

Our Lady Queen of Peace School

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Annual General Report 2024

Presented at the Annual General Meeting Monday 3 March 2025

Contextual information

Our Lady Queen of Peace School is a co-educational Catholic parish school within the Albert Park/Pennington parish. The school opened on 8 February 1949, under the care of the Sisters of Mercy. Our Lady Queen of Peace School educates Reception to Year 6 children from diverse backgrounds in the Mercy tradition where the values of compassion, justice, respect, hospitality, service and courage are core to all relationships.

We strive to keep the “spirituality of the heart” at the core of our mission, with our school motto being “To Love and Serve in Peace”. Our Lady Queen of Peace School, as a learning community, is committed to developing young children of hope who will continue to nurture their hearts and minds in the Catholic tradition.

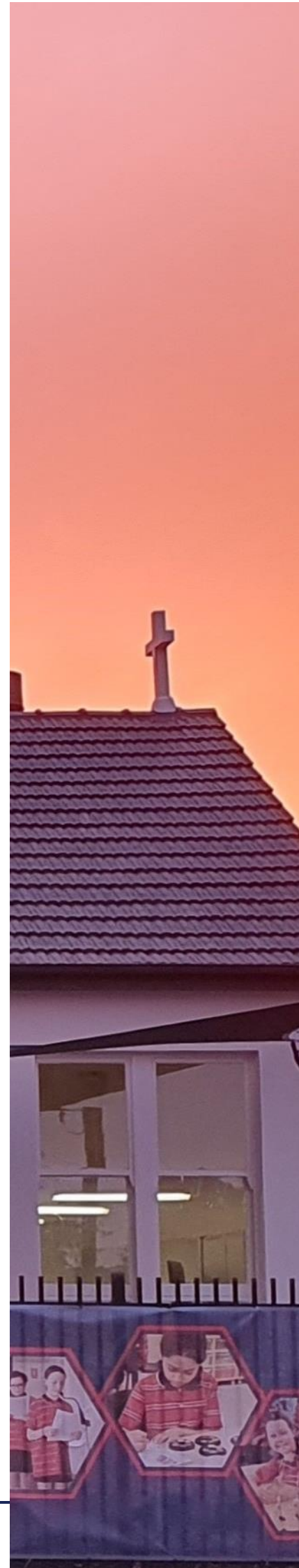
We value each child, encourage them to reach their full potential, and provide the necessary support for children to attain their own learning goals. At Our Lady Queen of Peace School, education is experienced in partnership with parents, staff and children. We believe in the importance of engaging a passion for learning where all have agency over their learning through the co-construction of learning intentions and success criteria. The learning process is dynamic and engaging for all, educators and learners.

The multipurpose Bilyonendi Hall is used for indoor sporting and co-curricular activities. The school provides during and after school hours sports programs, a comprehensive and well-utilised instrumental program, choir and school band, as well as the specialist teaching areas:

- Performing Arts
- Physical Education
- Spanish language and culture
- Visual Art
- STEM / Science

The school has a Wellbeing Leader to support student health and wellbeing. Whole school celebrations include Feast Day, Book Week, Sports Day, Catholic Education Week, Christmas Carols Evening, and Mercy Day (social justice in action). The health and wellbeing of each child is valued and supported by all staff.

Playgroup, Occasional Care, Out of School Hours Care (OSHC) and Vacation Care are available to all families.





Principal's report

In 2024, Our Lady Queen of Peace School celebrated a significant milestone, 75 years of providing excellent education to students in the western suburbs. We had an opportunity to reflect upon our humble beginnings and celebrate the school's success over the years.

75 Year Anniversary

During our week long celebration, a circus tent was a focal point on the oval. Just like when the school first opened as the result of the school being the target of an arson attack. It is incredible how the Sisters of Mercy were able to turn a tragic situation around by using a donated tent to open the school and allowing quality education to occur in Albert Park for families in the western region.



We were fortunate to have guest speakers through the week:

- Sr Gabrielle Travers – last religious principal
- Tess Harford – school history researcher
- Stephanie Roach – first lay principal
- Robert Mensforth – 4th child enrolled at the school
- Hon Joe Szakacs MP – OLQP old scholar
- Bruno Benci – former teacher of the school

Fr Richard Little, an OLQP old scholar, celebrated mass under the tent with Fr Roman and Fr Jacek.

Friday 15 November 2025 was the climax of our celebrations, which included guided tours, performances, and food trucks. It was pleasing to see over 300 current and past families of the school in attendance.

Growth

With the school's growing enrolments, Our Lady Queen of Peace School has moved from being a small school to a medium sized school. To ensure that the school continues to provide excellent teaching and learning, in a safe, caring and loving environment, new structures needed to be introduced.

In addition to the roles of Principal and Assistant Principal Religious Identity and Mission (APRIM), a new role was introduced – Assistant Principal Learning, Engagement and Teaching (APLET). This position was won and filled by Adriana Pilla.

