

Our Lady Help of Christians Catholic School Epping

2007 Annual Report



Principal: Mr Kevin Turner

Address: 8 Cambridge Street
EPPING NSW 2121
Phone: (02) 9868 3322
Fax: (02) 9868 5035
Web: www.olhcepping.dbb.catholic.edu.au



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 2007 Annual Report of Our Lady Help of Christians Catholic School.

Our Lady Help of Christians is a K-6 co-educational 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 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 primary 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.

2007 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

In 2007, the Our Lady Help of Christians parent community built on a solid previous year's base and continued to support the school management team in their strategic goals.

The ongoing *Dads in the Classroom* initiative, in conjunction with a boost to the Class Parents program, were the educational highlights of the year.

Financial contributions by the Parents' and Friends' Association (P&F) on behalf of the parent body enabled the school to purchase additional computer resources, and provide vital school infrastructure and ongoing maintenance.

The year also saw the culmination of a dream to create community markets in the grounds of the school. The Epping Twilight Markets were opened in September by the current Federal Member for Benelong in the presence of the Hornsby Shire Mayor and Deputy Mayor. Following an exhaustive development approval process through Hornsby Council, the markets have become a permanent fixture on the Epping calendar.

The markets project is intended to provide funds for the school and local charities and relies heavily on parent support. To date, they are proving very popular with the local community.

2008 brings another significant and special event for the Our Lady Help of Christians parent community - the celebration of the school's centenary. To some of our parents who attended Our Lady Help of Christians as youngsters, this will be a much remembered and cherished time. For other parents, their involvement alone will be rewarding.

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 fundraising initiatives
- leadership at formal assemblies
- coordination of liturgical celebrations
- leadership during activities such as Book Week, Fitness mornings
- involvement in all the sporting events at the school.

All students are challenged to be lifelong 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 part of the Parish of Epping Carlingford 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 in a strong pastoral environment.

2.2 Student Profile

The following information describes the student profile for 2007:

Girls	Boys	LBOTE*	Indigenous	Total
66	86	50	0	152

*Language background other than English

2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

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 2006, all enrolments for the 2007 Kindergarten class were able to be accepted.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

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 2007 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)
 Literacy Support Teacher (0.1)
 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
12	0	1	13

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2007 was 97.1%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 93.8%.

In 2007 Our Lady Help of Christians welcomed a new Assistant Principal as the former Assistant Principal moved to the Catholic Schools Office to take up a major leadership position.

2.6 Teacher Satisfaction

The staff surveys, done in week 9 Term 4, indicated 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.

The staff acknowledged that a strong sense of community exists at the school and that by aligning policies and structures with practices this sense of community will continue to flourish.

2.7 Student Attendance

The average student attendance rate for 2007 was 97%. This figure was reflective of

the fact that a number of children travelled overseas during the school term and so were absent from school for extended periods of time.

2.8 Student Satisfaction

The students at Our Lady Help of Christians were involved in many projects within the school. Some of these included social justice initiatives and were widely supported by the school community.



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.

In 2007 the parishes of Epping and Carlingford amalgamated to form the Parish of Epping Carlingford. This historical event was celebrated with a combined Mass between the two schools in the parish, St. Gerard's and Our Lady Help of Christians, at St Gerard's Catholic Church, Carlingford.

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 all the students from Our Lady Help of Christians joined with the school community from St Gerard's Carlingford in a combined school Mass to celebrate the newly formed Parish of Epping Carlingford.



- 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 worldview 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, supporting poor children and families in Peru 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; reflections on leadership and caring for the environment.

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 spirituality. Staff were given the opportunity to reflect on their own personal spirituality and how this could assist their work as Catholic educators.

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

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

4.2 School Implementation of Diocesan Policy

During 2007 the staff, in consultation with parents and students, developed the school Pastoral Care Policy. This policy was based on the Diocesan Pastoral Care Policy. The school has also 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 2007 in the leadership displayed by the Stage 3 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 2007.

The school community also supported needy families in different ways when the need arose. This included the establishment of a welfare fund to provide financial support when required.

4.4 2007 Initiatives

J Rock Music production

Our Lady Help of Christians and St Gerard's Catholic Schools joined together and participated in *J Rock*.

The aims of *J Rock* were to inspire the students to live healthy lifestyles and to provide an opportunity for them to develop their creative thinking, performing arts, production and life skills.

Epping Twilight Markets

The Epping Twilight Markets were held in the school grounds. This was a monthly market selling food and produce and was established by the generous parents of Our Lady Help of Christians.

