

Our Lady Help of Christians Catholic School Epping

2006 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

We have much pleasure in presenting to the school community the 2006 Annual Report of Our Lady Help of Christians Catholic School.

Our Lady Help of Christians is a parish school where students are valued and difference is respected and celebrated. We are a strong and vibrant Catholic community where the partnership between students, staff, parents and the parish priest is fostered.

A strong ethos of pastoral care exists in the school and this is evident in the increasing involvement of the different cultures that comprise the school community.

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 role as prime educators of their children.

The school is blessed with highly professional and dedicated staff who focus on meeting the needs of all the students in their care.

2006 was a very successful year with our school excelling in many areas. Highlights of the year are recorded in this Annual Report.

1.2 Message from the Parent Body

The parent community at Our Lady Help of Christians enjoyed another rewarding and successful year, which culminated in the official opening of the playground shade structure by the Prime Minister the Honourable Mr John Howard, an event attended by a large number of parents.

During the year, ongoing parent involvement initiatives such as tuckshop, fathers in the classroom, clothing store, swimming and athletics carnivals, the welcome BBQ and parent participation in class activities were all well attended.

In addition, the fathers of the school organised a Mother's Day night as a sign of appreciation for the hard work done by all the mums throughout the year. The night

was a huge success with many mums enjoying a chance to socialise with each other.

A major achievement during 2006 was the continued growth of the "Dads in the Classroom" project. This ongoing program provided an opportunity for all the dads to be involved in their child's learning. The leadership of the Assistant Principal in this program was a reason for the success of the initiative during 2006.

The parent community continued to generously support the school financially in the purchase of new computers, completion of the air conditioning and purchase of resources for the school library.

1.3 Message from the Student Body

Students at Our Lady Help of Christians are involved in many areas of school life.

Examples of these areas include:

- Year 6 children act as role models for the Kindergarten children through the 'Buddy Program';
- social justice fund raising initiatives;
- leadership at formal assemblies;
- coordination of liturgical celebrations;
- leadership during Book Week activities;
- involvement in all the sporting events at the school

All students are challenged to be life-long learners as critical and creative thinkers. Students are valued and difference is respected and celebrated.



2. School Profile

2.1 Introduction

Our Lady Help of Christians Catholic School is located in the Broken Bay Diocese, on Sydney's North Shore, in the centre of the shopping area of Epping. The school is a two minute walk from Epping station and located on the parish grounds, behind the church. With a main entrance from Cambridge Street, the school can also be accessed from Oxford Street, which is the main street in Epping.

The school caters for boys and girls from Kindergarten to Year 6. Students are drawn mainly from Epping, North Epping, Carlingford, Cheltenham, Beecroft, Eastwood and Marsfield. The school enjoys a positive profile in the local community and can be proud of its reputation for excellence in teaching and learning and a strong pastoral environment.

2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
65	88	60	0	153

*Language background other than English

2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf

The implementation of this policy is monitored by the Catholic Schools Office.

The Diocesan Enrolment Policy has been implemented by our schools enrolment committee, consisting of the Principal, the parish priest and a parent representative, when places need to be prioritised.

During 2005, all enrolments for 2006 Kindergarten class were able to be accepted.

2.4 Staff Profile

The school leadership team consists of the Principal, the Assistant Principal and the Religious Education Team.

The class teachers work in stage teams for planning and implementing the teaching and learning program. Each class teacher also works closely with the learning support team wherever necessary.

The teaching staff for 2006 included:

Principal
 Assistant Principal
 Religious Education team
 Seven Classroom teachers (K to 6)
 Senior Administration Officer
 ESL teacher (0.4)
 Learning Support teacher (0.3)
 New Arrivals (0.2)
 Teacher Librarian (0.4)
 P.E. teacher (0.2)
 Music teacher (0.2)
 Administrative Assistant (0.1)
 Executive Release Teacher (0.4)

The experience of the teaching staff ranges from five to over twenty-five years in primary school education.

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:



- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
11	0	1	12

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 93.4%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 85.7%.

2.6 Teacher Satisfaction

The staff surveys, done in preparation for School Review and Development, showed that staff believe in a collaborative approach to decision making.

