

# Our Lady Help of Christians Catholic Primary School Epping

## 2009 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 2009 Annual Report of Our Lady Help of Christians Catholic Primary School.

Our Lady Help of Christians is a K-6 coeducational 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. 2009 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**

2009 was another successful year for the parent community of Our Lady Help of Christians.

Throughout the year, the parent body continued their great support of the school leadership team in their strategic goals with financial contributions allowing further purchases of technology and other educational and infrastructure requirements to support teaching and learning.

The main fund raising vehicle, the Epping Twilight Markets, continued to attract good numbers of stallholders and visitors.

The ongoing Fathers in the Classroom initiative and class parents program once again provided invaluable insight and rewards to both students and parents alike and continues to be very well received. The role of the class parents was another positive community building initiative which has strong support from the parent body.

### **1.3 Message from the Student Body**

Our Lady Help of Christians is a place where we all feel safe, we feel like we belong and we are treated with respect by our teachers and our peers. The leadership opportunities allow us senior students to act as role models for the younger students. We enjoy the times when we come together as a whole school to celebrate Mass, sporting carnivals, 'Dads in the Classroom' activities and book week celebrations.

Some of the activities that we as students are involved in at Our Lady Help of Christians 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
- library monitors
- leadership during activities such as Book Week, Fitness mornings



## 2. School Profile

### 2.1 Introduction

Our Lady Help of Christians Catholic Primary School is part of the Parish of Epping and 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 and a strong pastoral environment.

### 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
67	69	30	0	136

\*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.

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

### 2.4 Staff Profile

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

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.



## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.9%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 100%.

## 2.6 Teacher Satisfaction

Annual staff surveys indicated that the liturgical life of the school was an important part of staff personal faith development. The opportunities provided for weekly staff prayer, whole school and class celebrations and the staff spiritual retreat allowed staff to strengthen their faith as educators in a Catholic school.

The core business of teaching and learning was supported with opportunities for staff to undertake professional learning in different curriculum areas. The staff also indicated that pastoral care and the building of community were strengths of the school.

The generosity of the parent community in providing financial support for purchasing teaching resources and support in the classrooms was greatly appreciated by the teaching staff.

## 2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	94
1	96
2	98
3	97
4	98
5	97
6	93

The average student attendance rate for the whole school for 2009 was 96%.

**Management of non-attendance:** In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise



- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## **2.8 Student Satisfaction**

Our school is a place where students feel safe and show respect to others. Students feel that they belong, that differences are understood and accepted in many aspects of school life and there is a great sense of community. Students feel they are encouraged to excel by the friendly, caring and dedicated teachers.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

Our Lady Help of Christians Catholic Primary 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 the 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 Religious Life of the School

The school is committed to educating the students in the Catholic faith. The staff worked to assist students to develop their relationship with Jesus. This occurred in a variety of ways throughout 2009:

- The prayer and liturgical life of the school was valued and students were actively taught respect and protocols around worship.
- The Religious Education Coordinator and staff prepared 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 the 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 as one Parish of Epping and 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 Coordinator 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 Year 6 Diocesan Cluster Mass and Mission 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.
- Primary classes attended parish masses each term.
- Year 6 served morning tea after the monthly healing Mass.
- Families from the school participated in the annual parish Mass and picnic.

### 3.4 Catholic Worldview

The Catholic Worldview is the Catholic lens through which we, as Catholics, interact with the world. It is a tangible expression of the call to Catholic discipleship. The Catholic Worldview pervades all aspects of the school's life including its policies, practices and procedures.

Staff participated in weekly prayer each Friday morning. Individual members of staff are rostered on for organising, preparing and leading prayer.

Daily prayer took place each morning in all classrooms. This allowed children time to listen to God's call, reflect upon their lives and to talk to God. A prayer table and sacred space was a feature in every classroom. These were updated to reflect the current liturgical season.

The students in Year 6 participated in reflection days coordinated by the Parish Youth Worker and the team of support staff.

Social justice initiatives gave children a sense of proactive engagement with Catholic discipleship. The students were provided with numerous opportunities to engage in outreach activities.

In Term 1, the school supported Project Compassion. Fundraising initiatives were conducted in each classroom. This was supported by learning about the work of Caritas.

In Term 3, money was raised to support the Catholic Missions in Peru. A representative working in the Missions informed the children of how the money would be used and the life experienced by the people living in these needy areas.

