



# St Oliver's Primary School

## 2024 Annual School Report



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Catholic Schools  
Parramatta Diocese

# Introduction

## About the Annual School Report

St Oliver's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and 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 2024 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 Mrs Pascale Rone

The Annual School Report provides an opportunity for the St Oliver's school community to reflect upon, celebrate and to share the significant achievements that have occurred during the 2024 school year. The community of St Oliver's has remained committed to creating an environment that strives to cater for the learning needs of all our students. St Oliver's has a long tradition of providing a welcoming and inclusive environment where we foster a lifelong passion for learning in a Christ-centred community. The school celebrates its multicultural community, which is articulated in the school motto: Unity in Diversity.

We want our students to feel safe and nurtured in our community while being challenged to take risks in their learning and develop skills such as teamwork, critical thinking, creativity, resilience and confidence. At St Oliver's we strive to ensure our students have access to learning opportunities that challenge and inspire them, that nurture their spirituality, and enables them to recognise their value in our world.

Our parent community and staff must be acknowledged for their generosity of spirit, ongoing collaboration and flexibility, as together we strive to meet the holistic needs of each student. The school is extremely grateful to all those who have helped to make St Oliver's the successful school that it is today. Gratitude is extended to Fr Paul Marshall and Fr John Frauenfelder, for their ongoing support and guidance, the staff for their expertise and generosity of spirit and the general parent/carer community for their continued unwavering support and encouragement.

Finally and most importantly, the students who have worked hard to achieve their personal best in all areas. I encourage you to read our Annual School Report and join us as we celebrate the many wonderful experiences and events that have contributed to St Oliver's Primary School being a place of unity in diversity.

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

Parents are the first educators of their children, particularly in matters of faith and through cooperation between parents and teachers, the children have shown to be more proactive in their own development. We at St Oliver's have been very grateful for the understanding, patience and encouragement shown by the parent community. During 2024, the parents continued to seek out opportunities to be involved and support school events such as Meal Deals. Parent involvement at school events and in particular, Open Classroom opportunities are well attended. As partners in education,

the school wishes to work very closely with parents to ensure that each child receives the best possible learning opportunities available. The school and parents enjoy a healthy and collaborative relationship based on quality communication that remains present throughout the year. As parents we want our school community to provide a safe space for our children to learn and grow to see their potential, to celebrate their cultural identity and to encourage the celebration of cultures and bring to life the school motto.

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**

At St Oliver's Primary School in 2024 we valued:

- Open and flexible learning spaces where we could learn with, and from, our peers and teachers.
- Learning opportunities that were enjoyable, challenging and met the needs of each student.
- Excursions and incursions that helped with what we were learning about in the classroom.
- Teachers who were caring, understanding and enthusiastic.
- Easy access to technology to help with learning.
- Regularly attending Mass and praying together as a school community.
- Learning about our Catholic faith and the many different cultural backgrounds of the students
- Opportunities to help those less fortunate than ourselves by organising fundraisers that supported Caritas and the St Vincent de Paul Society
- Having the chance to work with specialist music and sport teachers
- Being part of a small school, as we got to know all the teachers and other children
- Being given roles of responsibility that developed leadership skills
- Buddy system of Year 6 and Kindergarten

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

Blessed Oliver Plunkett Parish celebrated its first mass on Christmas Day 1929. The School opened its doors in 1930 under the care of the Sisters of Mercy. The School was then known as Blessed Oliver Plunkett. At first the single story building served as both church and school. Later in the 1930's the second storey was built. When Oliver Plunkett was canonised in 1975 the name of the school and parish changed to St Oliver Plunkett. In 1977 the new wing was opened and the older building was upgraded. In 2000 the School was refurbished and the library relocated to the middle floor. As part of the Building Education Revolution (BER) project in 2010 and 2011 the School was extended further to include additional learning spaces.

### Location / Drawing Area

St Oliver's Primary School draws on students from the Harris Park, Rose Hill, Granville and Parramatta localities. It serves the parish of St Oliver Plunkett Harris Park. St Oliver's Primary School has seven class groups from Kindergarten to Year 6.

Over fifty per cent of the students have a language background other than English.

Over 29 different cultures are represented in the school meaning that it is blessed with a rich variety of customs and cultures.

## Workforce Composition

### Staffing Profile

| Staffing Profile   |    |
|--|----|
| Total Number of Staff  | 25 |
| Number of staff who identify as Aboriginal and Torres Strait Islander people | 0  |
| Number of full time teaching staff   | 7  |
| Number of part time teaching staff   | 8  |
| Number of non-teaching staff   | 10 |

### 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   | 458  |
| Provisional Teachers   | 102  |
| Proficient Teachers and/or above                               | 3258 |

Teacher status at St Oliver's 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:

- Exploration of the Diocesan Wellbeing Framework
- Introduction and implementation of the Leading Excellence in Mathematics Initiative
- Familiarisation with the new PPSD tool and using it to refine practice.