Mutual respect and support is evident among all staff members. The staff value the professional learning opportunities and the support of the school community.

Teaching and learning standards are high and staff believe that a challenging and diverse curriculum exists at the school.

2.7 Student Satisfaction

The following information was provided as a result of a student survey done with students in Years 1-6 in preparation for School Review during Term 4, 2006

The data indicates that the students know that they belong to a Catholic school where the school community display care and concern for each other.

Please tick the box that most describes how you feel today.	Always	Usually	Sometimes	Never
I like being a part of this school	63%	28%	9%	0%
People in our school look after each other	49%	47%	4%	0%
We pray together and learn about God	85%	10%	5%	0%
We know we belong to a Catholic School	85%	13%	2%	<1%
The kids in our school know each other pretty well	53%	36%	10%	<1%
Our school is a safe place	79%	14%	7%	0%
I like school	49%	33%	18%	<1%
The teachers treat me fairly	78%	17%	5%	0%
I try to do my best at school	78%	16%	6%	<1%
My teacher helps me when I need help	77%	15%	8%	0%
I learn a lot at school	74%	21%	5%	0%
I enjoy learning at school	55%	31%	10%	3%
The teachers know the students in our school	79%	17%	34%	<1%
I have too much work to do in class	9%	7%	31%	53%
I have too much homework	9%	9%	24%	58%



3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady Help of Christians Catholic School was founded by the Mercy Sisters. Sisters Bede Murphy and Malachy Boyle were the first teachers and founders of the school in 1908.

For the next seventy years the Mercy sisters committed themselves to service and compassion for all in the school community. They modelled a strong work ethic and were dedicated in their role of providing quality education for their students. The Mercy sisters have created a rich heritage for future generations. Their Mercy values of service, compassion and quality education have endured the test of time and continue to be central to school's mission.

The Catholic Mercy heritage is what sets us apart from other schools. It is the anchor for the current school culture which aims to educate its students to be faith-filled contributors to the world of the future.

3.2 Liturgical Life

The school is committed to educating the students in the Catholic faith. The staff work to assist students to develop their relationship with Jesus. This has occurred in a variety of ways throughout the year:

- The prayer and liturgical life of the school is valued and students are actively taught respect and protocols around worship.
- Staff worked in teams to prepare whole school and class masses and other liturgical celebrations during the year, ensuring that all students, teachers and parents had opportunities to be actively involved in the prayer life of the school.
- The whole school gathered each morning before lessons for prayers and a morning greeting.
- All classes set aside time each day for prayer.
- The staff met each Friday for morning prayer and reflection.

- The Year 6 students led the school Thursday assembly in prayer. Up to thirty parents attended our school assemblies each week.



3.3 The School in the Life of the Parish and Diocese

As a Catholic primary school in the Diocese of Broken Bay we work in partnership with parents and parish.

- This year the Stage 3 students enjoyed assisting with morning tea after the parish healing masses.
- The choir and children from a variety of classes sang for the elderly parishioners several times during the year. This was a source of great delight for both students and parishioners.
- The Religious Education team attended sacramental information meetings and school parents acted as hosts and group leaders for the parish based program. Teachers attended the Sacraments of First Reconciliation, Confirmation and First Eucharist.
- School and parish parents assisted with a Children's Mass each month. The morning tea served afterwards continued to be popular with the families.
- All of the Year 6 students attended the Diocesan Cluster Year 6 Mass and staff attended the Diocesan Staff Mass. These were valued opportunities for the



students and staff to be connected with the larger system of schools to which we belong.

- Classes entertained and spent time with the local elderly people in the Epping Uniting Church hall.



3.4 Religious Education Curriculum

- Throughout the year staff engaged in teaching the Diocesan Religious Education modules. Teachers began to incorporate a Catholic Worldview perspective into the content of the modules.
- Teachers worked with the Religious Education team and an Education Officer-Mission Services to develop more authentic strategies based on the Quality Teaching Framework which was applied to the teaching of Religious Education.

