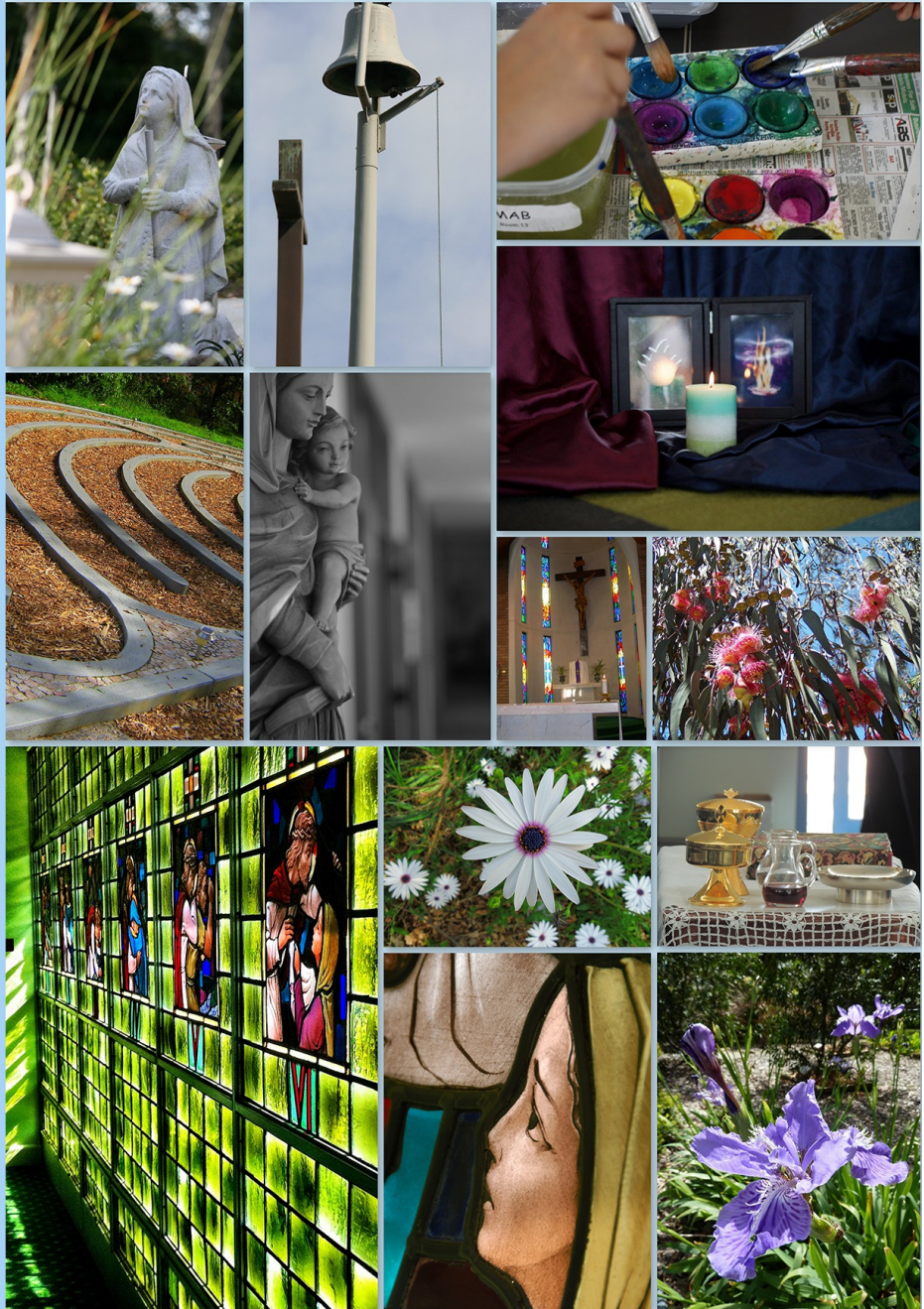


2015

annual school report



Our Lady Help of Christians Catholic  
Primary School, Epping

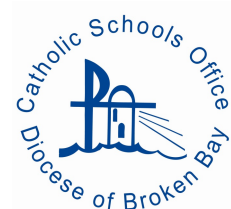
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## ABOUT THIS REPORT

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Our Lady Help of Christians Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2015 has been a successful year for the community of Our Lady Help of Christians School. We have worked collaboratively with the parish of Epping and Carlingford to ensure that there have been opportunities for the parents of the school to engage with parishioners.

