

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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Our Lady Help of Christians Catholic Primary School (OLHC), Rosemeadow is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

Further information about the school or this Report may be obtained by contacting the school:

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Parish Priest: Father Christopher G Sarkis

Principal: Michelle Rolfe  
Date: 11 December 2015

## Vision Statement

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“A Catholic school community of Faith, love and learning.”

## Message from Key School Bodies

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### ***Principal's Message***

The Annual School Report of Our Lady Help of Christians (OLHC) for 2015 presents a year of reflection, consolidation and the planning of in depth knowledge and understanding of curriculum and pedagogy in targeted areas. Close attention has been paid to the examination of data regarding student achievement and growth and this has resulted in more strategic planning of professional development for staff than in previous years. Staff embraced the new learning, adapting existing practices to reflect the school's mission to 'strive for excellence'. Co-curricular life continued to be important at the school. Of particular note, was the introduction of the school band in 2015. Central to all aspects of school life was the ongoing consciousness that OLHC is a Catholic Parish School, where being a 'Place of Faith' and a 'Place of Love' overarch everything it does. The Parish Priest, along with the parent community, was an integral part of this and without that support and partnership, the school would be unable to maintain its Catholic culture.

### ***Parent Involvement***

The Parents and Friends' Association (P&F) continued to raise funds to support the school. It voted to relinquish the long term goal of saving for a Covered Open Learning Area over the basketball court as the cost was beyond reach. In lieu of this, the P&F voted to refurbish one of the playground areas. Mother's Day and Father's day stalls were held for students to purchase affordable gifts for parents and grandparents. A school disco was organised and a chocolate fundraising drive contributed to fundraising efforts. The P&F arranged working bees to help with the maintenance of the school grounds and donated Apple televisions for classrooms and the slab for the statue of Our Lady. It also continued to contribute to security costs. Meetings were held on the 1<sup>st</sup> Monday of each month during school Terms.

*Parents and Friends Association, President*

### ***Student Leadership***

School leaders were involved in the running of flag-raising, fortnightly assemblies, liturgies and sporting carnivals. The School Captains attended the Principals' Commissioning Mass, the Campbelltown Catholic Club Annual Mass, Project Compassion and Mission Month launches. All leaders assisted at the Western Region Swimming Carnival. The 100th Year of ANZAC celebrations were an important part of the whole school calendar. A highlight of the year, for all students, was the Twilight Fair for the school's jubilee celebrations. The Student Representative Council (SRC) was instrumental in advertising and marketing this event. They were also responsible for fundraising for Mission Month and St Vincent de Paul, as well as the management of school sports equipment.

*School Leaders*

## School Profile

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### **School Context**

Our Lady Help of Christians is a Catholic systemic co-educational school located in Rosemeadow. The school caters for students in years K-6 and has a current enrolment of 308.

At Our Lady Help of Christians Primary School, the school is an integral part of the Parish and of the wider church community. The spiritual growth and welfare of every student, along with sound educational practice, is a shared responsibility of the Parish Priest, Principal, staff and parents. The school has fourteen mixed ability classrooms and a Learning Centre, which supports the needs of students with an identified learning disability. The school aimed to be a place of faith, modelling itself on Jesus Christ and His Blessed Mother, Mary, a place of love through inclusion and respect and a place of learning through striving for excellence. The school motto of "Seek Wisdom, Love God" was evident in the provision of quality Catholic learning and teaching programs that met the diverse needs of the students. There is a rich cultural heritage contributed to by the many nationalities within the school. The school opened in 1989 and celebrated its Silver Jubilee in 2014.