3.5 Catholic Worldview

As a Catholic school, staff teach a particular view of the world, the community and the person, based on the teachings of Jesus Christ. This world view is developed within the students through their involvement in prayer, worship and social justice initiatives.

- The focus for the school this year was to become aware of, and to be involved in, world issues of justice and issues within our local community and a third world country. Students, staff and families contributed to fundraising and awareness-raising events such as: Project Compassion, the Winter Soup Drive for St Vincent de Paul Society, supporting poor children and families in

Peru, staff and families of Kibathi Primary School in Kenya, and the Christmas hampers for needy families supported by St Vincent de Paul.

- The students took part in Catholic Mission Week by generously supporting the Sisters of Mercy in Peru at the Candela mission. The women of this area make handicrafts which were purchased by the children of Our Lady Help of Christians. The money raised will assist families to buy basic necessities such as food and clothing.
- Stage 3 students took part in four reflection days throughout the year coordinated by the parish youth worker and volunteer young adult parishioners. these days covered issues such as building relationships, my place in the world, social justice: reaching out to others in justice and love, and reflections on leadership.

3.6 Parent Participation

Many parents involve themselves in the faith life of the school community.

- Class masses were held in the Year 3, 4, 5 and 6 classrooms this year and were well attended by parents.
- A liturgy based on the theme, "Jesus is our Friend", was held in the hall for Kindergarten, Year 1 and Year 2 and many families participated.
- Parents acted as group leaders and host families within the parish sacramental program.

3.7 Professional Learning in Catholic Life and Mission

As teachers in a Catholic primary school all classroom teachers are teachers of Religious Education. As such, we continue to educate ourselves about the Catholic faith and the challenges of a constantly changing society.

- A staff professional development day focused on Catholic Worldview and the Church. Staff were given the opportunity to reflect and discuss the



importance of the role of discipleship as teachers in a catholic school.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf and

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy_-_Student_Discipline_Policy_Oct05.pdf

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Based on the Diocesan Pastoral Care Policy, the school has developed policies around behaviour management and anti-bullying.

In the first week of each school term, all classroom teachers revise the school code of conduct and anti bullying strategies with the students, in the light of pastoral care of others. The Behaviour Management Policy and Anti-bullying Policy are revised and discussed regularly with all staff at staff meeting time. The parent community were informed about the school's approach to bullying at the beginning of the year through the newsletter.

The school's Behaviour Management Policy was implemented on occasions to deal with inappropriate behaviour.

The consistent implementation of these policies by the school staff resulted in positive behaviours being exhibited by the students throughout the year. Self discipline and responsibility linked with pastoral care of others, was evident throughout 2006 in the leadership displayed by the Stage Three students.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families and students within the schools of the Broken Bay Diocese. The North Shore Diocesan school counsellor was available for consultation, not only for students and parents but also for the school. The counsellor's input was sought and valued on several occasions with regard to the pastoral welfare of several students during 2006.

The school community also supported needy families in different ways when the need arose.

4.4 2006 Initiatives

Our Lady Help of Christians Catholic School was successful in its application for an 'Investing in Our Schools' grant from the Federal Government. The \$20 000 received was used to construct a shade structure over the play equipment.

A highlight for the school was a visit from the Prime Minister, the Honourable Mr John Howard, who opened the newly erected structure. This was a prominent community event that enabled all members of the school community to attend the opening of the project.



The Hon. Mr John Howard, Prime Minister and Mr Turner, Principal



4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf

The implementation of this policy is monitored by the Catholic Schools Office.



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

All seven Key Learning Areas (KLAs) were taught across all seven grades (Religious Education, Mathematics, English, PDHPE, Science and Technology, HSIE and Creative Arts). These KLAs are formulated by the NSW Board of Studies and schools are required to follow and implement the different curriculum. The units of content are covered in a two year Stage cycle ensuring a balance across content.

Following the Annual Plan for 2006, Our Lady Help of Christians staff continued to focus on the development of the use of thinking skills to challenge students' learning. This was conducted through the use of the NSW Quality Teaching framework which focuses on teaching practices based on:

- promoting high levels of **intellectual quality**;
- developing a **quality learning environment**;
- making learning for students **significant**.

