

***Our Lady Help of Christians
Catholic Primary School
Rosemeadow***



***Annual School Report
2011***

About This Report

Our Lady Help of Christians Catholic Primary School, Rosemeadow is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO 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 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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

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

Our Lady Help of Christians Catholic Primary School
PO Box 508
Campbelltown NSW 2560
Ph: (02) 4626 5655
Fax: (02) 4626 7227
Email: info@olhcdow.catholic.edu.au
Website: www.olhcdow.catholic.edu.au

Parish Priest: Fr Christopher G Sarkis

Principal: Mrs Kayleen Petzer

Date: 16 December 2011

Vision Statement

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

Message from Key School Bodies

Principal’s Message

Our Lady Help of Christians Parish School (OLHC) has pleasure in presenting its Annual School Report (ASR) for the 2011 School Year. It provides an opportunity to recognise and celebrate the achievements that have occurred throughout the year. The school continues to maintain its commitment to ensuring the respect and dignity of each individual and endeavours to support the parents in this community in their roles as prime educators of their children. I take this opportunity to thank the staff who work tirelessly for the benefit of the students and the parents and friends who continue to volunteer in many ways. The OLHC school community is appreciative of the Parish Priest for his continued support. Throughout the year the school came together through prayer, service and fundraising to support the community and those less fortunate.

Parent Involvement

The Parents and Friends Association (P&F) continued to support OLHC in a variety of ways. It contributed to the school’s Information Communication Learning Technologies (ICLT) loan, paid one-third of security costs, purchased a marquee, paid towards MacKillop sport representative costs for students, donated to J Rock and purchased outdoor seating. It organised and ran Mother’s Day and Father’s Day stalls, a student disco and co-ordinated family photograph sittings. The P&F supported, and encouraged the establishment of community forums the first of which was entitled “Open Planned Classrooms and Team Teaching”. A small, but much appreciated number of parents supervised the Second Hand Clothing Pool, distribution and orders of Book Club, assisted in the Canteen, Library and classrooms. Parents also gave their support in volunteering as officials at the Swimming, Athletics and Cross Country Carnivals, as well as coaching and managing teams for the netball, soccer and rugby league gala days. Without this help such carnivals and gala days would not be possible.

Parents and Friends Association, President

Student Leadership

Student leaders represented at various events, including the Project Compassion launch, ANZAC Dawn Service, the Campbelltown Catholic Club (CCC) Annual Mass and Stations of the Cross. They were also available to accept cheques from Wests Leagues Club and Macarthur Square for competitions OLHC entered. Leaders showed visitors, including local councillors, the new buildings, spoke at the “Blessing of the Buildings Mass”, ran assemblies and helped

the Student Representative Council (SRC) with fundraising ideas. The leaders hoped that they contributed, during the year, to ensuring the values of the school were maintained.

School Leaders

School Profile

School Context

Our Lady Help of Christians (OLHC) Catholic Primary School is a Catholic Systemic co-educational school located in Rosemeadow. The school caters for students in Years Kindergarten (K) to Year 6 (K-6) and has a current enrolment of 345. At OLHC there is a rich cultural heritage contributed to by the different nationalities within the 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 education practices, is a shared responsibility of the Parish Priest, Principal, staff and parents. The school motto of 'Seek Wisdom, Love God' is evident in the provision of quality Catholic learning and teaching programmes that meet the diverse needs of students. The school has fourteen mixed ability classrooms and a Learning Centre, which supports the needs of students with an identified learning disability. The school provides rich learning environments that incorporate the use of technology, inquiry learning and a strong literacy focus. The school provides varied activities that the students can participate in during their breaks. The aim is to be a place of faith, modelling on Jesus Christ and His Blessed Mother, Mary and a place of love through inclusion and respect and a place of learning through striving for excellence.

Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	194	151	345	1	114

The Diocesan Enrolment Policy and Procedures exists 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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	88.7%	89.8%	91.0%	91.1%	94.2%	88.8%

Management of Student Non Attendance

Daily attendance records were maintained. School attendance was monitored. After five consecutive days of absenteeism the class teacher contacted the parent/guardian of the child

for an explanation. If an unjustified absence continued, or high level absenteeism was evident, the Principal was advised. The Principal then decided the appropriate action, including intervention strategies.

Staffing Profile

There are a total of 23 teachers and 9 support staff at Our Lady Help of Christians Catholic Primary School. This number includes 14 full-time, 9 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 98.2%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 96%.

Professional Learning

During 2011, Our Lady Help of Christians personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

OLHCs whole school development days involving 32 staff.

These days focused on:

- “In Burning Hearts” Spirituality Conference;
- Catering for the Gifted & Talented (Learning Communities Project); and,
- “Imagine, Innovate & Inspire” Diocesan Staff Development Day.

Other professional learning activities provided at school level including CEO courses:

- David Langford Conference “Quality Learning” (6 staff);
- Interactive Whiteboard training (6 staff);
- Technology for Learning – (3 staff);
- Beginning Teachers’ days – (4 staff);
- Understanding SMART data- NAPLAN analysis –(2 staff);
- Gifted & Talented Education –(2 staff);
- Learning For Leadership – (1 staff member);
- Non-violent crisis intervention – (5 staff); and,
- The Mind and Its Potential Conference – (2 staff).

The average expenditure by the school on professional learning per staff member was \$887. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$986.

Catholic Life & Religious Education

Catholic life and Religious Education (RE) played a prominent role at OLHC. The school marked a number of significant events with liturgical celebrations. These included Catholic Schools Week, a Beginning and End of Year Mass, Ash Wednesday, Stations of the Cross, Our Lady Help of Christians Feast Day, Assumption and Year 6 Graduation. Of particular interest was the Easter Paraliturgy held in Week 1 of Term 2 which drew a large number of parents and friends to the school to share in the celebration.

September 8th, the birthday of Our Lady, was marked by devotions beginning with each grade presenting a musical item highlighting particular stages in Mary’s life. It culminated in a procession and sharing of the Rosary led by the Parish Priest involving the entire school community.

The school’s new buildings were blessed and opened by the Bishop on Tuesday 28th June. This was a combined event with John Therry Catholic High School and both schools were represented by a large cross-section of the school community. A highlight of the celebrations was a combined schools choir.

Regular celebrations continued with parish based sacraments and an increasing number of staff supervising these programmes outside of normal school hours. The RE calendar was maintained with each class attending Mass and the Sacrament of Penance (Years 3 – 6) twice a term and Benediction provided once per term. The Parish Priest continued to be involved in all these celebrations, as well as through class visits. Students continued to take action on issues of social justice; raising money, donating items and knitting. ‘Wrapped with Love’ knitted 10 blankets. Monies raised for Missions amounted to \$2,146.65. In relation to other

charities, \$2,526.50 was raised for St Vincent de Paul, and events including the Mary MacKillop Walkathon, and support for Multiple Sclerosis, the Eczema Foundation and Junior Diabetes raised a total of \$3,357.10.

Religious Literacy Assessment

The Religious Literacy Assessment Programme for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 29th and 52 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

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

Students 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 prayer both tradition and composed; and,
- awareness of how they experience the presence of Jesus in their lives.

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:

- grasp knowledge and understanding of the sacraments of initiation and Penance.

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

For Part A, 23.1% of students were placed in the developing level, 42.3% in the achieving level and 34.6% were in the extending level.

For Part B, 30.2% of students were placed in the developing level, 54.7% in the achieving level and 15.1% were in the extending level.

Combining Parts A and B, 30.8% of students were placed in the developing level, 55.8% in the achieving level and 13.5% were in the extending level for Religious Literacy.