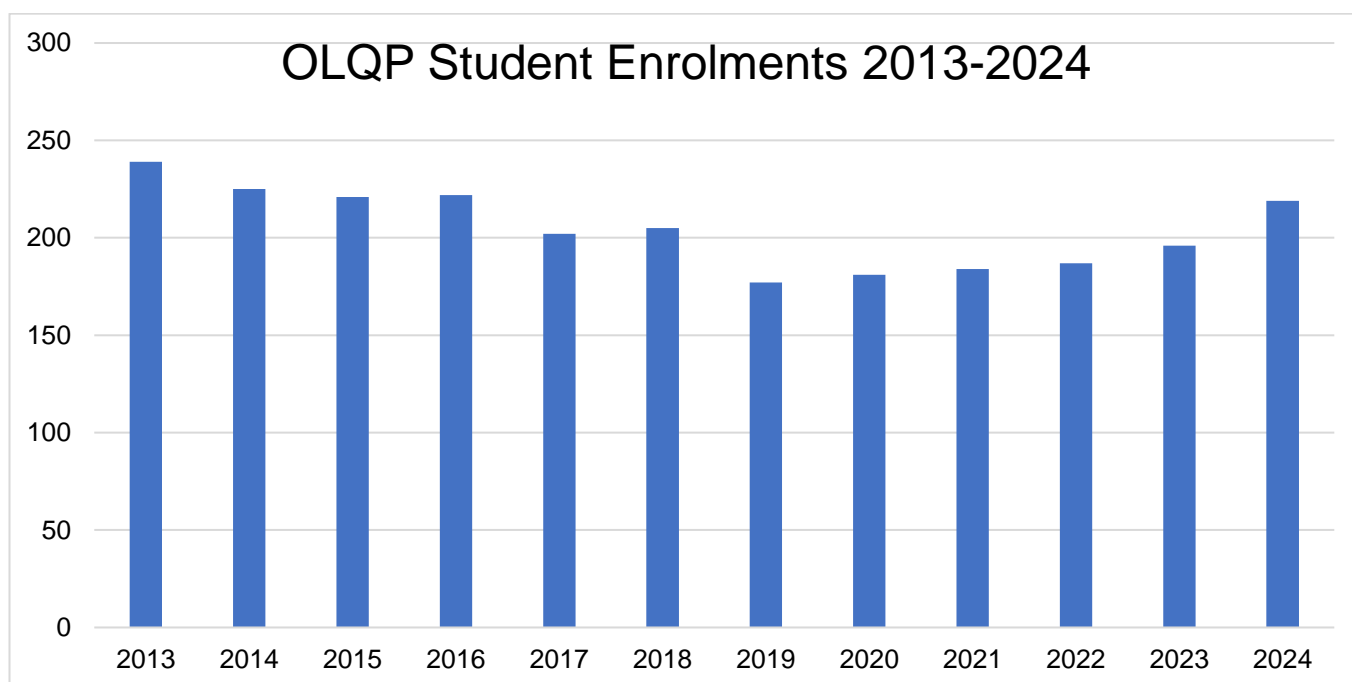
The school moved away from Leader of Learning positions; these were incorporated into the APLET and led to the introduction of two Key Teacher roles: Inclusion – Olivia Mammone, and Data – Courtney Elliot. The position of Wellbeing Leader continued and Tina Napier was appointed to this role substantively.

Our school returned to an enrolment of over 200 students; the first time since 2018, transforming our school into a 10 class school.

Table 1: Enrolment 2020 – 2024 (August census)

Year	Enrolment
2024	228
2023	184
2022	187
2021	184
2020	181

Table 2: Enrolment trend 2019 – 2024 (February census)



The enrolment growth has been the result of:

- creating school presence in the community,
- strengthening the school’s reputation,
- consistency in learning,
- increasing student learning outcomes,
- improved leadership structure, and
- employment of quality staff.

Quality Teaching and Learning

Providing consistency in teaching and learning/learning agreements, intervention support and staff professional learning, has allowed significant student learning growth. This was reflective in our NAPLAN data (particularly Year 3, which highlights the impact of consistent teaching and learning over the last 3 years) and Phonic Check data.

NAPLAN

NAPLAN results have shifted from Bands to 4 categories:

- Exceeding,
- Strong,
- Developing, and
- Needs Additional Support.
- *Compared to “All Australian students”*

	2023	2024			
Compare to			● Students with similar background	● All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	401	430	448	432	412
Year 5	452	474	488	459	457

NAPLAN participation for this school is 96%
 NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

- *Compared to “Students with a similar background”*

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Compare to			● Students with similar background	● All Australian students	
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Both the above tables show stronger Year 3 results, which are a result of the consistency introduced 3 years ago.

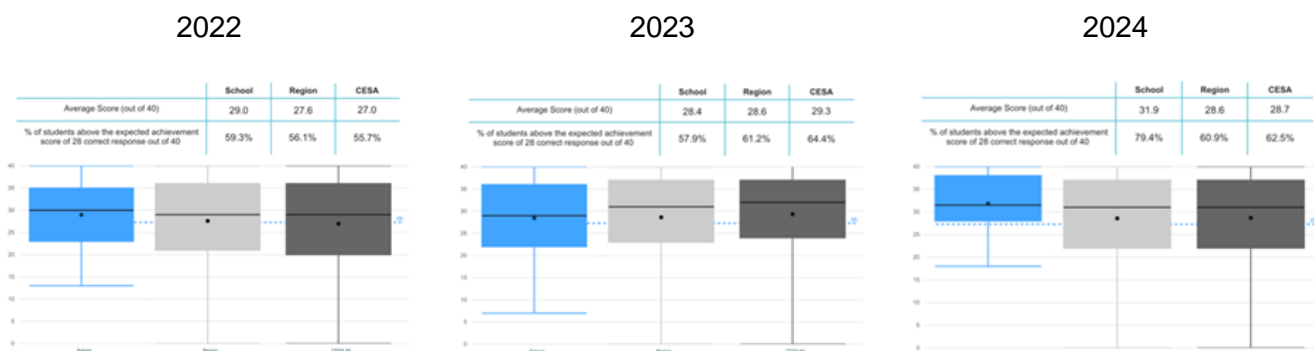
Focusing on the Year 3 data, the table below shows comparative data with Catholic Schools in the western region and all Catholic schools. It is important to note, with the exception of Grammar, we had no students in “Needs additional support”. In the Grammar testing, only 1 student received “Needs additional support”.



Phonic screening check

The Phonic Screening Check is a short assessment that informs the teacher how well Year 1 students are progressing in phonics. Phonics is the relationship between letters and sounds. It is a vital understanding in learning to read.