5.2 Approach to Teaching and Learning

At Our Lady Help of Christians, we believe that children learn:

- at different rates according to different learning styles;
- when they are engaged in meaningful, sequential activities that are stimulating, motivating and related to life experiences;
- when they feel accepted and free to take risks with their learning;
- when they are provided with meaningful feedback and have opportunities to reflect on their learning; and
- when parents and teachers are supportive and involved in the children's learning.

These belief statements are at the centre of our teaching and approach to school life.

The staff endeavours to ensure that all classroom practice is student centred and aimed at developing the whole child.

The staff planned each term with the Assistant Principal in stage teams. This allowed for further development of a more integrated approach to teaching and learning and use of strategies based on the Quality Teaching Framework. These planning sessions also allowed for teachers to work in collaboration with their stage partner, share ideas and resources.

5.3 Significant Initiatives

Boys Education – Dads in the Classroom continued throughout 2006 with more opportunities for fathers (positive male role models) to become more actively involved in students' learning.

Each class has a "Class Father" who coordinates volunteer dads and liaises with the classroom teacher. The working party ensures there are many and varied ways in which dads can get involved in the classroom and the life of the school. These activities included getting dads involved in the literacy block, sporting events, science days, excursions and even a family fun gala day on a Sunday.

Another significant initiative for boys' education was the Success for Boys Project in Years 1 and 2 (Stage 1). This project was a Federal Government funded project that was implemented into schools within the Broken Bay Diocese.