The year was a review of school improvement at Our Lady Help of Christians School and a formal review process was conducted within the Broken Bay Catholic Schools Improvement Framework. The framework assists schools by identifying achievement of significant goals and targets over time in the areas of Catholic Mission, Learning and Teaching and Pastoral Care. The partnership that we share with parents significantly assists the achievement of positive outcomes and the building of a nurturing and vibrant learning environment.

### **Parent Body Message**

The Parents and Friends Association (P&F) has worked to encourage engagement of our parent body in supporting the common goal, the quality education for children in our school. Parental engagement in learning and education involves families and schools working in partnership to build connections between the most important environments in which young people learn. Parental engagement also involves commitment on the part of schools to valuing and engaging in that partnership with parents and recognising the significant role families play in the education of their children.

The generosity of our parents has enabled opportunities for social events as well as fund raising efforts. There is a sense of working with the school to enhance and improve standards. The P&F has worked to build positive relationships, a welcoming school environment, and parental engagement in learning and wellbeing; and has supported the strategic goals of the school and parish community.

### **Student Body Message**

2015 has been a year of exciting opportunities for students to engage in learning and leadership. As students have developed confidence and courage to problem solve within their areas of responsibility, the *KidsMatter* Council (KMC) has learnt about developing skills that enable effective representation. Students have raised concerns about needs in the school and community, and have sought to respond to the needs.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Our Lady Help of Christians Catholic Primary School Epping, is a Catholic systemic co-educational school.

Our Lady Help of Christians Catholic 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 railway 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, the main street in Epping.

The school was founded by the Parramatta Sisters of Mercy in 1908 and since then has endeavoured to retain a strong allegiance to the Mercy tradition. In 2008 the school celebrated its centenary.

Under the protection and patronage of Mary, Help of Christians, we enjoy an ongoing partnership with parents in providing opportunities for students to excel within a stimulating Catholic school environment.

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 is proud of its reputation for excellence in teaching and learning and pastoral care.

In 2015, approximately 145 students drawn from a range of cultural backgrounds attended the school. Seven class teachers and three specialist teachers supported the learning.

The school won the 2015 local debating competition organised by the Epping Club. Over two terms, the Year 5 students, assisted by debating peers in Year 6, debated against five public schools in the area. The competition was adjudicated by Macquarie University Debating Society students.

The children walk to Norfolk Oval and utilise local facilities for weekly sport for Year 3-6 during terms 1 and 2. The school competes each year in a range of diocesan sporting events such as swimming carnivals, athletics days, netball gala days, rugby gala days and cross country events. Swimming lessons are conducted at the Ryde Aquatic Centre for children, Kindergarten to Year 4. Years 5 and 6 children participate in surf education lessons as well as sailing lessons.

Twice a year, a musical soiree is conducted to encourage the musical talents of children at the school. Junior and senior choirs perform at this event along with some of the children who take up the option of piano lessons. During 2015, the option for children to learn a woodwind instrument was positively received and several performers shared their talent.

Children have the opportunity to participate in a range of other enrichment activities such as:

- Maths Olympiad competition for Years 5 and 6

- ICAS Mathematics, Science and English for Years 3-6
- Chess club for Kindergarten to Year 6
- Mandarin language classes after school for Kindergarten to Year 6.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
72	73	42	145

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.16 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	93 %	96 %	94 %	92 %	96 %	95 %

### Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).



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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	3	18

\* This number includes 7 full-time teachers and 8 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	15
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Seven steps to writing success
Day 2	The Joy of the Gospel
Day 3	School review and development - strategic planning

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The school's mission statement recognises us as a community of disciples of Jesus and, under the protection of Mary our patroness, we work in partnership with parents and parish. In the tradition of the founding order, we foster the Mercy charism of respect, hope, justice and love within our Christ centred community.