Over the last 3 years, not only has the school’s data improved, it is also stronger compared to the region and all CESA schools.



Feedback

LLL Survey

Over the last few years, we have engaged in the CESA LLL Survey. This survey is completed by teachers, support staff, parents/caregivers, students Years 2-4, and students Years 5-6. Over this time, the feedback has improved and is strong.

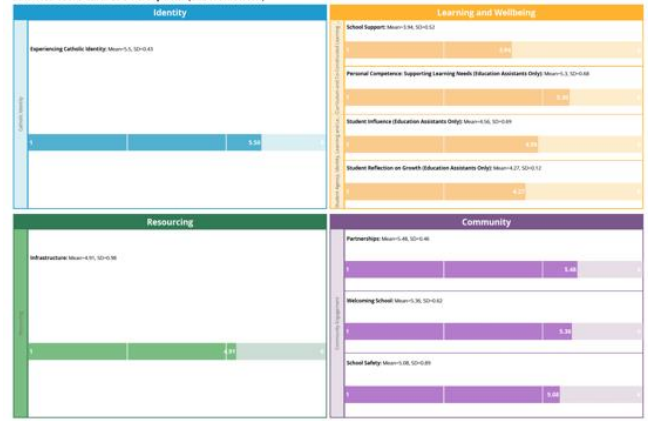
Participants:

- Teachers – 9
- Support Staff – 6
- Parents & Caregivers – 10
- Students Years 2-4 – 31
- Students Years 5-6 – 43

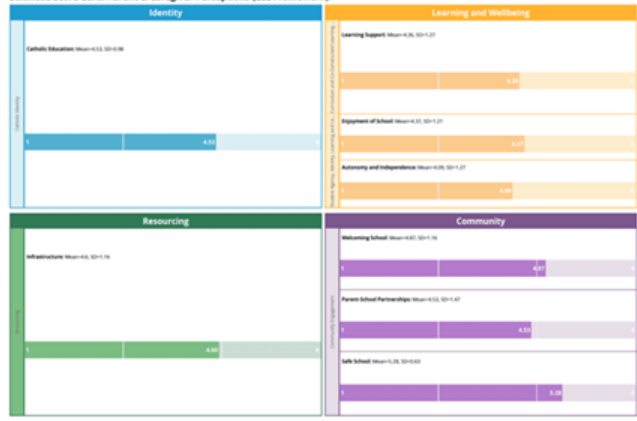
Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



Balanced Score Card: ESO Perceptions (LLL Framework)



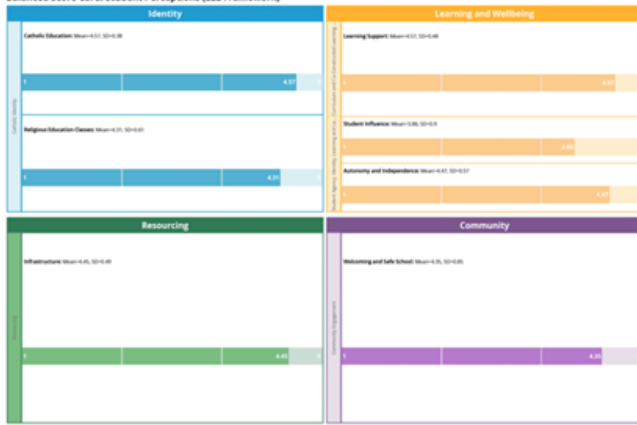
Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



Balanced Score Card: Student Perceptions (LLL Framework)



Balanced Score Card: Student Perceptions (LLL Framework)



Pulse Check

Each term, we survey our students to gauge their connection and happiness at the school. Over the year, we have seen improvement with our students' connection with the school and their happiness.

This data is reviewed each term.



Employment

We began the year with a number of new staff members:

- Michael Mastrangelo
- Rebecca Belperio
- Tanya Larsson
- Kim Whyte
- Andi Benzija
- Tegan Dart
- Julie Binnington
- Gabi Dama
- Skye Peucker

Towards the end of 2024, permanent appointments were finalised:

- Tom Atyeo
- Andi Benzija
- Tina Napier
- Ben Drogemuller
- Louisa Scopacasa
- Kim Whyte
- Julie Binnington
- Tina Portelli
- Charlie Farrell
- Skye Peucker
- Diem Savy
- Tanya Larsson
- Sandra Ramm
- Helen Nicholaou
- Sunil Cook

As our school has grown, we have also created a second Assistant Principal role – Learning, Engagement and Teaching. Adriana Pilla was appointed to this role.

At the end of the year, we farewelled:

- Courtney Elliott
- Gabi Dama
- Sarah Watts
- Leigh Turbill
- Jackie Pedder
- Tegan Dart
- Michael Mastrangelo
- Ava Falkenberg

Sarah Willetts will be accessing Long Service Leave and Leave Without Pay during 2025.

Highlights 2024

- Working closely with allied health professionals as a wraparound approach for our Inclusive Education students
- Gaining grants from Australian Sporting Schools
- Implementation of SEQTA reporting and using CESA Performance Standards for Assessment
- Sporting events held over the year, eg Athletics, cross country, netball carnivals, and our Sports Day
- The Senior Choir performing in the Catholic Schools Music Festival
- 75 Year Anniversary celebrations – reliving the past and having guest speakers
- NOVA 919 live broadcast
- The Year 3/4 Woodhouse and Year 5/6 Glenhaven Park camps
- Various excursions and incursion for all classes
- SALA whole school art exhibition
- Carol performances by the school choir at Westfield West Lakes
- Kids in Space – Makers Empire National Winners
- WISTEMS

What a great 2024. Happy Birthday Our Lady Queen of Peace School!