### 3.5 Professional Learning in Catholic Life and Mission

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.

The staff of the school participated in a spirituality professional learning day facilitated by an Education Officer-Mission Services from the Catholic Schools Office. The focus of the day was Our Mercy Heritage.



## **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**

The staff completed their annual review of the Behaviour Management Policy, the Anti-Bullying Policy and the Pastoral Care Policy. All these policies were examined under the lenses of the Diocesan policies and changes were made to better align school policies with Diocesan policies.

### **4.3 Pastoral Care of Families**

The welfare fund that had been established in previous years continued and funds were used from this source to support families within the school community.

The School Counsellor from the Catholic Schools Office continued to support the school and interacted with several students and their families during 2009. These needs were identified by classroom teachers in consultation with the Principal.

### **4.4 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.

### **4.5 Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.





## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

All seven Key Learning Areas (KLAs) were taught across all seven grades [Religious Education; Mathematics; English; Personal Development, Health and Physical Education (PDHPE); Science and Technology; Human Society in its Environment (HSIE) and Creative Arts]. The syllabuses for these KLAs are developed by the NSW Board of Studies and schools are required to follow and implement this curriculum. Units are covered in a two year Stage cycle ensuring a balance across content.

Following the Strategic Plan for 2007 - 2010, Our Lady Help of Christians staff continued to focus on the development of the use of thinking and research skills to challenge students' learning.

The Quality Teaching Framework was a focus in the Key Learning Area of HSIE. Staff worked in stage teams and implemented the Quality Teaching Framework through the units of work. Time was given for planning, focusing on assessment and reflection of the teaching practices used.

A focus continued in the early identification of students with needs in literacy. The Learning Support Team identified these students and implemented individual programs to meet their needs.

The Strategic Plan 2007 – 2010 also identified the need for development in Numeracy. The Assistant Principal undertook the role as Numeracy facilitator and with the assistance of Education Officers from the Catholic Schools Office, the staff began professional learning focusing on explicit practice in Numeracy.

### 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 23 students in Year 3 and 12 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



## Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	4	0	4	22	70	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	<b>2008</b>	School	0	5	10	29	29	29	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
<b>Writing</b>	<b>2009</b>	School	0	0	13	22	26	39	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	<b>2008</b>	School	0	0	10	14	29	48	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
<b>Spelling</b>	<b>2009</b>	School	0	4	9	13	26	48	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	<b>2008</b>	School	0	0	33	19	24	24	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	9	9	22	61	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	<b>2008</b>	School	0	0	19	38	5	38	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
<b>Numeracy</b>	<b>2009</b>	School	0	0	4	13	35	48	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	<b>2008</b>	School	0	0	14	48	19	19	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

100% of the students in Year 3 from Our Lady Help of Christians achieved above the national minimum in each test area. 96% of the students were in the top three bands (Bands 4, 5 and 6) for numeracy and 92% of students were in the top three bands (Bands 4, 5 and 6) for overall literacy.

These results indicate that these children are being well extended and have high levels of skill in these areas. The challenge in numeracy will be to extend this cohort of children to further develop their knowledge and skills by providing explicit teaching in targeted areas that need to be strengthened. The school has taken a particular focus in numeracy teaching and learning over the past twelve months and it is expected that this will begin to have further impact in the years ahead.



### Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	17	0	25	33	25	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	<b>2008</b>	School	0	5	11	21	16	47	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
<b>Writing</b>	<b>2009</b>	School	0	0	8	42	33	17	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	<b>2008</b>	School	5	0	15	40	10	30	95
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
<b>Spelling</b>	<b>2009</b>	School	0	0	17	42	33	8	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	<b>2008</b>	School	5	5	0	35	20	35	95
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	0	0	0	25	67	8	100
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	<b>2008</b>	School	0	5	10	50	15	20	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
<b>Numeracy</b>	<b>2009</b>	School	0	0	17	42	25	17	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	<b>2008</b>	School	0	0	11	47	32	11	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

100% of the students in Year 5 from Our Lady Help of Christians achieved above the national minimum in each test area. 84% of the students were in the top three bands (Bands 6, 7 and 8) for numeracy and 100% of students were in the top three bands (Bands 6, 7 and 8) for literacy.