### **Student Enrolments as at August 2015 census**

2015 enrolments	
Boys	158
Girls	150
<b>Total</b>	308
Indigenous	3
LBOTE	135

The Diocesan Primary Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: [www.olhcdow.catholic.edu.au](http://www.olhcdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

## **Student Attendance**

2015 Attendance	Male	Female
Kinder	92.6%	92.8%
Year 1	93.8%	90.5%
Year 2	93.2%	92.1%
Year 3	93.5%	95.1%
Year 4	94.2%	92.3%
Year 5	94.6%	95.0%
Year 6	93.8%	94.2%
Whole school	93.7%	93.1%

### **Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Parents were requested to send a written note to school, or send notification via the Skoolbag application, when their child was absent from school. When a student was absent for three consecutive days, without having received notification from the parents, the classroom teacher made contact with the parent. Unexplained or frequent absences were followed up with a telephone call to parents, initially by the classroom teacher. If late-coming and non-attendance continued to be a problem the classroom teacher notified the Assistant Principal.

The Assistant Principal followed up ongoing absences to determine the reasons and whether or not pastoral care was required. A case meeting may be conducted with the Assistant Principal and/or Principal, Pastoral Care Co-ordinator, parent, student and possibly a CatholicCare Counsellor to provide support for student attendance. Medical experts and therapists could also form part of this team. Support could include strategies for parents with 'at home' procedures and reward systems for students. Should these procedures be unsuccessful, written notification would be given to parents and formal procedures would be followed as per CEDoW Student Attendance Policy and the School Attendance Guidelines and Procedures (January 2015).

### **Staffing Profile**

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There are a total of 20 teachers and 7 support staff at Our Lady Help of Christians Catholic Primary School. This number includes 14 full-time and 6 part-time teachers.

## Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

\*Australian Education Institution – National Office of Overseas Skills Recognition Staff

## Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 85 %.

One teacher was promoted to a leadership position at another school, one moved to a permanent contract closer to home and another accepted a contract position at another school.

## Professional Learning

During 2015 Our Lady Help of Christians staff undertook a range of professional learning activities related to improving student outcomes, particularly through the State Action Plan and School Review & Improvement priorities.

These included:

- A. Our Lady Help of Christians whole school development days. These days focused on:
  - Quality Assessment Practices (20 staff);
  - Staff Spirituality Retreat: Presence (28 staff);
  - School Review & Improvement Goals (28 staff);
  - First Aid Training: CPR, Asthma & Anaphylaxis Training (28 staff).
  
- B. Other professional learning activities provided at school level including CEO run courses:
  - MSPEC training days (5 Staff);
  - SAP Writing Professional Development Days (4 Staff);
  - SAP Mathematics Professional Development Days (3 Staff);
  - Building Professional Learning Communities (10 Staff);
  - Rich Learning Tasks in Mathematics (20 staff);
  - iPad Boot Camps (10 Staff);
  - Professional Learning Community Training Days (8 staff).

The average expenditure by the school on professional learning per staff member was \$1 917. This comprises \$417 from the school and \$1 500 from State Action Plan sources.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$2 208.

## Catholic Life & Religious Education

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Catholic Life and Religious Education continued to play a prominent role in the school. Through the Religious Education curriculum and all areas of school life, staff embraced the Vision and Mission of the school and went further to draw explicit links to the school community as a place of faith, love and learning. In 2015 the school marked a number of significant events with liturgical celebrations. The highlights included Catholic Schools' Week and the G'Day Mass, Beginning and End of Year Masses, Welcome Mass for Kindergarten and New Families, Ash Wednesday, Lent and Holy Week prayer liturgies, Our Lady Help of Christians Feast Day Mass and the Year 6 Graduation. The St. Mary of the Cross east Day Liturgy and a Walk-A-Thon drew a large number of parents and friends to the school. Students and teachers from Year 6 also came together, with schools in the Macarthur precinct, for the Gathering and Prayer with the Bishop, which was held at St Paul's Catholic Primary School, Camden. This was a most blessed Mass and was appreciated by all who attended.

A team of staff members began the spirituality programs, run by CEDoW, Lamplighters and Shining Lights. These teams introduced these concepts to staff through staff prayer, staff meetings and our overnight staff retreat. The theme of Presence was explored using the prayer form of journaling. In October the whole school celebrated National Rosary Day by each class praying the Rosary. The students also entered a school based National Rosary Day art competition.