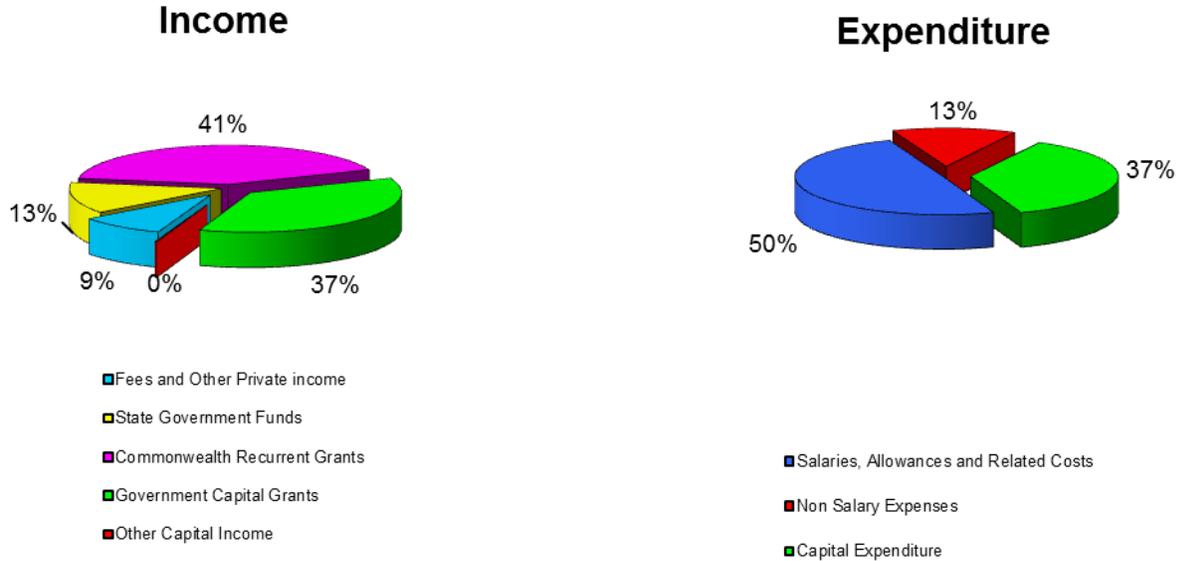
Financial Summary

During the 2011 School Year the building project was completed. These building works included a multipurpose hall, refurbishment of Stage 1 classrooms, covered walkways and refurbishment of the administration block. The cost of these works amounted to \$2,650,000 which was provided for by The Building the Education Revolution (BER) Program.

A grant of \$8,000 was received from the Catholic Education Office to help identify and cater for gifted and talented students throughout the school and raise awareness amongst staff. A major component of school expenditure was on providing teaching resources and materials, professional development and technology.

This year, although saving for the Covered Outdoor Learning Area (COLA), the Parents and Friends were able to assist the school community in the following projects: Security (\$1,600), Computer Loan (\$4,500), Marquee (\$1,900), three students received MacKillop representative sponsorship (\$300), it provided a donation towards J Rock (\$500) and contributed to the purchase of outdoor seating (\$1,600).

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 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

The OLHC school community continued to use the School-Wide Positive Behaviours for Learning (SPB4L) framework to improve academic and behavioural outcomes. Students were explicitly taught the skills required to make the school environment a safe and happy place. Areas of focus were outdoor areas and common walkways, bus and pick up lines and entry

and exit from the Church. Data from classroom management strategies was collected and analysed, resulting in a more intense focus on classroom behaviours being required in 2012.

Rewards were given to students who consistently modelled these skills and a presentation of the awards occurred weekly. The buddy system between grades in OLHC continued in 2011 and Year 5 extended this buddy system with John Therry, the neighbouring Catholic High School. Year 5 also visited St Patrick's College, where they shared a similar experience spending one afternoon sampling some of the subjects on offer – Home Science, Visual Arts and Science.