The students in Year 5 had the highest growth rate for numeracy across the diocese and the seventh highest growth rate for literacy. The challenges ahead will be to continue explicit teaching of concepts in numeracy in the different strands.

### 5.3 Extracurricular Activities

At Our Lady Help of Christians, the students are given opportunities to actively participate in a wide variety of extracurricular activities. 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, voluntary)
- School choir
- Guitar group
- Young Leaders Day (School Leaders)
- Public Speaking (Years 2 to 6) and Diocesan Public Speaking Competition
- Keyboard and piano lessons available 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)
  - School netball and soccer teams.

#### **5.4 Professional Learning**

Staff participated in a range of professional learning opportunities in 2009.

##### ***Whole Staff Professional Learning:***

- Quality Teaching Framework
- Religious Education in the Primary Classroom
- Adult Faith formation
- CPR – update
- The use of technology to support teaching and learning
- Numeracy development
- Literacy development
- Developing knowledge of an asthma friendly school
- Teaching strategies linked to the Quality Teaching Framework
- Use of running records in assessing reading behaviours

##### ***Selected staff members:***

- NAPLAN Analysis
- Child Protection and Risk Management
- OHS Training
- Finance and Budgeting for Schools
- Educational leadership
- Learning Support within the curriculum
- PDHPE KLA
- ICLT in the Primary Classroom
- Pedagogy Initiative in Mathematics and HSIE
- Mentoring Program



## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievements

When targeting goals for 2009 the school referred to the school Strategic Plan 2007-2010 and the School's Mission Statement. The 2009 annual goals listed below identified areas of priority and what was achieved to meet these goals:

#### Priority Area 1: Catholic Life and Mission

- Strengthen the religious knowledge and provide opportunities for faith formation of staff, students and parents.
- Further enhance and extend relationships across parish.
- Further develop quality experiences to educate and form students as disciples of Jesus.

*These goals were achieved with teachers attending the Ministry for Teachers Diocesan spirituality course; staff spirituality day examining 'Mercy Values'; whole school Masses and liturgical celebrations; Parish family Masses and involvement in Parish sacramental programs.*

#### Priority Area 2: Pastoral Care

- Ensure a high level of pastoral care amongst the whole school community where respect, tolerance, understanding and inclusion are evident.
- Develop and further encourage practices that are inclusive of the whole school community.

*The school community promoted pastoral care in all aspects of school life and the values of respect, tolerance, understanding and inclusion were taught in classrooms and promoted in the newsletter.*

#### Priority Area 3: Curriculum Teaching and Learning

- Meet the needs of the students through a consistent approach to quality pedagogy K-6
- Further develop existing curriculum to improve student outcomes, particularly focusing on mathematics.
- Develop shared understandings of teaching and learning highlighting the alignment between assessment, pedagogy and curriculum.

*Further implementation across Key Learning Areas of the Diocesan Pedagogy Initiative was evident in Quality Teaching Practices. Teachers focused on the Key Learning Area of Human Society and its Environment (HSIE) to embed the Quality Teaching Framework.*

#### Priority Area 4: Leadership

- Model collaborative and authentic leadership in order to inspire other community members to higher levels of engagement and commitment.
- Collaborate with all stakeholders, to ensure roles and responsibilities are clearly identified, communicated and underpinned by the values of justice, inclusion, respect and understanding.

*A Roles and Responsibilities document was developed in consultation with parents, teachers, the leadership team and the Education Officer-Parent Liaison from the Catholic Schools Office.*



### Priority Area 5: Professional Learning

- Balance between whole school and individual learning
- Identify and embed professional learning processes that improve student learning

*Teachers were able to attend Professional Learning activities in a variety of learning domains such as mathematics, pastoral care, behaviour management, religious education and creative arts.*

### Priority Area 6: Stewardship, Management and Accountability

- Highlight environmental sustainability across all aspects of the school and community.
- Raise the profile of Our Lady Help of Christians in the local community through celebrating achievements, active community involvement, developing positive relationships with pre-schools and high schools and establishing a formal publicity committee.
- Generate, implement and monitor a three year technology plan to guide the purchasing and integration of ICLT across all facets of school life.