Lee Abela
Principal



Chairperson's report

Another great year has passed for the school in 2024. I would like to welcome all our new staff and students joining our community in 2025 and take this opportunity to thank the staff and students who moved on from the school at the end of 2024, and wish them all the best in their future endeavours. I would like to thank our ongoing staff for their efforts to grow the school in the direction set out by Lee and our strategic plans going forwards; great job!

I would also like to thank the P & F for their outstanding efforts and contributions to the school throughout the year; their activities and events always bring big smiles to the staff, students and their families. The amount of engagement by the P & F, along with all the volunteers at the school, really makes the difference through the time and support given. It is highly valued to allow extracurricular activities, excursions and coaching after school sport to occur.

Many of the capital projects and improvements planned by Lee our Principal, Diana our Finance Officer, and supported by the School Board, are now either implemented or in progress. I will again thank Lee, our Principal, for driving continuous improvement beyond maintaining what the school has. Other highlights included the overhaul of the canteen pricing and food offerings, which has seen an increased uptake via the Qkr! app. In 2024 we saw the introduction of school camps for the younger student years, water fountain installation, Sushi Day, 75 Year Anniversary celebrations, new sports team uniforms, Nova 919 radio broadcasting on site amongst other great outcomes.

The school remains in a very healthy state financially and will continue to invest in the students' learning environments and experiences. The traction on strategic spending continues with a view to major building and capital works soon. Going into 2025, we have 240+ students and this growing number needs more learning spaces created. This growth in our school community is great to see and well may it continue.

I strongly encourage anyone who can, to volunteer for the School Board, to help support the amazing work done by staff, students and other volunteers at the school. We need as many people to nominate as are interested to fill the various roles required within the School Board, such as Deputy Chairperson, Finance Committee, which are currently vacant. We need to maintain a quorum to allow decisions to be made for the school. These decisions, large and small, could be anything from uniform policy, school start and finish times, and student smart devices to name just three areas from 2024.

At the end of year for the Board in 2024, it was decided to leave the current Chair in place until the AGM in 2025, to give new members the opportunity to participate and nominate. I now vacate the position of Chair after my maximum allowed 6 year tenure. I have really enjoyed the experience and the opportunity to serve on the Board. I look forward to seeing new faces with fresh ideas on the Board to steer the school through the upcoming expansion through building and capital projects. Once again, thank you to all who contribute to our community and support our amazing students at Our Lady Queen of Peace School. I'll see you around the school sometime soon.

Simon Casey
Chairperson
School Board, 2024



Assistant Principal Religious Identity and Mission (APRIM's) report

2024 began with the Good Beginnings Program, which continued to build on our understanding of our Mercy values and Key Capabilities.

We celebrated many masses and liturgies together as a school community, and we continued whole school community prayer on Wednesdays in the hall as part of morning gatherings.

In 2024, we also welcomed our second parish priest to the community, Fr Jacek, who supported us with many school masses.



Holy Week

During Holy Week, we followed the footsteps of Jesus. Each morning gathering, we explored a significant event of Holy Week (Palm Sunday, The Last Supper and the Washing of the Disciples' feet, Jesus praying in the Garden of Gethsemane, and Jesus on the Cross). At the end of each liturgy, each SRC member collected an item to take back to their classroom prayer space, building a picture in each class of the journey Jesus went on during this time.

Sacramental program

We had 5 students from OLQP complete the sacramental program, celebrating Confirmation and First Holy Communion in the Albert Park/Pennington Parish. As part of the program, we held a workshop day in our hall for the OLQP students, as well as welcoming the Mount Carmel students who were completing the program in our Parish.

Catholic Education Week

For Catholic Education Week, we explored our Mercy values, with each day of the week highlighting these through the chosen activity. On Monday, we began our partnership with Mount Carmel Residential Care, highlighting the values of Respect and Compassion. Our SRC, House Captains, and School Captains visited the residents, sharing in a morning tea and friendly game of carpet bowls.

On Tuesday, the school community prepared meals that were donated to Vinnies Fred's Van as a way to demonstrate our Mercy values of Hospitality and Service. Then, throughout the year, as a leadership team, we continued this partnership with Lee, Adriana, and myself, continuing to volunteer for Vinnies Fred's Van.

The focus on Wednesday was around Justice, where each class had been collecting donations for our can drive, which were then used by each class to create a sculpture as part of a whole school competition. We also celebrated Sports Day during this week, showcasing Courage, and finally, the week concluded with community prayer on Friday, reflecting on all the events throughout the week and how they showcased each Mercy value.

Staff retreat

We began our staff retreat in the church, taking a quiet moment to set our intentions for the day. Staff were invited to light a candle and bring their prayers forward onto the altar—reflecting on Pope Francis’ reminder that we are all woven together by God’s divine love. We unpacked Hospitality as the creation of a free space where the stranger can enter and become a friend instead of an enemy. Hospitality is not to change people but where change can take place. We then explored where Hospitality is present in our school’s Vision and Mission statement. Staff worked in groups to create new lessons for our Mercy values and then we returned to the church to write a letter to one of our colleagues, reflecting on how they demonstrate our Mercy values.

75 Year Anniversary celebrations

As part of our 75 Year Anniversary celebrations, we held a whole school mass in the circus tent on the oval. We were fortunate to have Fr Jacek, Fr Roman, and old scholar Fr Richard celebrate mass with us. The feedback from the mass was positive, and it was definitely a highlight in the week of celebrations.

PBIS

Catholic Education South Australia began a partnership with Ryppe to provide schools with training for implementing the Positive Behaviour Support framework (PBIS). From this partnership, we developed a PBIS team that participated in Tier 1 training, which supported us in designing our whole school behaviour expectations, school wide matrix, routines, and procedures.