In Term 2 all students took part in peer support activities, which were led by a member of Year 6. Feedback from students indicated that this was a very worthwhile and enjoyable experience so OLHC will continue peer support in 2012. After student consultation, the variety of activities offered at recess and lunch to students was amended in an attempt to cater for their leisure needs.

The strong bond with the Parish community continued to flourish in 2011 with a number of staff committed to delivering the sacramental programmes for the Sacraments of Penance, Holy Eucharist and Confirmation, not only to OLHC students, but also to local primary school students.

Pastoral Care

In 2011 the CatholicCare Counsellor attended one day per week.

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*** and ***Safe Work Environment*** are 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 Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2011.

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

Introduction

Learning and teaching, with particular emphasis on quality experiences, was a focus across all learning areas this year. Data indicated areas for improvement and this has driven planning, particularly in the area of literacy.

Curriculum & Pedagogy

The provision of valuable learning experiences, through high quality planning and programming, was a focus area of the School Review and Improvement process. Improvements particularly were made to the English Block, which staff set up and programmed with a flowchart structure. Proformas were also developed for Creative Arts to ensure student experiences aligned with syllabus expectations. Staff became adept at applying the compliance checklist to ensure teaching programmes reflected syllabus requirements regarding time, content and meeting learning outcomes.

Staff integrated Key Learning Areas using a Religious Education or Personal Development and Health focus as well as the more traditional topic areas. There was a concentrated effort to include thinking skills and strategies through the use of Langford tools, Multiple Intelligences, flowcharts and other strategies. This helped organise the integrated topics for the students and enabled them to become more autonomous learners through self-direction and assessment.

Technology has been widely used throughout the school. Each grade had access to smartboards, iPods, netbooks or laptop computers. The focus of using technology this year was on engaging students in literacy activities to enrich learning through drill and practice and creating texts. Book Week provided a high focus on using technology to create a response to the shortlisted books in grades 1 to 6. Staff gained valuable feedback from these activities about the level of students' comprehension.

Cross Curriculum

Literacy continued to be a focus this year with staff concentrating on the explicit teaching of literacy skills across all Key Learning Areas. This is reflected in the annual literacy plan. It was also mandated that staff timetable four, 2 hour blocks of English each week. Extensive work has been carried out to develop staff to plan effective blocks through the use of flowcharts and the Good First Teaching model. Staff used the Diocesan Learning and Teaching Framework to code lessons ensuring the students were exposed to high quality experiences. Particular attention was given to comprehension, an area of weakness identified by data analysis. Comprehension skills have filtered into maths lessons because the poor literacy levels have also affected numeracy. Literacy will continue to have a priority next year to consolidate and further develop the work already begun.

The school held a cultural awareness festival, through the celebration of Harmony Day, which involved many nationalities within the school. Through the generous contributions of time

and talent from many families, students were able to experience food, dance and costumes from around the world.

Meeting the needs of all students

Catering for Gifted and Talented students was identified as an area of need from the 2010 School Review and Improvement cycle. This led to the development of an annual plan in this area which directed the initial development of a school Gifted Education Programme. The school, in close co-operation with Catholic Education Office staff, identified ways of recognising students with high levels of natural talent and began to explore ways of catering for these students. A number of talented students have participated in SPLICED, an initiative of the Catholic Education Office as a trial programme, to cater for the needs of these students. Further, OLHC introduced an award system to highlight excellence in the school through academics or stewardship.

The Learning Centre continues to be a valuable resource within the school for students with special needs at the lower end of the spectrum. For the first time this year, the Centre catered for an additional student who was demonstrating extremely low levels of literacy. The extra support seems to have been of benefit to the student's learning in literacy, and in the ability to be more fully engaged in classroom life and in accessing more areas of the curriculum.

An Inquiry based pedagogy continues to provide students with diverse learning opportunities connected to the real world. It is driven by students' interests and carefully guided by staff. Diverse methods of assessment in this area enable students to show high levels of achievement even though literacy skills may be below average.