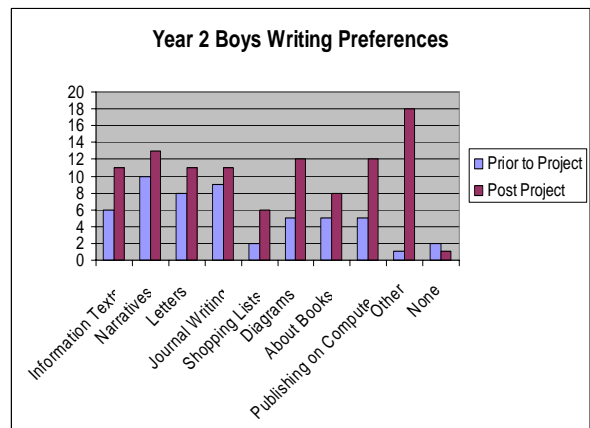
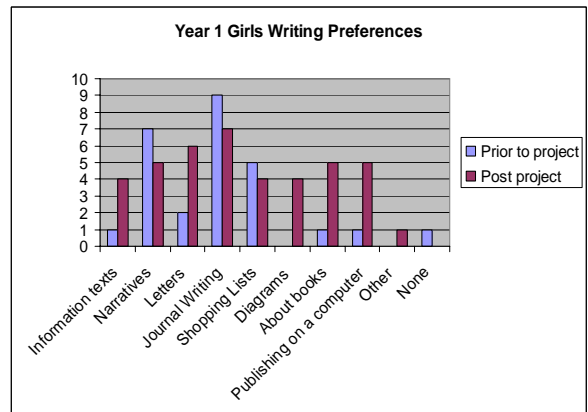
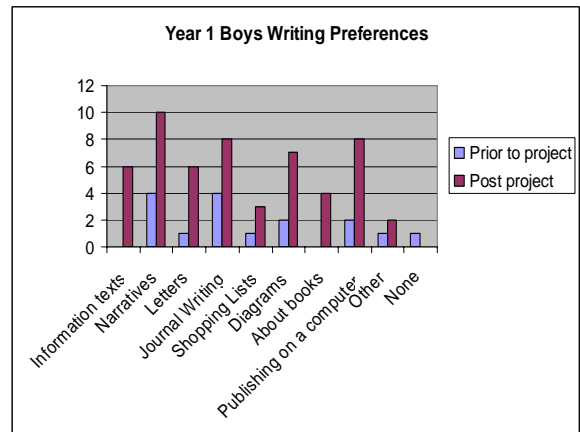
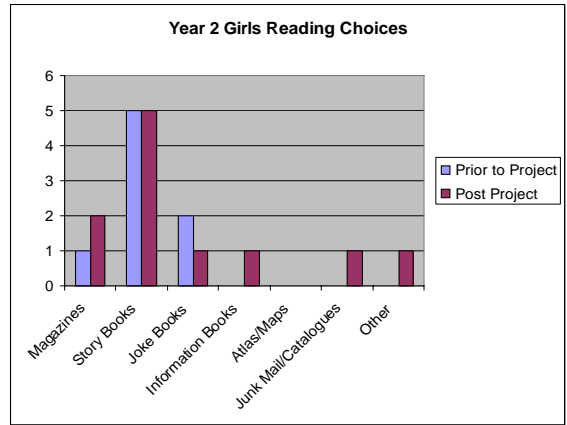
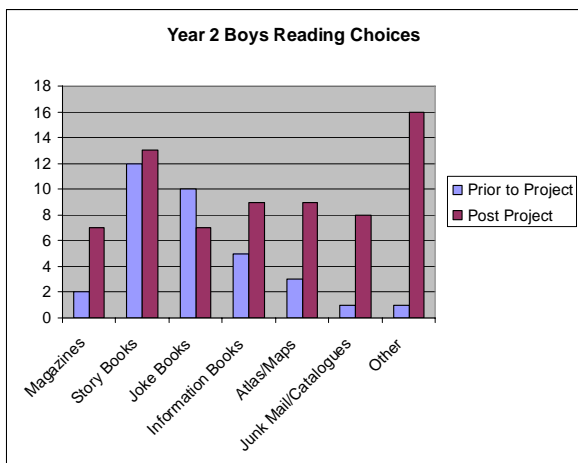
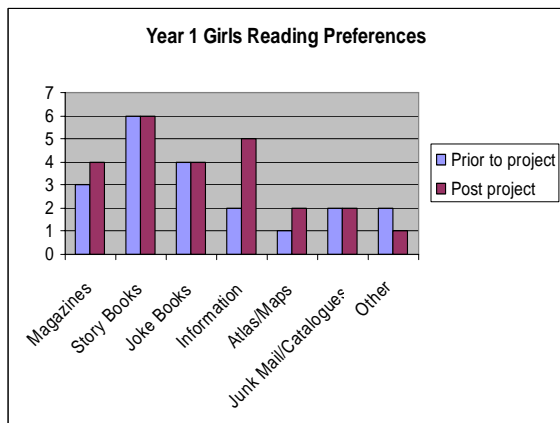
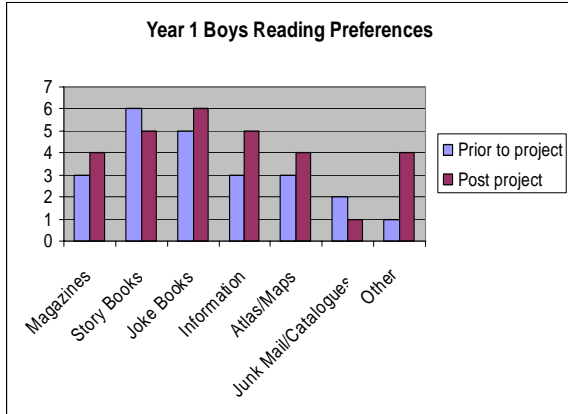
The focus at Our Lady Help of Christians was on boys and girls in Stage 1 and their reading and writing habits. The aim of the project was to assist the children to become more interested and engaged in literacy tasks through the use of mentoring and literacy activities based on their interests.

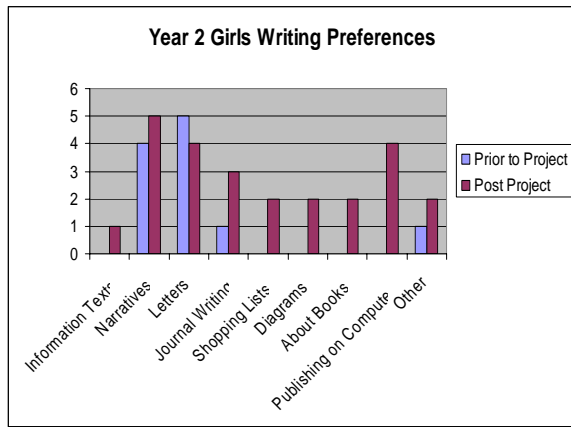
The program was a six week peer-tutoring program in literacy where the students from Marist College Eastwood and girls from Arden Anglican School assisted the Stage 1 boys and girls with their reading and writing skills.