This excellent community event will enable funds to be raised to buy resources for the school.

Swimming Program

All students at the school were involved in a two week swimming program at the Ryde Aquatic Leisure Centre.

The aim of the program was to assist the children to learn to swim, improve stroke development, participate in squad, learn water safety and life saving techniques. The program was a very positive and worthwhile activity for all those involved.

Christmas Concert

A renowned singer and song writer for children of all ages, coordinated the Christmas Concert. The night was well attended and was a great way for the children to express their faith leading up to the season of Christmas.



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 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 2007, 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
- 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 and support staff 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 2007 with more opportunities for fathers to become more actively involved in students' learning as positive male role models.

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 continuation of the Gender Education Project in Years 1 and 2 (Stage 1) and Year 3. 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 Year 3 and their 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, Beecroft, assisted the Stage 1 and Year 3 boys and girls with their 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 clearly indicated the positive changes that occurred in Year 1 and Year 2 (Stage 1) and Year 3.

5.4 Student Achievement

In 2007 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.

Literacy – Reading and Language

In **Year 3**, 2007 there were 20 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.

	School	State
Band 5	20	19
Band 4	65	28
Band 3	15	26
Band 2	0	15
Band 1	0	11

85% of our students achieved the top two bands compared to 47% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score, for the Year 3 students at Our Lady Help of Christians, has consistently been above the State performance levels.

Year	School	State
2001	55.3	50.6
2002	59.5	50.6
2003	57.5	50.6
2004	57.9	50.5
2005	53.7	50.8
2006	53.5	50.7
2007	54.7	51.2

Writing

In **Year 3**, 2007 there were 20 students who sat for the Writing 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.

	School	State
Band 5	32	16
Band 4	53	32
Band 3	16	32
Band 2	0	12
Band 1	0	8

85% of our students achieved the top two bands compared to 48% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Year 3 students at Our Lady Help of Christians has consistently been above the State performance levels.

Year	School	State
2001	52.0	49.0
2002	58.7	51.5
2003	55.1	51.1
2004	57.1	51.2
2005	53.5	50.1
2006	51.8	50.2
2007	55.0	50.8



Literacy – Reading and Language

In **Year 5**, 2007 there were 15 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 both the school and also in the State.

	School	State
Band 6	60	27
Band 5	13	26
Band 4	27	26
Band 3	0	14
Band 2	0	5
Band 1	0	1

73% of our students achieved the top two bands compared to 53% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Year 5 students at Our Lady Help of Christians has consistently been above the State performance levels.

Year	School	State
2001	59.7	57.1
2002	59.0	57.8
2003	63.4	57.5
2004	61.7	57.4
2005	62.3	57.0
2006	64.9	57.3
2007	62.4	57.5

Writing

In **Year 5**, 2007 there were 15 students who sat for the Writing 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.

	School	State
Band 6	53	23
Band 5	27	32
Band 4	20	28
Band 3	0	12
Band 2	0	2
Band 1	0	0

80% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Year 5 students at Our Lady Help of Christians has consistently been above the State performance levels.

Year	School	State
2001	57.3	56.3
2002	57.7	57.1
2003	60.7	56.4
2004	59.8	56.6
2005	61.2	56.2
2006	69.1	56.7
2007	62.8	57.2

Numeracy

In **Year 3**, 2007 there were 20 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.

	School	State
Band 5	5	19
Band 4	65	27
Band 3	30	26
Band 2	0	20
Band 1	0	9



70% of our students achieved the top two bands compared to 46% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Year 3 students at Our Lady Help of Christians has consistently been above the State performance levels.

Year	School	State
2001	55.2	52.4
2002	64.2	53
2003	60.3	52.8
2004	59.9	52.3
2005	58.0	53.6
2006	57.1	53.3
2007	55.6	53.1

Numeracy

In **Year 5**, 2007 there were 15 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 both the school and also in the State.

	School	State
Band 6	60	33
Band 5	27	22
Band 4	7	24
Band 3	0	15
Band 2	7	6
Band 1	0	1

87% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Year 5 students at Our Lady Help of Christians has consistently been above the State performance levels.

Year	School	State
2001	65.4	60.3
2002	58.9	60.2
2003	63.3	60
2004	65.1	60.7
2005	70.1	60.4
2006	68.9	61.5
2007	68.1	61.9

The scores in the table below indicate the **average growth** achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at Our Lady Help of Christians and for the same cohort of students in the State. The expected growth in BST scores is between 6-7. The following table indicates that this cohort of students demonstrated exceptional growth in Literacy and Numeracy compared to students in the State.