End of year celebrations

We finished the year with wonderful end of year celebrations, reflecting on the year. We had a whole school mass hosted by our graduating cohort. We also rallied together to ensure that our Carols Night would still go ahead, even with thunderstorms predicted, as we explored relocation sites. The night was a success, being held in the Mount Carmel College MPA room.

Through all our efforts in 2024, we have continued to deepen our connection to our Catholic identity and mission. As we journey together in faith, we strive to live out our Mercy values and share the love of Christ in every part of our community. As the scripture reminds us: “Let all that you do be done in love.” — 1 Corinthians 16:14 (NRSV).

This verse encapsulates the heart of our mission: to act with love, compassion, and mercy in all that we do. May we continue to follow Christ’s example and share His love with the world.

Marissa Redden
Assistant Principal
Religious Mission and Identity

Finance report

We are pleased to present the 2024 Finance Report.

Managing the finances is essential for the successful operation, sustainability, and long-term development of our school community, enabling us to continue to provide up-to-date resources and a well-maintained environment for our students.



The Principal and school Finance Officer manage the finances in collaboration with the School Board.

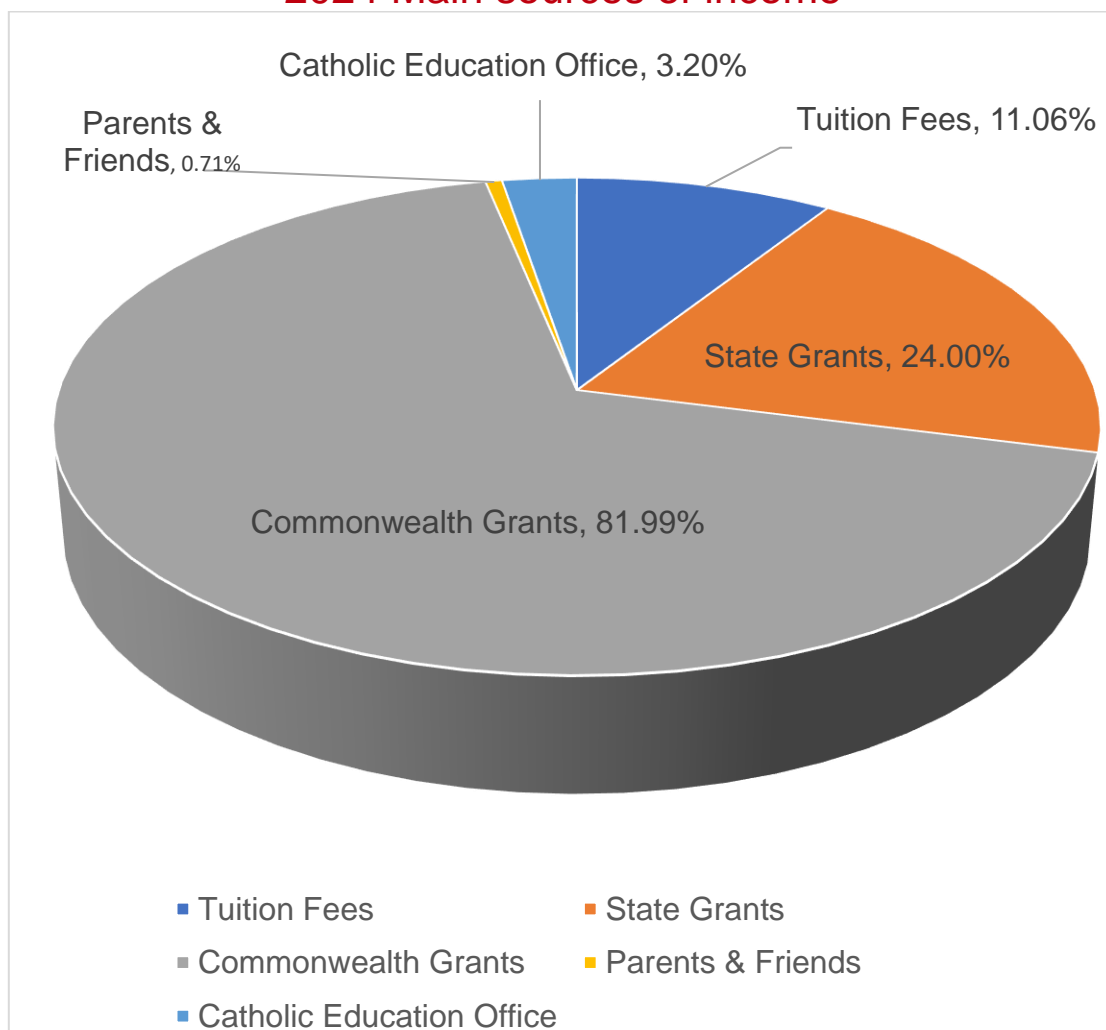
Funding for the operation of the school comes from five main sources of income:

1. Commonwealth Government grants
2. State Government grants
3. Catholic Education Office
4. School fees
5. Parents & Friends Committee fundraising and donations

2024 Finances

Our Lady Queen of Peace reported a cash surplus in 2024 of \$210,611 against a budgeted deficit of \$105,635. The main reason for the increase is a result of increase in enrolments and collection of tuition fees above budget.

2024 Main sources of income



Our Lady Queen of Peace School is committed to providing quality education that is affordable to all families. To assist families with the increasing pressure of daily expenses, the school has maintained school fees for families in 2025, as shown in the table below:

	2024	2025
1 child	\$2,200	\$2,200
2 children	\$3,850	\$3,850
3 children	\$5,280	\$5,280

The following major projects were completed and paid for in 2024:

- Photocopiers x 2
- Refurbishment of OSHC room – joinery
- Refurbishment of Discovery Centre to incorporate Food Technology – flooring, cabinets, plumbing, electrical
- Additional sports equipment
- Additional literacy resources & library books
- Additional musical instruments
- Subsidised music and sport
- Redcat Audio Systems
- Ride on lawn mower

In 2024, discussions with GGA and CESA continued regarding the future development of Our Lady Queen of Peace School resulting from the increase in student enrolments. The school's masterplan is endeavoured to be finalised by March 2025. The school is starting the 2025 school year with 271 enrolments, an increase of 43 students from 2024, which closed the year with 228 students.