*Interactive whiteboards were purchased as the technology plan continued to be implemented. The P&F provided funds to support promotion of the school in the wider community through advertising in the local media, printing of flyers and support for the 'Open Day' that was held during Catholic Schools Week.*

## 6.2 2010 Priorities and Challenges

A major focus for the teachers and school community in 2010 will be:

- differentiating the curriculum to cater for the diverse needs of students with a focus on gifted education
- continuing to further develop the existing curriculum to improve student outcomes, particularly focusing on mathematics
- developing and implementing a spelling program across the school
- developing best practice in the teaching of text type writing
- continuing to raise the profile of Our Lady Help of Christians in the local community in an effort to increase enrolments.



## 7. Parent Participation

### 7.1 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 families 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 were well attended by our parent community.
- The Dads in the Classroom Project ensured that dads had an opportunity to assist in class based activities with a major focus on literacy.
- Parents coordinated the Epping Twilight Markets which is the major fund raising initiative within the school.
- Swimming and athletic carnivals were strongly supported by our parent community. Parents also transported children to the next round of competitive events for swimming, cross country and athletics.
- The teachers and students were assisted by parents on various school excursions.
- Parents coordinated the soccer and netball clubs. The teams were coached and managed by parents and assistants. In 2009 the school fielded netball teams and soccer teams. Both girls and boys played 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. The P&F were responsible for raising funds to purchase books for the library and teaching resources. Funds were also raised to purchase new laptops for the school, interactive whiteboards and sporting equipment.
- Parents attended nights as part of the Parent Education Program.
- Parents attended sessions on assisting children in reading.
- Parents provided support and assistance in classrooms, library, canteen and uniform shop.

The Parents' and Friends' Association 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 and School Disco.

### 7.2 Parent Satisfaction

The parent community was very supportive of the strategic direction of the school during 2009. The sense of welcome and belonging was promoted through the positive partnership that exists between school and home.

Strong communication links and the opportunity for parent involvement in many areas of school life were highly valued by the parent community.

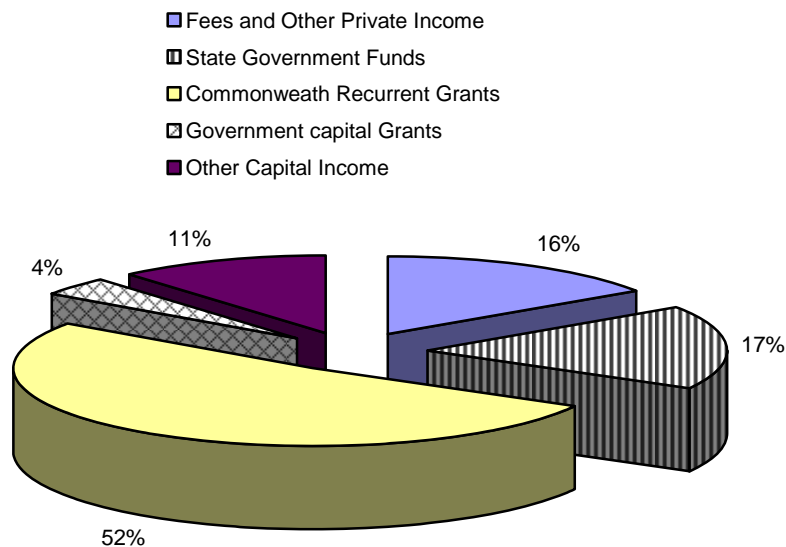


## 8. Financial Report

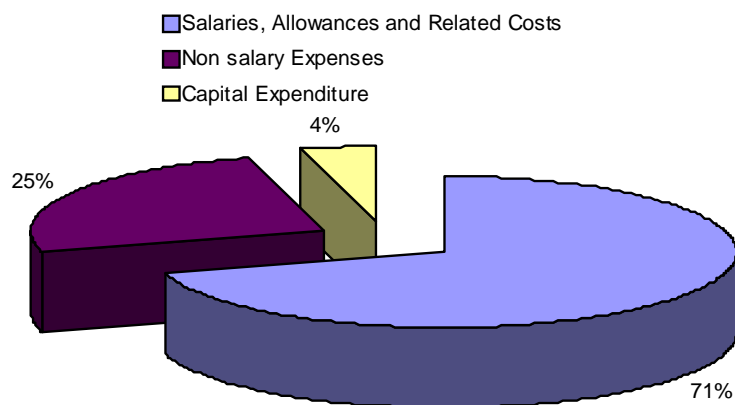
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

### Income



### Expenditure



The contents of this annual report have been validated by the Schools Consultant, Diann Hynes.