2007	School	State
Literacy (Reading and Language)	10.64	6.81
Writing	7.10	7.17
Numeracy	11.67	8.45

The Commonwealth Government has developed National benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the:

Percentage of Students in Year 3 who completed the Basic Skills test and surpassed the National Benchmarks since the school has had access to this data.

	Reading %	Writing %	Numeracy %
2004	100	n/a	100
2005	100	100	100
2006	100	100	100
2007	100	95	100



Percentage of Students in Year 5 who completed the Basic Skills test and surpassed the National Benchmarks since the school has had access to this data.

	Reading %	Writing %	Numeracy %
2004	100	n/a	96
2005	100	100	100
2006	100	100	100
2007	100	100	93

5.5 Information, Communication and Learning Technologies (ICLT)

The school continued to be a part of the Diocesan initiative to use CEnet (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 CEnet 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.

Students continued to use CEnet 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 P&F 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 2007.

Whole Staff Professional Learning:

- NSW Quality Teaching Framework
- Religious Education in the Primary Classroom
- Adult Faith formation
- CPR – update
- ICLT – CEnet and the use of technology to support teaching and learning
- Numeracy development

- Developing knowledge of an asthma friendly school
- Assessment strategies linked to the Quality Teaching Framework

Selected staff members:

- BST and PWA Analysis
- 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
- Literacy leadership development
- Numeracy leadership development
- Rock and Water behaviour modification program

The average expenditure on professional learning per teacher in 2007 was \$602.



6. Extracurricular Program

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

- Year 5 Debating (organised by local Rotary Club)
- Maths Olympiad (students from Year 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.
 - School netball and soccer teams.



Public Speaking Finalists



7. Strategic Initiatives

7.1 2007 Priorities and Achievements

When targeting goals for 2007 the school referred to the new school Strategic Plan, finalised during the year, and the School's 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 further developed 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.

The Stage 3 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 2008 Priorities and Challenges

A major focus for the teachers and school community in 2008 will be the continuation of teaching and learning based on 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. Through 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 2008 will be the development of strategies to identify those gifted students. These strategies will assist teachers to gain a clearer understanding of the needs of each child and to use this information to direct future teaching.

During 2008, the P&F aims to raise funds to further resource school facilities. The monies raised will be used to continue the purchase of teacher and library resources and to develop the technology purchasing plan.



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.
- *Dads in the Classroom* ensure that dads have an opportunity to assist in class based activities with a major focus on literacy.
- 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 2007 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 P&F. This committee, along with the Social Committee, was responsible for raising funds to purchase books for the library. Funds were also raised to purchase new laptops for the school.
- The P&F was also responsible for organising many opportunities for parents to enjoy themselves socially. These included: the Welcome Barbecue, Mother's Day Thank You Night, Father's Day Breakfast, School Disco and the Christmas Cocktail Party.

8.2 Parent Satisfaction

An area of school life that is strongly supported by the parent community is their role in their children's education.

Dads in the Classroom and the extensive involvement of the mothers in many areas of the school provide a strong, positive relationship between all members of the school community.



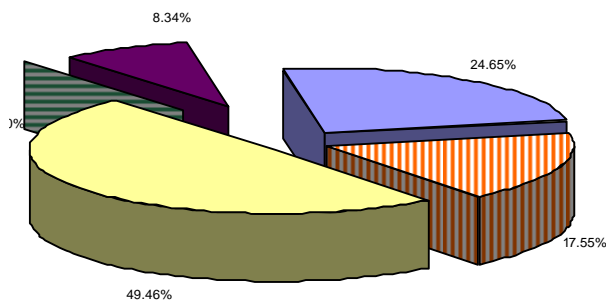
9. Financial Report

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.

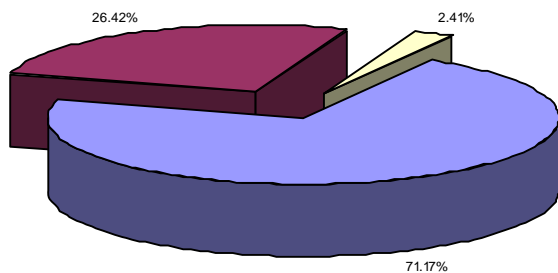
Income

- 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.