Acknowledgement of sub-entities

Non-profit sub-entities are activities that fall under the umbrella of the school and are financially accounted for in the school budget.

- Out of school Hours Care (OSHC),
- Vacation Care,
- Parents & Friends Committee, and
- Canteen

OSHC & Vacation Care

OSHC and Vacation Care are an integral part of our school community offering families an invaluable service.

Our thanks go to Jo Fahey and her staff for continuing to provide interesting and engaging programs for the children who attend.



Parents & Friends Committee

In 2024, The Parents & Friends Committee (P & F) reported a cash deficit of \$2,504. This deficit is a result of the purchase of the Aquafil Hydrobank water station unit costing \$12,485.

Activities organised by the P & F include:

- Second hand uniforms: \$4,010
- Community Lottery: \$1,756
- Sports Day BBQ: \$1,254
- Passata Day: \$819
- Book Week Lunch: \$677

The school would like to extend our appreciation to the P & F Committee for their time and hard work to provide not only fundraising opportunities but community experiences for our students and families.

Canteen

The school would like to extend our thanks to Josie Scaffidi, Tania Bikic, and all the volunteers for their continuing efforts to provide meals and refreshments to the students at reasonable prices.

Diana Frangos
Finance Officer



APLET and Staff report

Teaching and learning

Our teaching strategies remained aligned with the latest curriculum standards, ensuring a comprehensive and contemporary education for all students. Throughout the year, continuous professional development opportunities were provided to enhance teacher expertise and instructional effectiveness. This included:

- Training sessions on the "Seven Steps to Writing Success" program
- Staff workshop on the Numeracy Curriculum, numeracy progressions and the formation of summative and formative assessment informed teaching practices, and professional learning in instruction strategies.
- Catholic North Western Cluster Meeting (CNWCM) held each term in year level groups, focussing on curriculum unit planning design and summative assessment pieces.
- A selection of teachers also participated in STEM focused development days, incorporating hands-on technology integration such as coding and 3D printing into the curriculum.
- Additionally, collaborative learning sessions were held, allowing teachers to share best practices and refine instructional approaches to support student engagement and achievement.
- A selection of staff attended the CESA Aspiring Leaders Workshop days to assist in developing leadership skills, fostering a deeper understanding of effective leadership practices, and preparing for future leadership opportunities within the school community.



Innovative teaching methods

The school remained committed to incorporating innovative teaching methods to create an engaging and dynamic learning environment. This included:

- iPads integrated into daily lessons, allowing students to engage with research, interactive learning apps such as Seesaw, and create multimedia presentations.
- The new school 3D printer has been successfully used in STEM projects, "Kids in Space" STEM competition, enabling students to design and create prototypes for hands-on learning.
- A commitment to focus on exploring the Key Capabilities working on collaboration, discussions and brainstorming sessions have promoted teamwork and idea sharing, particularly during problem solving activities.
- Participation in professional development about explicit instruction and engagement norms.

Professional Development - Seven Steps to Writing Success

The "Seven Steps to Writing Success" program was successfully embedded into our English curriculum. Teachers participated in training sessions, equipping them with the necessary skills to implement the program effectively. This structured approach ensured that students developed strong writing skills progressively.

- Lesson plans were adapted to incorporate the Seven Steps, ensuring a consistent and structured approach to teaching writing across year levels.
- Students engaged in step by step writing activities that built their skills progressively, starting with foundational skills and advancing to more complex writing tasks.
- Writing assessments and feedback aligned with the Seven Steps to provide clear, constructive guidance for student improvement.
- Writing exercises included interactive activities, group work, and peer reviews to keep students actively involved in the writing process.
- Student progress was monitored through writing assessments, with feedback used to refine the approach and address any challenges.

Key Achievements

Data-Driven Decision Making

Data analysis played a critical role in refining teaching strategies and improving student outcomes. Teachers engaged in professional learning to interpret assessment data effectively, leading to targeted interventions in literacy and numeracy. As a result, student performance in standardised testing demonstrated measurable growth, particularly in reading and writing skills.

Our school utilises student feedback each term through the Pulse Survey, specifically addressing wellbeing and student voice. The statement, "I have a say in my learning", was a key focus, ensuring that students feel heard and empowered in their educational journey. Insights from these surveys were used to inform teaching practices, student support initiatives, and overall school improvement strategies.

Community Engagement

Community engagement remains a cornerstone of our school's vision, fostering strong connections between students, families, and the wider community. This year, our school has successfully hosted and participated in a variety of events that have enhanced these relationships. Below is a summary of key initiatives that have strengthened our community ties.

- **Harmony Week:** Harmony Week celebrations showcased the rich cultural diversity within our school community. Students participated in activities that highlighted inclusivity and respect, including passata making, shared meals, and house team rotation of activities. We also hosted "Radio Italiana" to broadcast live from the school grounds offering tips and tricks on their passata making experience. Families were invited to contribute by sharing their cultural traditions, reinforcing our commitment to a welcoming and united school environment.
- **75 Year Anniversary celebrations:** Marking a significant milestone, our school's 75 Year Anniversary celebrations brought together past and present students, staff, and community members. The event featured a historical exhibition, student led performances, and reflections from previous principals of OLQP. It was an opportunity to honour our school's legacy while looking ahead to future growth. The high level of participation underscored the deep connection the community has with the school.

