



# Our Lady of The Nativity Primary School

## 2023 Annual School Report



Our Lady of The Nativity Primary School  
7 Somers Street  
Lawson 2783  
0247532000  
OLN@parra.catholic.edu.au  
[www.olinlawson.catholic.edu.au](http://www.olinlawson.catholic.edu.au)

## Introduction

### **About the Annual School Report**

Our Lady of The Nativity Primary School is registered by the New South Wales Education Standards Authority (NESAs) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2023 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### **From the Principal Mr. Matthew Bond**

I am pleased to present the 2023 Annual School Report for Our Lady of the Nativity Primary School in Lawson. Our school community, rooted in Catholic values, is committed to nurturing the holistic development of each student. This report reflects our dedication to providing quality education while fostering spiritual growth and community engagement.

Our motto, 'In All Things May God be Glorified' guides the school's vision to glorify God in all aspects of life and learning. We uphold this vision by fostering a strong partnership between home and school, emphasising positive attitudes, and nurturing relationships conducive to student learning. Our mission is to recognise the worth of each individual, meet their educational and emotional needs, create a safe and encouraging environment, equip students with lifelong learning skills, and celebrate life and faith together.

At Our Lady of the Nativity Primary School, we prioritise quality learning and teaching. Our educational approach is underpinned by embedding lived faith and shared values into every aspect of school life. We believe in providing a holistic education that addresses students' academic, spiritual, emotional, and social needs. Our curriculum is designed to engage students actively in their learning journey, encouraging curiosity, critical thinking, and creativity.

The 2023 Annual School Report reflects Our Lady of the Nativity Primary School's unwavering commitment to providing quality education, fostering spiritual growth, and promoting community engagement. We remain dedicated to our vision and mission, striving to empower students to reach their full potential as lifelong learners and compassionate individuals. We express our gratitude to our dedicated staff, supportive families, and enthusiastic students for their contributions to our school community.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

The parents of OLN are proud of the collaborative efforts in building a strong partnership between home and school. The Parent Council served as a vital platform for involvement, allowing parents to work alongside staff in promoting the school's mission and enhancing resources. Through initiatives like Freezing Fridays, Trivia Night, Student Art Auction, and the Mothers and Fathers Day Stalls, the parents collectively supported fundraising events that benefit the entire community.

Beyond fundraising, parent engagement extended to active participation in school life. Parents joined liturgies, excursions, parades, sporting events and celebrations, enriching the experiences of the children and fostering a sense of belonging within the school community.

The 'Tell Them From Me' survey provided an opportunity to share feedback on the children's experiences and parents' perceptions of the school. Parents appreciate the school's commitment to listening to their voices and using the survey results to drive further improvements. Parents are excited to continue collaboration with the school, strengthening the bond between home and school and ensuring the best possible educational experience.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

Our Lady of the Nativity Primary School is welcoming and helpful. Teachers care for the students. They listen to students and provide challenging work to help us achieve. The school community works to keep the grounds pleasant and care for the physical environment. We work together to use 'Kind Thoughts, Kind Words, Kind Actions.'

The school provides meaningful opportunities to engage in prayer and to understand and apply the teaching of Jesus in our lives. Our Lady of the Nativity Primary School is a good place to learn, meet new people, make friends and enjoy learning. Students experienced a variety of learning and growth opportunities throughout the year. These included sport, social justice outreach, religious celebrations and community events. 'We were encouraged to take an active role in our own learning and speak with our teachers if we needed some extra support or challenge.' Students were formally surveyed and that provided information to staff about the students and their experience of school.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Our Lady of the Nativity Primary School was established in 1929. It was founded by the Good Samaritan Sisters as a boarding school for girls and was officially opened on 7 April 1929 by Archbishop Kelly. Over time, the sisters also began teaching the children of local parishioners. The School is indebted to the energy and foresight of the Archbishop and the Good Samaritan Sisters for establishing the School and laying the foundations for what was to become its current mission of supporting families of Lawson and the mid Blue Mountains in educating their children. The School continues to be recognised for its unique place in serving the Blue Mountains community and the wider mission of the church.

### Location / Drawing Area

Located in the picturesque Blue Mountains, Our Lady of the Nativity Primary School is a one stream school. The school serves the Parish of Our Lady of the Nativity and draws on students from the villages of Lawson, Hazelbrook, Woodford, Bullaburra and Wentworth Falls.

## Workforce Composition

### Staffing Profile

| Staffing Profile   |    |
|--|----|
| Total Number of Staff  | 24 |
| Number of staff who identify as Aboriginal and Torres Strait Islander people | 0  |
| Number of full time teaching staff   | 10 |
| Number of part time teaching staff   | 6  |
| Number of non-teaching staff   | 8  |

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

| Catholic Schools Parramatta Diocese (CSPD) accredited teachers |      |
|--|------|
| Conditional Teachers   | 363  |
| Provisional Teachers   | 125  |
| Proficient Teachers and/or above                               | 3495 |