Expanded Learning Opportunities

Students have had many opportunities to participate in various co-curriculum activities. Year 5 and 6 participated in the Sydney Archdiocesan Christmas Art competition with one student gaining a highly commended award. The choir competed in junior and senior categories at the Macarthur Eisteddfod and Stage 2 students competed at J-Rock with a performance reflecting the life of Peter Allen. For the first time the school competed on the television show 'It's Academic' which showcased some of OLHCs talented students. Talent quests were run as part of lunch time activities, culminating in a grand final watched by parents and friends as part of Catholic Schools Week Celebrations.

Sport continues to be a popular choice, with students attending a variety of gala days and competitions in addition to regular school sport. Parents and staff played a valuable role giving of their time and talent to train and transport the students. Two students received awards for sporting excellence from the Diocese of Wollongong along with two staff who played important roles in planning and organising Diocesan events.

Student Achievement

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

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. It replaced the previous State-based Basic Skills Test 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.

In 2011 there were fifty Year 3 students and forty eight Year 5 students who sat for the NAPLAN testing. There were few students who did not meet the National Minimum Standard. The testing indicated areas of priority, comprehension and inferencing, which had already been identified. Learning gain from Year 3 to Year 5 is equal to or above the New South Wales and Diocesan learning gain in all areas except grammar and punctuation. Grammar and punctuation gain is slightly lower than the New South Wales gain. The reading gain is significantly higher than that of the state and diocese.

Student Achievement in Bands

The National Assessment Programme Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides 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. 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 2011: % 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	22%	36%	42%	27%	56%	16%
	National	15%	39%	45%	21%	49%	29%
Writing	School	6%	46%	48%	10%	66%	23%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	12%	40%	48%	6%	75%	19%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	14%	44%	42%	12%	65%	23%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	14%	48%	36%	8%	77%	14%
	National	14%	51%	33%	17%	56%	25%

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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	94%	92%
	National	94%	92%
Writing	School	94%	92%
	National	95%	92%
Spelling	School	94%	94%
	National	93%	91%
Grammar & Punctuation	School	92%	92%
	National	93%	92%
Numeracy	School	96%	92%
	National	96%	94%

Parent, Student and Staff Satisfaction

Through a series of surveys, the following results were obtained.

Parents

Various questions were posed to parents regarding their child's learning needs, the communication of OLHC to parents and the expanded learning opportunities on offer. Positive and constructive feedback was received which is affirming of the plans in place at OLHC.

Students

Questions posed to students related to safety in the school environment, understanding of their Catholic Faith and expanded learning opportunities.

Student satisfaction mirrored the responses of parents – affirmative replies were received. On a slightly negative note a number of students did not feel OLHC was a safe environment – their reassurance and the avenue of using their rights and responsibilities will be addressed.

Staff

The following questions were asked of staff: Does the school help students to develop a knowledge and understanding about Catholic Tradition? Do students understand their rights and responsibilities? Are students challenged to maximise their learning outcomes? Does the school strive to meet the individual learning needs of students and does the school provide a safe and supportive environment?

The majority of staff was positive and supportive of the direction of the school in their responses.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the 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 2011:

- **Key Area 1: Catholic Life and Religious Education.**
 - 1.3 Catholic Life and Culture
- **Key Area 3: Pedagogy**
 - 3.4 Planning, Programming and Evaluation
 - 3.6 School Climate, Learning Environment and Relationships
 - 3.7 Professional Learning
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.2 Professional Development of Staff
 - 4.5 Compliance

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 2: Students and their Learning**
 - 2.3 Reporting Student Achievement
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.1 Recruitment, Selection and Retention of Staff
 - 4.4 Succession Planning
- **Key Area 5: Resources, Finances and Facilities**
 - 5.2 Use of Resources and Space
 - 5.3 Environmental Stewardship
 - 5.4 Financial Management
- **Key Area 7: Strategic Leadership and Management**
 - 7.1 Planning for Improvement
 - 7.2 Innovation, Development and Change