Project Compassion and Mission Month initiatives raised \$2 203, and \$1 000 was raised through the Saint Mary of the Cross MacKillop Walk-A-Thon. A highlight of the year was the book drive where over 500 children's books were donated to St Vincent de Paul. The year finished with another social justice initiative, a food drive. All students were asked to donate perishable food items, which were given to St Vincent de Paul, who created food hampers to give to needy families in the local community. At the Christmas concert, \$661 was raised and given to St Vincent de Paul.

Religious Education and the Catholic life and culture of the school were shared with the wider community through a section in the weekly newsletter. Sacred Music and Community Singing successfully continued in 2015 and helped promote joyful participation at Mass through song and prayer. Students, staff and parents voted on, and finalised the writing of a new school prayer. It reflected the school's motto and Vision and Mission statements. The prayer was launched as a part of the Feast Day celebrations. The mosaic and OLHC statue were also unveiled and blessed on this day. The Feast day celebrations culminated with a Twilight fair. This was a community event where the spirit of the school was truly evident.

Stage 2 and 3 students and teachers were able to access the online resource 'Understanding Faith' as a teaching and learning tool. Stage 3 students also participated in the Christmas Art competition. Students in the Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) programme also had a Religious Education focus creating their contemplations that looked at the life of St. Teresa of Avila.

Ties with the Parish continued to be very strong. Students attended Parish Masses at least twice a Term, the Sacrament of Penance once a Term and Benediction twice a year. Students in Year 3 participated in the Parish based Sacraments of Penance and First Communion whilst students in Year 6 participated in the Sacrament of Confirmation. An increasing number of staff helped to prepare the students to make these Sacraments.

## Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Programme for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of forty-four Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and forty-eight completed the Extended Task (Part B). The Extended Task was based on the Unit: *One With God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of parts of the Mass
- knowledge of the Sacraments; and
- knowledge of the liturgical year

Significant improvement was made in literacy based questioning - visual tasks and sequencing tasks. This was identified through analysis of the data that needed targeted teaching, so teachers were pleased to see positive effects on the results. Students also improved in their ability to understand and explain the aspects of Jesus' mission.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an awareness of the messages contained within scripture and their own personal connection with the Gospel in their lives.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge to their own lives.

For Part A, 12.10% of students were placed in the developing level, 64.80% in the achieving level and 23.10% were in the extending level.

For Part B, 6.20% of students were placed in the developing level, 66.60% in the achieving level and 27.20% were in the extending level.

Combining Parts A and B, 11.20% of students were placed in the developing level, 65.90% in the achieving level and 22.90% were in the extending level for Religious Literacy.

## School Review and Improvement

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School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### School Review and Improvement components reviewed and rated in 2015

- **Key Area 1: Catholic Life and Religious Education**

#### 1.3 Catholic Life and Culture

Goal: To articulate our school charism and history in our culture and celebrations in a meaningful way.

The school continued to explore the charism of the laity. It embarked on a spirituality programme run by the CEDoW, and as a community, examined the disposition of Presence, as a staff. The Twilight Fair on the OLHC Feast Day continued to enrich the school culture by welcoming the broader community to this celebration.

- **Key Area 2: Students and Their Learning**

#### 2.3 Reporting Student Achievement

Goal: By the end of 2016, reporting student achievement will be consistent across the school, with all students' being able to engage in the process of assessing and identifying the next step in their learning.

The new School Report was efficiently introduced. Parents and teachers reported that it provided greater insight into student achievement and areas for improvement.

- **Key Area 3: Pedagogy**

#### 3.2 Provision for the Diverse Needs of Learners

Goal: To increase capacity and sustainability for identifying, recording, monitoring and reporting student progress in academic, pastoral and behavioural domains.

CEDoW conducted a number of team days where the review and implementation of catering for the diverse needs of learners was supported. The school is confident in its updated procedures and supporting staff in its implementation will continue in 2016.

#### 3.3 Teaching Practices

Goal: To further develop pedagogies that are generally based on a knowledge and understanding of the learning process and syllabus content.