- **Book Week:** Book Week was a vibrant and engaging event that encouraged literacy and a love for reading. Students and staff embraced the theme through creative costumes, book performance visits, and magic show session. Families were invited to participate special lunch day relating to the book “Strega Nona” and book related activities, reinforcing the importance of literacy both at school and home.
- **Grandparents Day:** Grandparents Day provided a special opportunity for intergenerational connection. Grandparents and special family members joined students in classrooms for shared learning experiences, storytelling, and morning tea. This event strengthened family ties within the school community and highlighted the valuable role of elders in students’ educational journeys.
- **Nova 919 Broadcast:** Our partnership with Nova 919 brought excitement and engagement to the school, offering students a unique media experience. This initiative not only expanded students’ media literacy but also provided a platform to showcase our school to a broader audience.
- **National Simultaneous Storytime:** As part of our commitment to literacy, we actively participated in National Simultaneous Storytime. This initiative involved the entire school community in a nationwide reading event, reinforcing the joy and importance of storytelling.

Parental Involvement

- Efforts to strengthen parental engagement have been highly successful. The introduction of parent workshops on Literacy, “Helping Your Child Learn to Read” saw a significant increase in attendance and participation.
- Additionally, the implementation of a digital communication platform provided parents with real time insights into learning, fostering greater collaboration between home and school.
- Strengthened communication with the Parents and Friends (P & F) Committee has also played a key role, with regular meetings and updates ensuring alignment on school initiatives. The launch of a new school app HEJA, accompanied by clear guidelines, has further enhanced communication, and partnership with school.



Student Agency

- Student leadership initiatives have flourished through opportunities such as the student led conferences in Term 3, where students took ownership of their learning and demonstrated leadership in presenting their progress.
- Additionally, initiatives like the Book Fairies during Book Week allowed students to engage in organising and promoting literacy activities to local childcare centres.
- Volunteering for monthly visits to Mt Carmel Residential Care provided students with a chance to develop empathy and leadership skills by interacting with residents.

Our Lady Queen of Peace School continued to prioritise excellence in teaching and learning. These experiences empowered students to actively contribute to the school community and develop essential skills in communication, teamwork, and responsibility. The ongoing assessment and refinement of these initiatives will continue to foster a supportive and engaging learning environment for all students and staff.

Adriana Pilla
Assistant Principal
Learning, Engagement and Teaching



Staff profile

There were no indigenous staff members at Our Lady Queen of Peace in 2023. There are 5 staff members who held leadership positions, three of which were senior leadership roles.

	Total staff	FTE
Teaching	20	15.4
Non-teaching	22	12.3

Non-teaching staff included administration officers, education support officers, and out of school hours care staff.

Professional learning for staff included:

- Staff faith and formation
- Crossways RE Curriculum
- Living Learning Leading Capabilities – Student Agency
- Clarity
- Choir trainer days
- NCCD moderation and training
- SEQTA training
- EALD – LEAP LEVELS and functional grammar
- Catholic North Western Community meetings
- MultiLit
- WHS online training modules
- Restorative Practices
- Seven Steps to Writing Success
- PBIS
- Numeracy Project – Rich Learning Tasks

Student profile

Student enrolment numbers

Year level	August 2024 Census
Reception	54
Year 1	38
Year 2	40
Year 3	28
Year 4	27
Year 5	30
Year 6	20
Total	237

Post school destinations

The 2024 Year 6 graduates post school destinations saw the students move to the following schools:

Graduating students	Secondary destination
8	Nazareth Catholic College
7	Mount Carmel College
2	St Michael's College
4	Other

Student attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	93.2%	89.4%	89.4%	87.5%
Year 1	92.4%	88.5%	86.5%	86.5%
Year 2	90.2%	87.6%	83.9%	88.5%
Year 3	92.7%	88.2%	87.5%	81.6%
Year 4	91.9%	89.5%	87.4%	88.2%
Year 5	91.6%	90.1%	84.7%	86.3%
Year 6	86.4%	82.4%	85.2%	80.3%

Student attendance is monitored on a daily basis, and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence. If the school has not been notified by the parent of a child's absence, the school will contact a parent via SMS to establish the reason for the student's absence. Teachers monitor student absences and any that are of concern are discussed with the principal and the appropriate action is taken.



Parents and Friends Committee report

The Parents and Friends Committee is a group of volunteers who plan and organise fundraising and community building events. Any proceeds from fundraising events are then reinvested into future events or items to support the student body.

Meetings were held twice a term to coordinate events and future planning. The meetings were attended by parents of the school as well as staff representatives.



During 2024, we established the “Parents & Friends Committee Roles & Guidelines” document to provide guidance for:

- the individual roles within the P & F,
- ways of working, and
- how we communicate.

This continues to build on the changes made last year with the establishment of our own email address to support the wider community being able to contact the P & F directly.

Events coordinated through 2024 included:

- Second hand uniform shop
- Shrove Tuesday pancake breakfast
- Special Easter Lunch
- Mother’s Day stall
- Book Week lunch
- Father’s Day stall
- School disco
- Sports Day canteen
- Showdown Donut Day
- Principals’ Day – raffle to be a principal for the day
- R U OK Buddy Day activity
- 75 Year Anniversary celebration stall
- Christmas stall (inaugural)
- End of year celebration – ice cream & bouncy castle

In 2024, the decision was made for the uniform shop to no longer accept consignment stock. All current consignment stock was paid out. All items now have a fixed standard price to help parents. Although stock was low by the end of 2024, it was felt that these changes were positive, and the shop is fully restocked again for 2025.

Mother's Day & Father's Day breakfasts as well as the Christmas Carols evening are now fully owned by the school with P & F no longer required to support these events.

