~250k incl. depreciation).

Throughout the year, there has been engagement with CEWA to ensure continued support for the school's operations and services. CEWA has committed to providing support through ad hoc grants (evidenced by late funding received in 2024) and an overdraft facility to help fund ongoing operations.

The school has demonstrated that through an increase in student numbers that the financial position will improve. Evidence of this can already be seen through increased student numbers, that form the basis of the 2025 budget (outlined below).

### 2025 Budget

The 2025 budget will benefit from an increase in student numbers (K-Y6 +18 compared to 2024). Federal and state funding is forecasted to be lower than in 2024 (approximately \$400k), primarily due to the late CEWA grant (approximately \$626k) received in 2024. School fees will increase by around 4% in 2025 (mandated by CEWA), aligning with rising teacher salaries and the overall cost of living. Operating expenditure is forecasted to decrease by around 1%, mainly due to the absence of one-off costs from 2024 (such as increased maintenance and use of the overdraft), offset by increased salaries in 2025. The staffing strategy to employ early career teachers (for STEM, Year 2, Pre-Primary, and Year 6) has helped mitigate salary increases.

## Five-Year Outlook

As part of the school's financial forecasting and reporting process, and ongoing engagement with CEWA, a five-year forecast was completed. This forecast shows the school's financial position (prior to depreciation) improving to a profit position next year and continuing to strengthen through 2029. Improvement in financial position is primarily driven by an increase in forecasted student numbers, supported by strong Kindy enrollment in 2025 and the expected exit of years with lower numbers (5-6) in the coming years.

### 2025 Budgeted Operations (with 2023 forecasted comparison)

	2024 Actuals	2025 Budget
Federal Funding	2,027,133	1,586,402
State Funding	392,080	429,368
Fees	650,099	706,901
Other Income	34,083	106,155
<b>Total Income</b>	<b>3,103,395</b>	<b>2,828,826</b>
<b>Operating Expenditure</b>	<b>3,305,283</b>	<b>3,294,616</b>
Interest on Loan	47,922	30,000
<b>Total Expenditure</b>	<b>3,353,205</b>	<b>3,324,616</b>
<b>Net Position surplus/(deficit)</b>	<b>-249,810</b>	<b>-495,790</b>

## Principal's Report - Our Lady of Good Counsel Primary School Mrs Lisa McClue

Hello everyone,

It is my pleasure to welcome you to the 2024 Annual Community Meeting of Our Lady of Good Counsel Primary School. As we reflect on the past year, I am proud to share the many achievements and initiatives that have shaped our school community, all underpinned by our core values of Respect, Justice, Excellence, and Love.

### Enhancing Our School Values

Throughout 2024, we have worked diligently to embed our school values into every aspect of student learning and school culture. Whether in the classroom, through pastoral care initiatives, or in community engagement, our commitment to fostering respect, justice, excellence, and love remains at the heart of all we do.

### Wellbeing Initiatives

The approval and utilisation of a wellbeing grant have significantly contributed to the enhancement of student and staff wellbeing. This funding enabled us to undertake the much-needed Toileting Project, establish a Wellbeing Hub, and introduce several social-emotional programs such as Lego Social Skills, Rhythm to Recovery (DRUMBeat), and Kimochis. These initiatives support inclusivity, nurture a positive school environment, and cater to the diverse needs of our students.

### **Data-Informed Teaching and Learning**

In 2024, we embraced the use of the Elastik data suite, providing teachers with a contemporary and adaptive tool for analysing student performance in literacy and numeracy. This has allowed us to identify learning gaps and implement explicit instruction methods to target student needs. The introduction of the Leader of Learning & Innovation position has further strengthened our approach, facilitating collaborative planning sessions and embedding data-informed teaching practices across the school.

### **Specialist Learning Areas and Extra-Curricular Expansion**

This year, we introduced STEM as a specialist learning area, expanding our academic offerings alongside the renewed Gifted & Talented program, THINQERs. Instrumental music lessons and ensembles, as well as a variety of academic, sporting, and arts-based competitions, have provided students with enriching opportunities to explore their talents and interests. These include:

- Tournament of Minds competition
- Mathematical Olympiad
- Write a Book in a Day competition
- Sculptures by OLGC Art Exhibition
- Annual Arts Showcase
- Maker's Empire – Kids in Space Program
- Instrumental Lessons (clarinet, saxophone, flute, cello, violin)
- Music Ensembles (instrumental ensemble and choir)
- Liturgical Dance program
- Swimming & Running Clubs
- STEM Quest Showcase
- Nagano, Japan - Virtual Classroom Partnership
- Year 5 & 6 Surfing Program
- Night of the Notables

### **Alignment of Educational Practices**

A key focus in 2024 has been ensuring consistency in instructional practices across the school. Following the formation of the Literacy Action Group, research led to the selection of the Sounds-Write Synthetic Phonics and Talk4Writing programs. These programs have been strategically implemented, supported by a dedicated Professional Learning Community and collaborative planning sessions led by our Leader of Learning & Innovation.

Additionally, intervention programs such as Mini-Lit for literacy and Extending Mathematical Understanding (EMU) for numeracy continue to support students requiring additional assistance, ensuring equitable access to learning.

### **Religious Education and Spiritual Development**

We have restructured our whole-school Prayer Assemblies and Class Masses to align with the RE Units of Work, fostering greater student engagement and understanding. Our Catholic School Improvement Plan (CSIP) highlighted the need to develop a Vision for Learning, and through collaborative reflection with staff, parents, and students, we are shaping a vision that encapsulates our pedagogical aspirations and instructional commitments.

## **Professional Development and Staff Support**

Staff development has remained a priority, with numerous professional learning opportunities undertaken, including:

- Sounds-Write Synthetic Phonics Program (4-day course)
- Talk4Writing Professional Learning (2-day course)
- CEWA Religious Education Accreditation training
- Annual professional learning day for accreditation renewal
- A structured Professional Learning schedule linked to our CSIP document
- Early Career Teacher mentorship and induction programs

To further strengthen teaching practices, we have introduced Cluster Meetings three times per term, fostering collaboration and targeted professional development, along with dedicated Cluster Leaders for both Early Childhood and Upper Primary.

## **School Infrastructure and Resource Management**

Through strategic planning, we have enhanced our learning and staff environments. Notable developments include:

- Consolidation of staff resources into a renovated Staff Workroom and Staff Hub
- Modernisation of the Staff Room to enhance wellbeing
- Transformation of the library into a multi-purpose Library, STEM lab and THINQERs studio
- Transition of the Uniform Shop to an online format for cost-effectiveness and convenience
- Introduction of a Pre-Primary Sports Uniform and Kindy T-shirt
- Redesign of the school newsletter for greater readability through S'More

## **Community Engagement and Partnerships**

OLGC remains committed to building strong partnerships with parents, caregivers, and the broader community. Initiatives such as the Parents & Friends and Fathering groups, morning teas, and parent workshops provide valuable engagement opportunities. Additionally, our connection with St. Joseph's School in Wyndham through the Year 6 camp experience reflects our dedication to hospitality, compassion, and enriching student relationships.

## **Looking Forward**

As we move ahead, our focus remains on fostering a culture of continuous improvement, innovation, and excellence. The work we have accomplished in 2024 sets a strong foundation for further growth, and I extend my sincere gratitude to our dedicated staff, engaged families, and committed students for their unwavering contributions to our school community.

Thank you for your continued support, and I look forward to another year of progress and achievement at Our Lady of Good Counsel Primary School.