Strategic targeting of professional development of staff around teaching practices saw teachers gain expertise in teaching mathematics through the use of rich learning tasks. In

addition, significant development took place in the teaching of writing. This aligned with State Action Plan requirements.

### 3.5 Assessment

Goal: There will be an effective whole school approach to the use of quality assessment practices with staff using evidence of learning that leads to improved student outcomes.

Staff explored research around assessment and the most effective use of assessment to enhance student learning. It became an integral part of the learning cycle. A particular emphasis was on writing and mathematics to meet State Action Plan requirements.

- **Key Area 5: Resources, Finances and Facilities**

#### 5.1 ICT Resources

Goal: To provide staff with development opportunities that will allow them to effectively incorporate technology into their teaching pedagogy.

A large number of staff attended professional development opportunities to incorporate 1:1 iPad use in the classroom. In addition, teacher and students participated in boot-camps in the classroom, run by CEDoW staff.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

#### 6.2 Reporting to the Community

Goal: To develop highly effective communication structures and processes that clearly serve the information needs of the school community.

Various means of communication were available to the community. These included electronic, through the newsletter, Skoolbag app and the OLHC Twitter account. There is still a paper copy of the newsletter available, as well as other notes including the once a Term curriculum note from classes. Face to face opportunities include the P&F meetings, parent forums, Meet and Greet interviews and parent/teacher interviews. Case meetings and Personalised Planning meetings were held on a needs basis.

### **School Review and Improvement components to be reviewed and rated in 2016:**

The following components will be continued in 2016. They are included because the action plans span more than one year and goals are still to be achieved.

- **Key Area 1: Catholic Life and Religious Education**

#### 1.3 Catholic Life and Culture

This was chosen because of the school's participation in the Lamplighters and Shining Lights programmes. We aim to enrich the spiritual life of the school.

- **Key Area 3: Pedagogy**

#### 3.3 Teaching Practices

To continue to build on the success of the expertise gained around maths and writing, the school plans to focus on improving reading through developing expert teaching practice in this area. Writing and maths will continue to be refined.

### 3.5 Assessment

The school aims to build on the current understanding of assessment through the construction of criteria to assist in consistent teacher judgement and inform planning for one step ahead learning for all students.

#### **The following are new areas for 2016:**

- **Key Area 2: Students and their Learning**

- 2.1 Educational Potential

- Data has become an important tool in decision making around student learning. The school wants to become better at the use of data to move students along their path of learning at an optimum rate.

- **Key Area 4: Human Resources, Leadership and Management**

- 4.3 An Ethical Workplace Culture

- The school feels that while there are no immediate concerns in this area, the demands on staff mean that we need to look at this area to ensure expectations are just.

- **Key Area 5: Resources, Finances and Facilities**

- 5.2 Use of Resources and Space

- While not an area of major concern, staff would like to make procedures in this area more consistent so resources, whether personnel or materials, are available in a predictable and reliable way.