A student survey was conducted on the reading and writing preferences of the participants and the beginning and end of the project.

The results below indicate the positive changes that occurred in Year 1 and Year 2 (Stage 1).





5.4 Student Achievement

In 2006 the Year 3 and Year 5 students participated in the NSW Basic Skills Tests. **All Year 3 and Year 5 students, who participated in the NSW Basic Skills Test, achieved the national benchmarks in Literacy and Numeracy.**

The following tables show the percentage skill bands in Years 3 and 5 compared to the state percentage.

During 2006, the NSW Basic Skills Test in literacy included for the first time a writing component. This was previously called the Primary Writing Assessment.

Literacy Percentage Skill Bands for Year 3

In **Year 3**, 2006 there were 22 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the state for literacy.

Skill Band	% of OLHC Students	State %
5	11 %	14 %
4	47 %	28 %
3	37 %	32 %
2	0 %	19 %
1	5 %	8 %

The higher the Band the higher the skill level

95% of our students in Year 3 achieved the top three bands in literacy compared to 74% across the state (Bands 3, 4, 5).

Numeracy Percentage Skill Bands for Year 3

In **Year 3**, 2006 there were 22 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the state for numeracy.

Skill Band	% of OLHC Students	State %
5	30 %	22 %
4	45 %	24 %
3	20 %	26 %
2	5 %	19 %
1	0 %	9 %

95% of our students in Year 3 achieved the top three bands in numeracy compared to 72% across the state (Bands 3, 4, 5).

Literacy Percentage Skill Bands for Year 5

In **Year 5**, 2006 there were 14 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the state for literacy.

Skill Band	% of OLHC Students	State %
6	71 %	22 %
5	14 %	28 %
4	14 %	29 %
3	0 %	14 %
2	0 %	5 %
1	0 %	1 %

The higher the Band the higher the skill level

99% of our students in Year 5 achieved the top three bands in literacy compared to 79% across the state (Bands 4, 5, 6).

Numeracy Percentage Skill Bands for Year 5

In **Year 5**, 2006 there were 14 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the state for numeracy.



Skill Band	% of OLHC Students	State %
6	64 %	30 %
5	14 %	26 %
4	14 %	24 %
3	7 %	15 %
2	0 %	5 %
1	0 %	1 %

The higher the Band the higher the skill level

92% of our students in Year 5 achieved the top three bands in numeracy compared to 80% across the state (Bands 4, 5, 6).

Trends in Student Performance 2003 – 2006

The following table compares **Year 3** student performance in **literacy** (reading and language) to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	50.6	57.5
2004	50.5	57.9
2005	50.8	53.7
2006	50.7	53.5

The following table compares **Year 3** student performance in **writing** to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	51.1	55.1
2004	51.2	57.1
2005	50.1	53.5
2006	50.2	51.8

The following table compares **Year 3** student performance in **numeracy** to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	52.8	60.3
2004	52.3	59.9
2005	53.6	58.0
2006	53.3	57.1

The following table compares **Year 5** student performance in literacy (reading and language) to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	57.5	63.4
2004	57.4	61.7
2005	57.0	62.3
2006	57.3	64.9

The following table compares **Year 5** student performance in **writing** to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	56.4	60.7
2004	56.6	59.8
2005	56.2	61.2
2006	56.7	69.1

The following table compares **Year 5** student performance in **numeracy** to state wide performance and illustrates trends in student performance over time.

Year	State	School
2003	60.0	63.3
2004	60.7	65.1
2005	60.4	70.1
2006	61.5	68.9

The data shows that the average scaled score for Our Lady Help of Christians has consistently been above the state performance in literacy and numeracy.