Teacher status at Our Lady of The Nativity Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- The Learning Culture of OLN: Engaging with James Nottingham's Learning Pit & Michael McDowell's Rigorous PBL to foster growth mindset and depth in staff professional learning.
- Engaging with the new Mathematics Syllabus to build staff efficacy and deepen pedagogical content knowledge. Leading Excellence in Mathematics.
- Engaging with the new English Syllabus to build staff efficacy and deepen pedagogical content knowledge.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Fundraising for a range of charities such as Caritas and St Vincent De Paul. As well, there was an education about the work of these agencies.
- Participation in the St Vincent de Paul Society's Winter Appeal with significant donations of blankets, scarfs, gloves and mittens.
- Education about the St Vincent de Paul Society's and significant contributions to Christmas food hampers appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Through prayer and reflection staff are developing an understanding of Catholic Identity so we can be an authentic Catholic community.
- Engaging with and unpacking the Diocesan Formation document 'Life in Abundance, Human flourishing in the way of Jesus'.
- The Religious Education Coordinator met with Stage Teams to create Learning Cycles for the revised Religious Education curriculum.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2023

| Year 3                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 76%   | 67%       |
| Writing                 | 76%   | 76%       |
| Spelling                | 59%   | 61%       |
| Grammar and Punctuation | 65%   | 54%       |
| Numeracy                | 59%   | 65%       |

### NAPLAN Results Year 5 2023

| Year 5                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 90%   | 74%       |
| Writing                 | 67%   | 66%       |
| Spelling                | 67%   | 69%       |
| Grammar and Punctuation | 76%   | 64%       |
| Numeracy                | 71%   | 68%       |

## Student Profile

### Enrolment Policy

Our Lady of The Nativity Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

| Student enrolments 2023 |                 |
|-------------------------|-----------------|
| Number of Boys          | Number of Girls |
| 62                      | 65              |
| Total Enrolments: 127   |                 |

### Student attendance

| Student attendance rates 2023 |                 |                     |                 |
|-------------------------------|-----------------|---------------------|-----------------|
| Year                          | Attendance Rate | Year                | Attendance Rate |
| K                             | 95%             | 4                   | 92%             |
| 1                             | 94%             | 5                   | 92%             |
| 2                             | 92%             | 6                   | 91%             |
| 3                             | 91%             | School Average: 92% |                 |

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

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

| <b>Student Body Characteristics</b>            |    |
|--|----|
| Language background other than English (LBOTE) | 5  |
| Students with disabilities (SWD)               | 40 |
| Aboriginal and Torres Strait Islander          | 5  |

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Our Lady of The Nativity Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Launched the school wellbeing theme of 'Kind Thoughts, Kind Words, Kind Actions'.
- Students were involved creating a new school song incorporating the theme 'Kind Thoughts, Kind Words, Kind Actions'.
- Student engagement in the 4R's Wellbeing program, Resilience, Rights and Respectful Relationships.

Our Lady of The Nativity Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Our Lady of The Nativity Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Stage 3 students regularly visited local preschools to build relationships and connections with future students and Kindergarten Buddy system.
- The school Celebrated 'Light it up Blue' day for Autism Awareness and diversity within our community.

- Launch of the school wellbeing theme of 'Kind Thoughts, Kind Words, Kind Actions'.

## Community Satisfaction

During 2023, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcome and can easily speak with their child's teachers. They feel their children are encouraged to do their best work.
- Parents feel that their children have a clear understanding about the rules for school behaviour and feel they are safe while at school.
- Parents feel that school staff take an active role in making sure all students are included in school activities.

Areas of strength from the student feedback include:

- Students feel that teachers are responsive to their needs and encourage independence with high expectations for all students to succeed.
- Students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Areas of strength from the staff feedback include:

- Staff express their work gives them a feeling of personal accomplishment, they feel respected in the workplace and trust the school leadership.
- Staff feel supported in their efforts to adapt to changes in the workplace.
- Staff feel they have good opportunities to learn and develop professionally as well as participate in formation experiences.



## School Improvement and Learning

### Priorities

| Current Year Priorities |  |                        |
|-------------------------|--|------------------------|
| Priority 1              | To further develop a consistent and coherent culture of high expectations that enables assessment-capable students to be challenged and successful in their numeracy learning. | Still Working Towards. |
| Priority 2              | To further develop a consistent and coherent culture of high expectations that enables assessment-capable students to be challenged and successful in their literacy learning. | Still Working Towards. |

| Projected School Priorities |  |  |
|-----------------------------|--|--|
| Priority 1                  | To improve student writing capacity, with a focus on vocabulary and spelling, measured by an increase in the strong and exceeding levels in NAPLAN. Increased sophistication of student writing scoring higher in each specified criteria of the NAPLAN. |  |
| Priority 2                  | To increase the percentage of students achieving the upper bands in Pat-M and the exceeding level in NAPLAN Number (2025)<br>All students will demonstrate improved fluency when choosing and applying mathematical techniques to solve problems.        |  |

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2023 is detailed below:

| Recurrent and Capital Income               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2,533,524        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$664,602          |
| Fees and Private Income <sup>4</sup>       | \$369,056          |
| Other Capital Income <sup>5</sup>          | \$81,291           |
| <b>Total Income</b>                        | <b>\$3,648,473</b> |

| Recurrent and Capital Expenditure          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$170,663          |
| Salaries and Related Expenses <sup>7</sup> | \$2,824,256        |
| Non-Salary Expenses <sup>8</sup>           | \$790,859          |
| <b>Total Expenditure</b>                   | <b>\$3,785,778</b> |

<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses