



Our Lady Help of Christians Catholic Primary School Epping

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This annual report provides the school with an opportunity to outline the achievements and initiatives that have occurred during the 2013 school year. Our focus during 2013 has been looking at engaging parents in their child's faith journey through learning more about units being taught in the classroom in Religious Education, professional learning about effective use of assessment and the data as well as beginning the KidsMatter journey for the school.

We are committed to ensuring excellence in teaching and learning and helping students achieve the best possible educational outcomes. We have much to be proud of and value the partnership between school, home, parish and the wider community. We look forward to building on our accomplishments during 2013.

1.2 Message from the Parent Body

The P&F has succeeded in raising the school's sense of community through many social events during the year. The parent body has used this sense of community and the team approach to ensure that the school has had a successful community fundraising event – namely the Epping Twilight Markets. The school community has also used a co-operative model to run the canteen.

1.3 Message from the Student Body

The students are very proud of their welcoming school community and their high level of student participation in the school. The Mercy Summit was a highlight for the senior students during 2013. There were many opportunities to share showcasing of Mercy Works in our school.





2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
77	63	28	0	140

*Language background other than English

2.2 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.

2.3 Staff Profile

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;
- b) 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;
- c) 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
16	0	0	16

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.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



2.5 Teacher Satisfaction

Teachers engaged in professional development in 2013 in a range of areas with high levels of satisfaction and feedback. Our Stage 3 teachers participated in a project funded and organised by our Catholic Schools Office and Sydney University with other Stage 3 and Stage 4 teachers from schools in the Diocese specifically targeting the engagement and teaching of fractions in Mathematics. The teachers were able to share their learning with colleagues at OLHC. All of our teachers engaged in Professional Learning in the area of Gifted and High Ability Learning with our Year 4 class working specifically on Project Based Learning. Our teachers also met for learning about effective use of the iPads in the classroom. There is a positive attitude to the professional learning offered.

2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2013 was 97%.

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; and
- 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.

2.7 Student Satisfaction

The students are very pleased that in a small school environment such as OLHC, they have considerable personal attention. The students enjoy the Buddy program where Year 6 are role models and provide support for the Kindergarten students. During 2013, the students enjoyed more facilities on the playground to encourage play based learning through a sandpit, cubby and boat surrounded by softfall.





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 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 has occurred in a variety of ways throughout 2013:

- the school introduced a week of Religious Education homework to ensure that families are able to connect with their children about their faith development;
- the prayer and liturgical life of the school is valued and students are 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 on Monday and Thursday for prayers and assembly and a morning greeting
- all classes set aside time each day for prayer;
- the staff met each Friday for morning prayer and reflection; and
- the Year 6 students led the school Thursday assembly in prayer.

3.3 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 were rostered on for organising, preparing and leading prayer.

The school community begins the week with our school 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.

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.

During the year the school supported Project Compassion and learnt about the work of Caritas.



3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

The staff of the school participated in a spirituality professional learning day facilitated by the Catholic Schools Office's Mission Services Education Officer and a Liturgist facilitator. The focus of the day was assessment, reporting and Godly Plays.

Religious Education homework for one week each term was introduced for all classes. Teachers planned for opportunities for parents to be engaged in the child's religious education learning and to reflect and share their own faith development story.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 lens of the Diocesan policies and changes were made to link school policies with Diocesan policies.

4.3 Pastoral Care of Families

The School Counsellor from the Catholic Schools Office continued to support the school and interacted with several students and their families during 2013. These needs were identified by classroom teachers in consultation with the Principal.

Families from the school are supportive of families in times of need as they provide meals or other assistance. Families have a class support network through the Class Mums to provide care and support.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO 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 CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

During 2013, the focus for quality teaching and learning has been in the area of assessment. Teachers used the PAT testing as the source of data to analyse point of need for students and adjust teaching programs.

The new Australian curriculum provided opportunities for professional learning to explore a range of models to diversify the curriculum and respond to student needs.

Stage 3 teachers engaged in a special project called Empowering Teachers of Mathematics (ETM). Educators from Sydney University worked with Stages 3 and 4 teachers across the Diocese in the specific area of teaching fractions and improved engagement and understanding of fractions.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **19** students in Year 3 and **21** students in Year 5.

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 shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	5.6	11.1	22.2	61.1	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	0	5.6	38.9	55.6	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	16.7	27.8	27.8	27.8	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	5.6	11.1	22.2	61.1	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	0	5.6	50	44.4	100

Year 3 results reflected positively in all areas compared with State and National figures, with all students at or above national level. This has been a positive trend and reflects both the targeted and whole school efforts to improve student performance. Staff professional learning in the area of use of assessment data particularly in Comprehension has enabled teachers to make specific decisions and directions for teaching at student point of need.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	10	15	15	40	20	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	30	35	30	5	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	15	20	20	30	15	100
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	5	10	20	35	30	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	5	15	15	20	45	100

Year 5 results continued the strong growth in learning of cohorts with all students at or above national minimum. Once again, assessing students to find point of need has enabled focused teaching for these students. The students in Year 5 particularly benefited from a Mathematics focus reflecting good results in Numeracy for this cohort and a more positive attitude to learning about 'fractions'.



5.3 Extra Curricula Activities

During 2013, students at OLHC were offered Mandarin Language Classes after school each week. Chess classes were offered as an option to students at lunch time each week. Private piano lessons were also offered each week.

Other activities include:

- Year 5 Debating (organised by local Rotary Club);
- Maths Olympiad (students from Years 5 and 6);
- Australasian School Competitions (Years 3 to 6, voluntary);
- School choir & Recorder groups;
- Public Speaking (Years 2 to 6) and Diocesan Public Speaking Competition;
- Keyboard and piano lessons available; and
- 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.

5.4 Professional Learning

Professional learning for teachers during 2013 included an Australian Curriculum focus. Teachers worked with colleagues at teacher and Diocesan levels to unpack the new curriculum.

Teachers also began the KidsMatter journey with a staff development day.

In the area of ICLT, teachers were engaged in several sessions of professional learning to use Windows 7. With the introduction of iPads, teachers have also worked to find appropriate apps to complement the learning in the classrooms. Regular 'tekky brekkies' were held to learn about more effective technology use in the classroom.

One teacher is continuing her study in the area of Masters of Educational Leadership.





6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The School Improvement Plan for 2013 saw the utilisation and implementation of new PAT assessments to further develop student profiles to set targets and differentiate teaching programs.

Familiarity with the new Australian Curriculum for English and Mathematics has been a priority for teachers during 2013.

In Religious Education, Godly Plays were introduced for teachers to use as a strategy to enhance Religious Education learning. One week each term of Religious Education homework has been introduced as a means of engaging parents with their child's faith development.

6.2 2014 Priorities and Challenges

Challenges for 2014 include the implementation of the new Australian Curriculum for English and Mathematics from K-6. Teachers will implement Scope and Sequences developed for English and Mathematics.

Mathematics will be a focus in 2014 as the Extending Mathematical Understanding (EMU) project is introduced.

Continued development of the school's Information, Communication and Learning Technologies plan will focus on the school's website, cyber safety procedures and the introduction of mobile devices.

In the area of Pastoral Care, the challenge for 2014 will be launching KidsMatter and further improving wellbeing of the community.





7. Parent Participation

7.1 Introduction

At Our Lady Help of Christians Catholic Primary School parents are acknowledged and valued as the first and continuous educators of their children. The partnership with parents is promoted through communication and engagement of parents in the school community. Parents are involved in the Parents and Friends Association, Dads in the Classroom, Class Mothers, Liturgical celebrations, fund raising, social events, excursion, sports carnivals, tuckshop, class volunteers, Fathers' Day and Mothers' Day, movie night etc. Parents work co-operatively to promote the profile of the school in the community.

7.2 Parent Satisfaction

The community of Our Lady Help of Christians Catholic Primary School has worked hard during 2013 to continue to build the sense of community through social events such as the Cocktail Party. The team building to share committee and organisation loads has been very beneficial and satisfying for the community. The 'co-operative model' was used by fundraising and social committees to organise events. Parents were pleased that a parent was trained in the Resilience Doughnut program to share and facilitate discussion with parents and children.

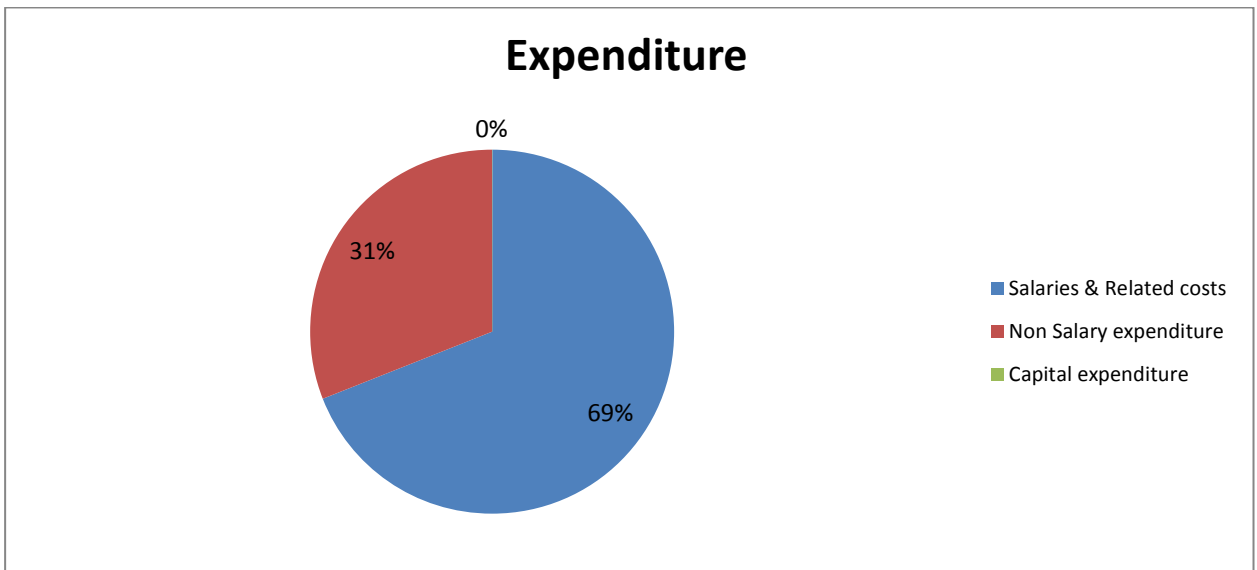
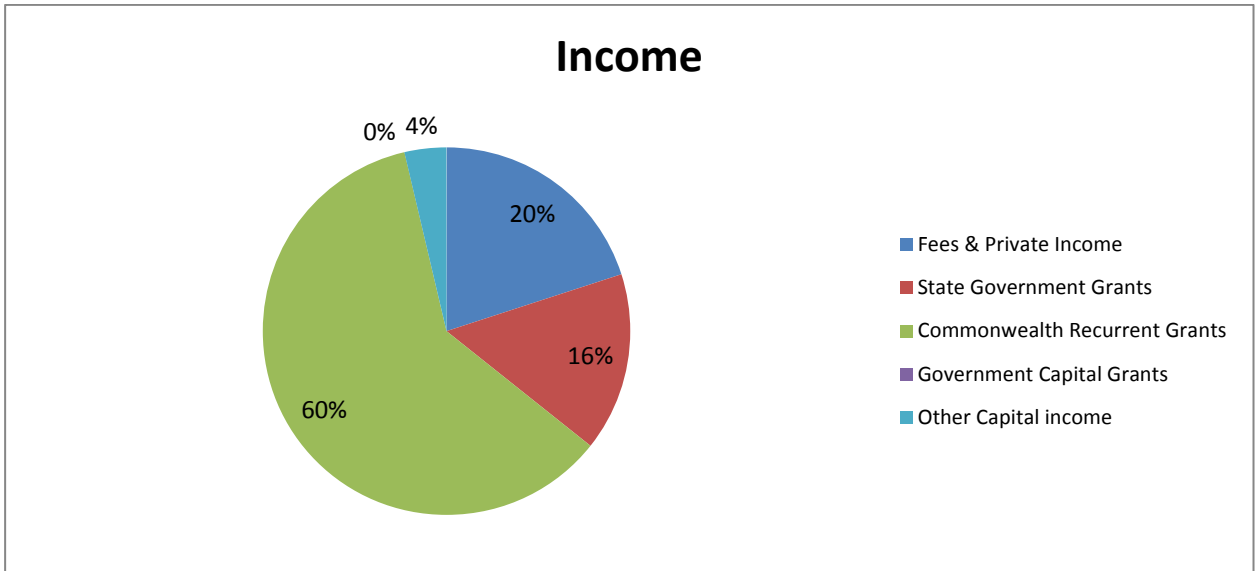
Parent comment: *'I'm happy that I'm part of a vibrant active school, but also the people behind the scenes that make my child's time so wonderful. She ALWAYS has a smile on her face and loves school.'*





8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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