Targets for 2007

Areas of focus for 2007 are:

- analysis of student data to determine future teaching and learning and to assist in tracking student performances;
- providing greater access for all students to varied forms of technology;
- continue to support the Boys Education initiatives across all stages.



5.5 Information, Communication and Learning Technologies (ICLT)

The school continued to be a part of the Diocesan initiative to use CASTnet as a facility for using ICLT in the classrooms. A significant amount of professional learning was undertaken both within the diocese and at a school level. The staff continued to be inserviced in the use of CASTnet and its application to student learning. During this professional learning, the staff were given opportunities to work with stage partners and as small learning teams.

Two staff members participated in the Focus on Pedagogy Project. The aim of this project was to base teaching practices on the Quality Teaching Framework in the Key Learning Area of Mathematics using forms of technology.

Students continued to use CASTnet both at school and home. All class teachers developed their own class pages that students were able access from home. These class pages provided syllabus linked activities for the students to complete.

The school purchased five new laptops for use in classrooms, through the generosity of Parents' and Friends' fundraising. The students are able to access the internet in different areas of the school via the newly installed wireless points.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

Whole Staff Professional Learning:

- NSW Quality Teaching Framework
- Religious Education in the Primary Classroom
- Adult Faith formation
- CPR – update
- ICLT – (CASTnet).

Selected staff members:

- BST and PWA Analysis
- School Review and Development
- Child Protection and Risk Management

- OHS Training
- Finance and Budgeting for Schools
- Social Justice Teaching Workshop
- Learning Support within the curriculum
- PDHPE KLA
- ICLT in the Primary Classroom
- Pedagogy Initiative in Mathematics
- Boys Education Project

The average expenditure on professional learning per teacher in 2006 was \$1,380.



6. Extracurricular Program

At Our Lady Help of Christians, the students are given a wide variety extracurricular activities in which to participate. Some of these include:

- Year 5 Debating (organised by local Rotary Club);
- Maths Olympiad (students from Years 4, 5 and 6);
- Australasian School Competitions (Years 3 to 6, not compulsory);
- School choir;
- School Band;
- Young Leaders Day (School Leaders);
- Public Speaking (Years 2 to 6);
- Guitar, Keyboard and piano lessons available during lunch, before and after school;
- Sports
 - Cross country team
 - Swimming team
 - Athletics team
 - Soccer and netball gala days
 - Diocesan selection for sports (netball, softball, cricket, rugby, touch football etc. One student was selected for girls softball at both diocesan and state representative levels
 - School netball and soccer teams.

Public Speaking Finalists





7. Strategic Initiatives

7.1 2006 Priorities and Achievements

When targeting goals for 2006 the school referred to the current school Strategic Plan and Mission Statement.



The teachers participated in professional development examining the NSW Board of Studies Quality Teaching Framework. The framework provided opportunities for the teachers to adopt teaching methods that focused on the learning environment and the significance of learning for students.

The role of the library and Teacher Librarian was changed so that class teachers worked in a cooperative teaching model with the Teacher Librarian. This provided a greater focus on the library as a place where learning is supported and where students were more engaged.

Another major focus for 2006 was the introduction of the new reporting expectations in line with diocesan, and state and federal government requirements. Teacher professional learning, parent information booklets and parent information nights were part of the implementation process for the new reports.

The Stage three students benefited greatly from the reflection days facilitated by the parish youth liaison worker. Such occasions provided opportunities for the students to talk with young adults about their faith and the place of Jesus in their lives.

7.2 2007 Priorities and Challenges

A major focus for the teachers and school community in 2007 will be the implementation of the Quality Teaching Program. This program will enable teachers to recognise, identify and implement elements of quality teaching that directly impact on and improve student learning and achievement.

The existing school numeracy plan and numeracy policy will be reviewed. with the support of a numeracy consultant, teachers will examine their current practices, re-visit the diocesan numeracy plan and use school testing and BST data to inform decisions for improved teaching and learning in numeracy.



A further challenge for 2007 will be the implementation of new assessment strategies that will assist teachers to gain a clearer understanding of the needs of each child and to use this information to direct future teaching.