With funds raised in 2023, a chilled water drink fountain, value \$12,000, was installed in 2024.

2024 was another successful year for the P & F, raising \$25,882.85. The main events contributing to this included:

- the Book Week lunch,
- 75 Year Anniversary stall,
- Sports Day canteen, and
- the first ever Christmas stall.

The P & F played a supporting role in what was a very successful Sports Day at the Port Adelaide Little Athletics Club. The P & F put on bacon rolls, sausage sizzle, drinks, and ice block treats for all the champion athletes.

In 2024, we decided to do a Christmas stall for the first time. During the year we purchased and wrapped over 600 gifts of varying values for mums, dads, siblings, grandparents, and loved ones for the students to gift. The event raised \$2,383 however we also hope it provided some smiles on Christmas morning.

The P & F once again funded ice cream and a bouncy castle that all students could enjoy, participating in their respective classes, as part of end of year celebrations.

Planning for 2025 is well underway with the events calendar already locked in for the year.

We are very fortunate to have so many wonderful parents dedicate their time and energy to supporting our school and the students. We are very excited to see new parents joining the committee.

The P & F hopes to continue to build on the work to date, "value add" to the community, and provide many positive memories for the students throughout 2025.

2024 P & F Executive Members

- Chairperson – Corin Mitchell
- Deputy Chairpersons – Jo Mills & Justine Stoddard
- School Leadership – Adriana Pilla & Marissa Redden
- Secretary – Anne Abela
- Treasurer – Sarah Larizza
- Second Hand Uniform Shop – Danielle Cocchiaro

Corin Mitchell
Chairperson
P & F Committee

Out of School Hours Care (OSHC) report

OSHC worked hard to support our school community, providing care before and after school and running a successful vacation care program.

Our proudly school based service continued to work closely with families and school, supporting children with permanent and casual care. We aim for OSHC to be a safe and supported environment, to provide a “life” balance with time for engaging in play and creative thinking, and down time and leisure activities.



This year we supported 100 families using permanent and casual care. With a school of approximately 170 families, we touched the lives of a large part of our community.

- We have children in care across all age groups.
- Younger children make up our highest numbers with two thirds being in Reception, Years 1 and 2.
- The remaining third are children in Years 3,4, 5 and 6.

We strive to meet the challenges that mixed aged care requires and are ever mindful of their different needs.

By the end of 2024:

- Before School Care averaged 26 children a session, and
- After School Care averaged 46.
- Vacation Care averaged daily attendance of 45 children.

At the end of 2024 we see our demand for care ever increasing. We look to increasing our licensed capacity 60 children, thus allowing for growth and accessibility in 2025 and onwards. We operated some session with over 50 children and took 60 children to Inflatable World.

Some highlights in Vacation Care were our visits to AFL Max, TTG Gymnastics, Largs Bay pool and Inflatable World. We also attended events at St Clair Recreation Centre and caught the train, supporting our local community. Our inhouse Pirate Day, Star Wars Day and Pokémon hunts around the school are always a hit. We also had sporting incursions such as our basketball, netball and hockey workshops and an Olympics day. Other incursions included African drumming day, inflatable obstacle courses.

We were at capacity for many holiday sessions. We had no closure days due to low numbers.

Vacation Care was not accessed by families not enrolled at our school due to the strong demand within OLQP.

Our booking system, Spike, was further developed this year, opening up more available sessions, allowing more scope for families to book care for their children online, simplifying and allowing more timely confirmations.

Major staff members remained constant, allowing for stability and consistency.

A review of our Quality Improvement Plan continues as a tool to ensure we evolve and improve our service. As reflected in the learning framework, My Time, Our Place, we continue to strive to provide children with all important social and emotional skills, to be a place where children can contribute, share interests and cultures. A place where each child is celebrated and valued.

Jo Fahey
OSHC Director

Early Learning

I was very fortunate to lead Occasional Care and Playgroup for 2024, facilitating learning through play as part of the Early Years Learning Framework and National Quality Standards

Occasional Care: Tuesdays 9am–12noon

\$10 per session

During Term 2, we enrolled 3 new students into Occasional Care, followed by an additional 3 in term 4. Majority of the students attending were from within our school community who gained interest via the school newsletter and word of mouth from attending parents.

Across the year our focus was extending the children's learning, ensuring they felt safe and supported in the school environment, building their interests, and preparing them for school.

We farewelled 5 students to Reception at OLQP and retained 3 for 2025.

Playgroup: Wednesdays 9am–10.30am

\$2 per session

In Terms 3 and 4, we welcomed 10 new families.

We trialled sessions outside - utilising the small nature play, sandpit, shaded tree space and big push along cars which were found in storage. We had new resources purchased to facilitate trialling Bilyonendi Hall as another option.

Families strongly expressed that they enjoyed this variety and thought that Bilyonendi Hall would be fantastic in the cooler wet weather.

By the end of Term 4, the majority of sessions were held in Bilyonendi Hall, allowing children the space to run, jump, crawl and create whilst being in an enclosed safe space. I also introduced table signage at each activity outlining the learning and developmental areas for parents and caregivers in attendance.

We were also awarded with a gift voucher in November from CESA for receiving the most survey responses statewide. This gift voucher was used on resources for the program.

At the end of 2024 we wished 4 students all the best as they started Reception in 2025 at OLQP.

Andi Benzija
Occasional Care and Playgroup facilitator



Work Health and Safety

Incident reports

- Hazards: 2
- First aid: 2
- Student related: 2

SafeWork SA

- None reported

Correspondence received

- 30

Policy / Procedures:

- Updates / consultations: 9

Audits

- Send out Workplace Audit: Information received
- 2 day WHS Compliance Audit: Good result achieved

Training

- 5

WHS activities completed:

- 120

Frank Massalsky
WHS Coordinator