## **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:

- Primary students took part in a Winter Sleepout experience where they had the opportunity to reflect on homelessness and other societal issues.
- Students took part in Socktober experience. This included a soccer competition with students versing teachers.
- Our Stage 2 Mini Vinnies students prepared sandwiches for the homeless. They also made Hygiene Packs for our Winter Sleep Out Experience.

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:

- Teachers explored different types of prayers and introduced those in their classrooms.
- Teachers explored Visio Divina and Examin as forms of prayers.
- Teachers took part in a moving Staff Formation Day presented on our school Mercy Values, facilitated by Ana Pintos.

## 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 2024

| Year 3                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 86%   | 66%       |
| Writing                 | 86%   | 77%       |
| Spelling                | 69%   | 61%       |
| Grammar and Punctuation | 69%   | 54%       |
| Numeracy                | 66%   | 63%       |

### NAPLAN Results Year 5 2024

| Year 5                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 74%   | 71%       |
| Writing                 | 77%   | 67%       |
| Spelling                | 78%   | 68%       |
| Grammar and Punctuation | 74%   | 65%       |
| Numeracy                | 77%   | 68%       |

## Student Profile

### Enrolment Policy

St Oliver's 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 2024 |                 |
|-------------------------|-----------------|
| Number of Boys          | Number of Girls |
| 88                      | 77              |
| Total Enrolments: 165   |                 |

### Student attendance

| Student attendance rates 2024 |                 |                     |                 |
|-------------------------------|-----------------|---------------------|-----------------|
| Year                          | Attendance Rate | Year                | Attendance Rate |
| K                             | 90%             | 4                   | 93%             |
| 1                             | 92%             | 5                   | 94%             |
| 2                             | 92%             | 6                   | 92%             |
| 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.

| Student Body Characteristics                   |     |
|--|-----|
| Language background other than English (LBOTE) | 143 |
| Students with disabilities (SWD)               | 34  |
| Aboriginal and Torres Strait Islander          | 0   |

## 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. St Oliver's 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:

- Introduction of the Student Representative Council to allow for student voice in our community.
- We held a Kindness Day to promote inclusion and compassion.
- In Term 4, we signed up to Pivot Learning Program to track our students' wellbeing.

St Oliver's 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**

St Oliver's 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:

- Introduction of PBS4L Focus' for each fortnight.
- Acknowledgement of NAIDOC Week upon our return in Term 3.

- Celebrated our Annual Multicultural Day which ties into our school motto of Unity in Diversity.

## Community Satisfaction

During 2024, 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:

- Held a Parent Information Night as Stage teams in order to set the scene for the 2024 school year.
- A thorough Orientation Program facilitated by the school leadership to ensure smooth transition into Kindergarten.
- Facilitated a consultation process with parents in order to review our school Homework Policy.

Areas of strength from the student feedback include:

- Students excited about the introduction of SRC.
- Reintroduction of the school canteen was taken well by the student community.
- Class rewards at the end of each term to support our PBS4L framework.

Areas of strength from the staff feedback include:

- Celebration of World Teachers Day/ Secretaries Day and Teacher Aide Day.
- School provided lunch and coffee runs for staff on multiple occasions to demonstrate appreciation for their work.
- Staff Team Building on Staff Development Days.



## School Improvement and Learning

### Priorities

| Current Year Priorities |   |                        |
|-------------------------|---|------------------------|
| Priority 1              | For our students and families to live the Mercy values through meaningful participation of Faith in Action.   | Achieved.              |
| Priority 2              | For students to read and respond accurately to text comprehension tasks as evidenced by an increase in the levels of achievement in NAPLAN, PAT-Reading and Read & Retell scores. | Still Working Towards. |

| Projected School Priorities |   |  |
|-----------------------------|---|--|
| Priority 1                  | Staff will be introduced to the Enhancing Catholic Schools Identity diocesan initiative. Staff, parents and students will participate in the ECSI survey. |  |
| Priority 2                  | For all students to improve their reading and numeracy outcomes.  |  |

## 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 2024 is detailed below:

| Recurrent and Capital Income               |             |
|--|-------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2,283,633 |
| Government Capital Grants <sup>2</sup>     | \$0         |
| State Recurrent Grants <sup>3</sup>        | \$602,058   |
| Fees and Private Income <sup>4</sup>       | \$470,788   |
| Other Capital Income <sup>5</sup>          | \$87,745    |
| Total Income                               | \$3,444,224 |

| Recurrent and Capital Expenditure          |             |
|--|-------------|
| Capital Expenditure <sup>6</sup>           | \$22,304    |
| Salaries and Related Expenses <sup>7</sup> | \$2,671,555 |
| Non-Salary Expenses <sup>8</sup>           | \$751,279   |
| Total Expenditure                          | \$3,445,138 |

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<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