## **Financial Summary**

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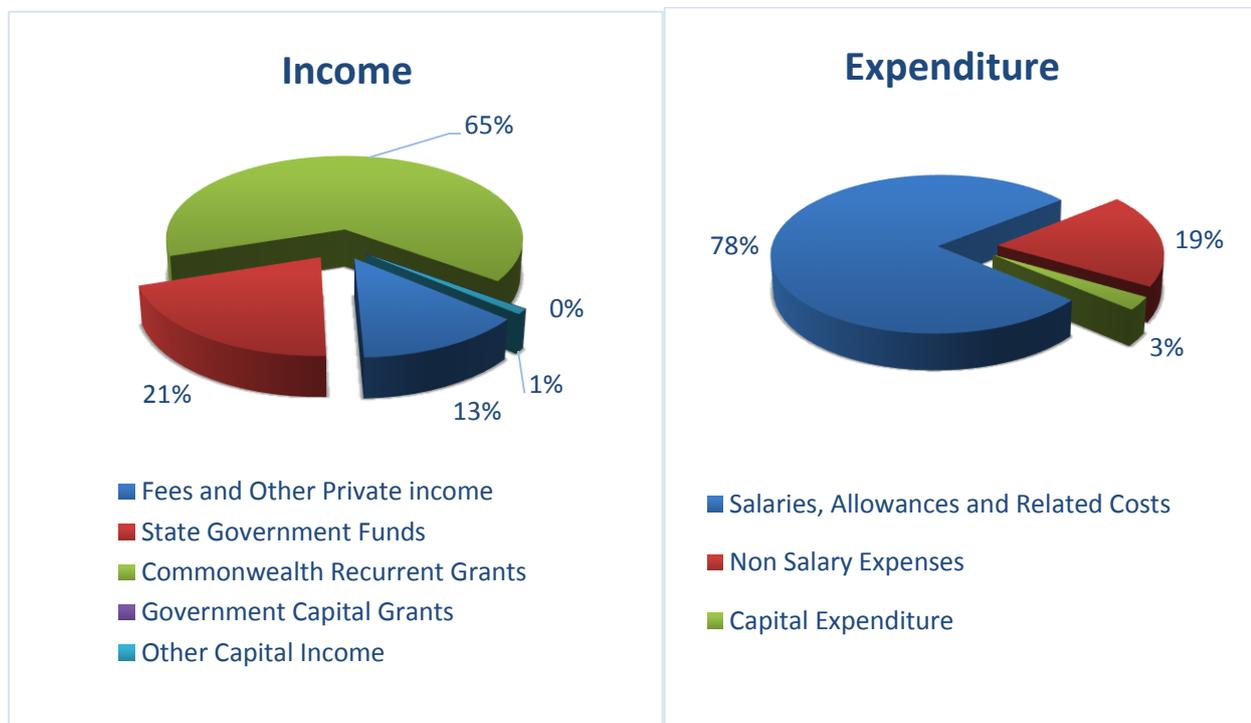
Through the generous support of the Campbelltown Catholic Club, as well as school funds, the school was able to replace all water fixtures - taps, toilets and bubblers. This has already been of great benefit through the reduction of water wastage. The P&F purchased large screen televisions for each classroom that the school supplemented with Apple TVs to enable wireless sharing from computers and iPads for class display.

We received a grant from Illawarra Coal Community Partnership Programme for \$10 000 through the P&F, who added further funds, to refurbish the back playground. This will include re-turfing and planting trees. The work will be undertaken in the Christmas holidays and the school will provide seating as a final stage to this major project.

Money collected for religious icons has been put aside to save for a stained glass window for the new church. The small excess in the Information Technology (IT) budget has also been put aside as per our IT plan to maintain resources at current levels in the school.

We received \$1 000 from the Angel Feather Foundation which helped a needy family in our school by giving vital financial support to them to attend courses and purchase resources.

The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Catholic Primary School, Rosemeadow for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

Throughout 2015, the need for students and families requiring counselling services, for varied reasons, sharply increased. As a result, the governing Catholic body, increased the level of support from the CatholicCare agency to seven days per month, commencing in 2016.

At OLHC, respect and responsibility are embedded in the three school rules:

- Be safe
- Be respectful
- Be an active learner.

At the commencement of each year, staff and students discuss and decide on classroom procedures for each of these rules. Explicit teaching of classroom and playground rules occur at regular intervals to encourage respectful and responsible actions towards other people, property and the environment. At least one staff meeting per term is timetabled for staff to discuss systemic delivery to the students to ensure consistency and respectfulness of all stakeholders. As a result of this procedure, several changes resulted in how equipment was used on the playground, the format of the duty roster and supervision of competitive games in a separate playground area.

To reinforce the message of no bullying, the school secured the services of the presenters of the NED show, who creatively reinforced the messages of Never give up, Encourage others and Do your best through the skilful use of yo-yos.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Dioceses commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## Learning and Teaching

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Teachers closely monitored student progress with the use of the literacy and numeracy continua, where they identified student needs and continually examined, reflected and refined their pedagogy. There was a whole school approach towards assessment being imbedded in quality teaching and learning, rather than at the beginning or end of each unit.