During 2007, the Parents' and Friends' Association aims to raise funds to further resource school facilities. The monies raised will be used to continue the beautification of the playground. The plan to fund these targeted needs involves the organisation and facilitation of Twilight Markets, to be held in the school grounds. It is hoped that this major initiative in fund raising will become an outside source of monies for meeting the needs of the school community.



8. Parent Participation

8.1 Introduction

The school can be proud of the high level of involvement from the parents. As a small Catholic school, the students' learning environment is greatly enriched by the purposeful contribution of many dads and mums across the school community.



This involvement spans many areas of school life. Parents actively participate in programs involving faith formation, learning, sport, social events and fundraising.

- Many parents attended classroom masses held in the Year 3, 4, 5 and 6 rooms.
- Parents acted as group leaders and host families for the parish sacramental program.
- Whole school masses are well attended by our parent community.
- Every class from Kindergarten to Year 6 has assistance from parent helpers for Reading, Mathematics, ICLT, Visual Arts and Science and Technology.
- The "Dads in the Classroom Project" ensure that dads have an opportunity to assist in class based activities with a major focus on literacy.
- Dads assisted with the physical education program for Years 3, 4, 5 and 6 by helping out with organised skilled based games at the local oval.

- Swimming and athletic carnivals are strongly supported by our parent community. Parents also transported children to the next round of competitive events for both swimming and athletics.
- The teachers and students were assisted by parents on various school excursions.
- Parents coordinate the soccer and netball clubs. The teams are coached and managed by parents and assistants. In 2006 the school fielded netball teams and soccer teams. Both girls and boys play in the soccer competition across all ages.
- This year saw the enjoyment of a successful Gala day. It was a fun day for members of all families within the school community.



- The school benefits from an active Parents' and Friends' Association. This committee, along with the Social Committee was responsible for raising funds to purchase books for the library. Funds were also raised to complete the air conditioning in all classrooms and to purchase new laptops for the school.
- The Parents' and Friends' Association was also responsible for organising many opportunities for parents to enjoy themselves socially. These included: the Welcome Barbecue, Trivia Night, Mother's Day Thank You Night, Father's Day Breakfast, School Disco and the Christmas Cocktail Party.



8.2 Parent Satisfaction

The parent survey data that was compiled in preparation for School Review and Development indicated the following:

- that a well balanced education (spiritually, academically, socially and physically) is offered at Our Lady Help of Christians;
- that a sense of community and shared values are evident at Our Lady Help of Christians;
- that a team of dedicated and professional teachers show respect for all members of the school community;
- that the school is well regarded and respected within the wider community.



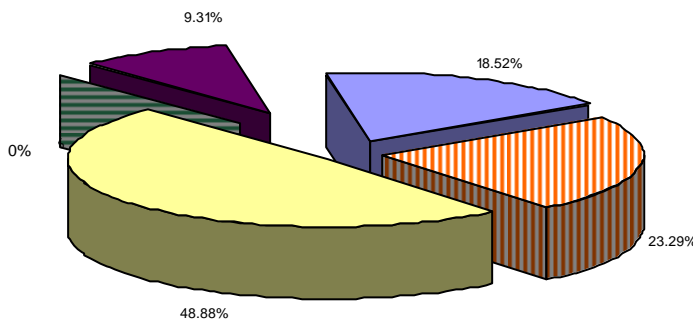
9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

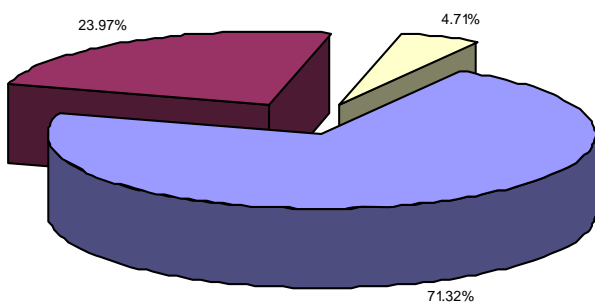
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the School's consultant, Diann Hynes.