### ***State Literacy and Numeracy Action Plan***

Our Lady Help of Christians Rosemeadow is one of four State Action Plan schools in the Diocese of Wollongong. All State Action Plan (SAP) Diocesan schools are working towards the key accountabilities developed in the Catholic Education Commission (CEC) NSW Literacy and Numeracy Action Plan Implementation Plan 2015-2016.

The Diocese of Wollongong 2015-2016 NSW Literacy and Numeracy Action Plan has been developed based on evidence gathered in schools using a range of evaluation and assessment instruments. The Diocese of Wollongong is building on current successful strategies and focusing on building teaching capacity and improving student learning outcomes in our targeted schools through;

- Ongoing focus on instructional leadership;
- continuing to strengthen partnerships between home and school;
- continuing to support students requiring Tier 2 and Tier 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC processes);
- ongoing support and professional learning for teachers around data-based teaching and learning, using the Class Learning Plan (CLP) tracking tool and the literacy/numeracy continuum
- providing a stronger focus on the teaching of mathematics and numeracy across all KLAs inclusive of skilling Numeracy Leaders in targeted schools;
- Increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners.

Our Lady Help of Christians has implemented the following initiatives under the State Literacy and Numeracy Action Plan.

- **Assessment Practices**

Staff aligned their assessment practices to develop a whole school approach to assessment. All professional development was connected to assessment practices in the school.

- **Professional Learning Teams**

Professional Learning Communities (PLC) and Professional Learning Teams (PLT) were introduced this year. The Leadership Team participated in professional development with external experts in this area. Reading, writing and mathematics teams were formed and led the whole school professional development in each of these areas.

- **Teacher Educator**

The CEDoW appointed Teacher Educator worked closely with teachers during English and Mathematics lessons three days per week, providing professional development and support to teachers. He also worked with members of the Leadership Team in formulating professional development for staff meetings.

A full copy of the plan is available from the school's website under the link - State Action Plan

## **Curriculum and Pedagogy**

### *Syllabus implementation*

Teachers continued to implement the NSW Syllabus for the Australian Curriculum in English and Mathematics. Teachers also began using the new NSW Syllabus for Science. A whole school Science day was run in order to model the new components of the syllabus for teachers and students in a practical way.

### **Assessment and reporting**

Teachers continued to use Sentral to complete their reports for both Semesters 1 and 2. Additionally, teachers used the Sentral database to track student progress through the literacy and numeracy continuums. This data was used to assist teachers in developing targeted learning goals for individual students and groups of students.

This year, teachers developed a shared understanding of the fundamental principles of quality assessment. There was a shift in thinking that assessment is no longer seen as a separate task but as embedded in quality learning and teaching. All teachers completed two cycles of implementing rich learning tasks in Mathematics as a way of lifting the lid off assessment.

Through the rich learning tasks, teachers continued their professional development on writing and using success criteria. Teachers also continued using success criteria to track student progress in other Key Learning Areas (KLAs). Rather than using the tracking sheets, the Sentral database was used to assist with the transition of students to their 2016 classes.

### *Integration*

Teachers explored integration and correlation by using the content from other KLAs to drive English planning and text selection. Additionally, the skills from English were also taught explicitly through the other KLAs, for example, using the comprehension strategy of monitoring on a website in Science.

## **Technology supporting learning**

The 1:1 iPad programme was expanded to all of Stages 2 and 3. The iPad program was necessary due to the requirements of the new syllabus and the addition of Stage based learning in the Primary classrooms. The students all participated in a cyber safety program at the beginning of Term 1 to ensure that the devices were used safely and responsibly.

Teachers underwent a range of Professional Development to ensure that the use of iPads were effectively utilised in the classroom. Professional Development opportunities were available within the school, as well as a five day course at the CEDoW, to assist teachers in this implementation. Teachers and students were fortunate enough to be supported by the CEDoW iPad boot-camps. This support allowed both students and teachers to develop a deeper range of skills when utilising the iPads to enhance learning.

In the infant's classrooms a rotation was developed to share ICT resources. The banks of iPads, iPad minis and laptops were shared amongst these classrooms in accordance with their teaching and learning activities. The CEDoW also provided student workshops for Stage 1 students and teachers to teach them how to access their Google accounts and navigate an iPad.

This year a program named Hapara was introduced to assist teachers in managing and assessing student work when using technology. It proved to be an effective way of organising the students' work and allowed teachers to provide instant feedback to each of their students.

## **Cross Curriculum**

### *Literacy*

Participation in professional development at staff meetings led to a significant increase in the ability of teachers to teach literacy effectively. After using these learned strategies, initially in the English KLA, teachers then integrated these practices across other KLAs, which ensured quality teaching of literacy in many subjects. Four staff members have been involved in a writing project facilitated by the staff of the CEDoW. They then have led the remaining staff in various staff meetings to improve writing in literacy and other KLAs.

### *Numeracy*

Professional development in the Mathematics syllabus gave teachers a valuable opportunity to revisit the components of effective Mathematics lessons, which incorporated rich assessment tasks. Teachers used these components when planning lessons and units of work. The syllabus also provided opportunities to explore numeracy across the curriculum.

### *Indigenous*

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week was marked through a variety of classroom-based activities. Staff attended professional development in leading Indigenous education that was incorporated with the new History syllabus. Working closely with the Aboriginal community will continue to be a priority in 2016.

### *Multicultural*

The diversity of cultures within the school community continued to supply it with rich experiences in the customs of various cultures, particularly in dance, food, traditional clothing and celebrations. Students and staff benefited from the generosity of parents who took the time to contribute to cultural units of work.

## *Environmental*

Environmental stewardship continued to be part of the culture of the school. Actions from various units of work highlighted the need to look after the environment at a local and global level. The Student Representative Council (SRC) focused on recycling and led the school in this area, as well as in saving electricity and water through ensuring a minimisation of wastage.

## **Meeting the needs of all students**

### *Diversifying Learning*

Managing students pastoral and educational concerns (MSPEC) was driven by a team of voluntary staff. Some innovative changes implemented in 2015 were: a more resourceful and creative method of using School Support Officers' to enable teachers to target areas of growth; implementation and use of a data wall; using Continuums and NAPLAN data to determine students' needs and accompanying intervention strategies. Staff had professional development in implementing LIPS (Literacy Intervention Plans), NIPS (Numeracy Intervention Plans) and GRIPS (Group Intervention Plans) as one method of tracking student progress.

### *Gifted Education*

Students in Year 3, and any new students in higher Grades, were tested with the ACER General Ability Test (AGAT). From this, students who achieved a high result, were then tested with the Slosson individually. These results were used to identify students considered as Gifted and Talented with a result of 140+. When identified, the CEDoW was notified and 130+ included in the school database. These were the students selected to participate in SPLICED. Students were involved in SPLICED in two areas.

The first, catering for the creative thinker in a unit on Awakenings: A celebration of the 500th Anniversary of the Birth of St Teresa of Avila. It was a competitive project to create an artwork and piece of literature expressing a personal understanding of the life and wisdom of St Teresa. It also included students creating a digital artwork and took place in the first semester.

The second unit in the second semester was a Science/Maths project focused on Light Emitting Diodes (LEDs). This topic was based on energy consumption with the use of lights.

### *Special Education Needs*

In 2015, a number of students attended the Learning Support Centre for a more personalised instruction programme in English and Maths. Social stories were also used to assist students in mainstream classes who needed support in dealing with new experiences or changes to routine. Many teachers also used visual timetables for class routines, timetables and class and school rules.

## **Expanding Learning Opportunities**

### *Competitions*

Stage 3 students entered the Christmas Art Competition. Three students from Year 6 and one student from Year 5 had work displayed at the Wollongong City Art Gallery. Students in Years 2-6 had the opportunity to enter NSW University Competitions in English, Mathematics and Science (ICAS).

## *Sport*

Students competed at the school swimming, cross country and athletics carnivals. A number of students reached Diocesan level representation with two selected for MacKillop Teams. One student received a Wollongong Diocesan Sports Award. A large number of students had the opportunity to try different sports in non-competitive environments through gala days in netball, soccer, rugby league and basketball.

Students in Kindergarten to Year 2 participated in learn to swim lessons each Monday in Term 4, whilst students in Years 3 to 6 participated in a surf safety program, spending a day in the surf at Sandon Point Beach.

## *The Arts*

In August 2015, the school took part in the Wollongong Wakakirri production. Students from Years 1 to 6 participated in the production and were always giving of their own time for rehearsals during Terms 1, 2 and 3. The school won a State Award for the Social Story of the Year with its production of The Little Refugee.

Sacred Music and Community Singing took place fortnightly. It provided an opportunity to practice hymns and sing songs, which helped create community spirit.

In Term 4 the school ran a talent quest which was popular and gave students the opportunity to share their various talents. For end of year celebrations each grade in the school submitted an item for the Christmas concert.

## **Student Achievement**

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The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress was communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

There were thirty-nine Year 3 students and forty-four Year 5 students who sat the 2015 NAPLAN testing. Some students were exempt from NAPLAN due to intellectual disabilities, however, they were still recorded in the data as 'below national minimum standard'. There were few students who did not meet the National Minimum Standard (NMS). The testing indicated areas of priority, particularly reading across the school, and students whose language is from a non-English speaking background. Writing emerged as a strength for both Year 3 and Year 5 with the students scoring above the national average. Learning gains of students from Year 3 to Year 5 continued. NAPLAN data was used to give all staff a greater understanding of the strengths and areas for growth of our students. This information was regularly integrated into professional development and used for future planning.

## Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2015: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	14%	35%	51%	18%	52%	30%
	National	13%	39%	48%	20%	47%	33%
Writing	School	0%	35%	65%	23%	57%	20%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	16%	41%	43%	9%	52%	39%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	5%	41%	54%	20%	52%	27%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	11%	62%	27%	18%	59%	23%
	National	17%	49%	34%	18%	55%	28%

## Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	89%	91%
	National	95%	93%
Writing	School	97%	84%
	National	96%	92%
Spelling	School	95%	93%
	National	93%	93%
Grammar & Punctuation	School	97%	89%
	National	95%	93%
Numeracy	School	95%	98%
	National	94%	95%

## Parent, Student and Staff Satisfaction

Data was gathered using a variety of methods. The results indicated that, Staff felt they were given the opportunity to showcase their talents, were valued in an authentic Catholic environment, that respect was shown to all and that the school presented as welcoming, collegial and supportive. Appreciation was expressed for the connection with the Parish Priest and all he gave to the school. They acknowledged the diversity of our students with behaviour and learning and how this uniqueness allowed them to grow and learn as educators. Suggestions that the work/life balance could be improved as many staff completed or continued work at home. However, the outstanding development in Mathematics rich learning tasks, English, Writing and Reading was acknowledged and staff would like this to continue.

Parents were appreciative of the size, tranquil setting and Catholic ethos of the school. They acknowledged their children were given many opportunities to succeed and participate, that OLHC was a place of respect and commented favourably of the impact and relationship the Parish Priest has with the school. They also thought the school communicated well with them through the use of the newsletter, website, Skoolbag, parent/teacher interviews, P&F Meetings, Kindergarten orientation, information evenings and Twitter.

Parents were grateful for the many opportunities they were presented with to be involved within the school community.

Students liked the school environment, their friends and teachers, as well as the many opportunities they were given to fulfil a rewarding school life. They commented on the school grounds positively, but would like to see more shade areas on some playgrounds and a change in the ball system at play breaks. They were very conversant with the school rules and thought this helped them model the behaviours expected at school. Students also commented that they enjoyed the religious aspect of their learning and coming to school.



**CATHOLIC EDUCATION**  
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