The school is committed to educating students in the Catholic faith and nurturing the development of students' relationships with Jesus. During 2015, staff, parents and students were involved in key liturgical celebrations including Advent, Holy Week, Easter, the feast of Our Lady Help of Christians and the combined mass with St Gerard's Carlingford, which fostered the relationship of the two schools under the one parish of Epping and Carlingford. Other significant events, including opening and end of school year masses, ANZAC day, Remembrance day, Harmony day, Mother's day, Grandparent's day and Year 6 graduation, are acknowledged and celebrated with masses, liturgies, prayer and assemblies. Prayer is a daily ritual where students are given the opportunity to be involved in a variety of prayer experiences. Staff members pray together before briefing meetings. Opportunities for parents to participate in a prayer reflection morning conducted by the Mission Services team are offered in a specific term. To promote the partnership with parents and to highlight the importance of Catholic Faith education, homework for Religious Education is a school-wide practice and is the main emphasis for learning in week 9 of each term.

Our mission to reach out to others in justice and love is significant to the life of our school community. Through the *KidsMatter* Council (KMC) students are given opportunities to respond to social justice issues throughout the community in a variety of ways. The community participated in activities such as rice days, Socktober, mufti days, purchasing craft from Peru and the winter appeal. Caritas, Catholic Mission, St Vincent de Paul and Mercy works continued to be our fund raising commitments throughout 2015.

At Our Lady Help of Christians we are committed to Catholic discipleship and to proclaiming and giving witness to the mission of the Catholic church in Australia where human dignity of all people is valued and respected. We nurture the uniqueness of each individual and are committed to excellence in teaching and learning.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2015 teachers were involved in a number of curriculum initiatives.

Teachers unpacked, implemented and programmed the curriculum from new syllabus documents in English and Mathematics. Initially implemented in 2014, teachers refined and improved units of work to ensure quality teaching and learning.

Teachers developed knowledge of the new Science and Technology syllabus, in particular, the emphasis on working technologically and working scientifically.

There was a commitment to the training of an EMU specialist teacher and EMU leaders who then led teacher learning and workshopped with parents to deepen understanding of effective practice in Mathematics education. There was a whole school commitment to both conducting and analysing the Mathematics Assessment Interview (MAI) with teachers increasing their understanding of how to use the resulting data to inform teaching.

Appraising curriculum policies and procedures was a major aspect of the school review and development process.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	82.60 %	52.20 %	0.00 %	10.70 %
	Reading	73.90 %	48.20 %	0.00 %	11.00 %
	Writing	95.60 %	46.80 %	0.00 %	7.40 %
	Spelling	73.90 %	41.20 %	0.00 %	14.80 %
	Numeracy	73.90 %	33.50 %	0.00 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	73.70 %	35.90 %	0.00 %	16.60 %
	Reading	84.20 %	33.50 %	0.00 %	18.10 %
	Writing	47.40 %	19.10 %	0.00 %	17.60 %
	Spelling	52.70 %	32.60 %	10.50 %	15.30 %
	Numeracy	57.90 %	27.80 %	0.00 %	15.80 %

### NAPLAN Comments

It is pleasing to note that the percentage of students achieving in the top two bands was

significantly above the national percentage in every test area. Over the past few years we have incorporated strong practices into our early years with strong use of data, explicit teaching, co-teaching, reflection, and targeted discussion around successful practices in learning and teaching. With a professional learning focus on Mathematics, teachers deepened their knowledge, understanding and ability to implement effective teaching strategies in Mathematics, through Extending Mathematical Understanding (EMU). Staff examined data more closely and addressed students' conceptual misunderstandings more expertly.

Our focus on all areas of literacy resulted in improved student learning outcomes. This was particularly the case in writing where attention was given to using explicit criteria in teaching grammatical features in various texts. Our Year 3 and Year 5 cohorts responded well to the writing stimulus when compared to national peers.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Our Lady Help of Christians' School Pastoral Care policy and practices are aligned with the Diocesan Pastoral Care policy. During 2015, staff revisited the social and emotional learning aspects of *KidsMatter* and continued to teach students concepts related to being a 'bucket filler'. The idea of being a 'bucket filler' is to teach resilience and create harmony in the environment. The Pastoral Care team continued to discuss resources to support students and families and is looking forward to a 2016 survey of parents, teachers and students to determine welfare concerns.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

We are committed to building and nurturing positive relationships at the school. The parents and wider community place a high degree of importance upon good behaviour and good manners. We do not have significant behaviour management issues in classrooms or on the playground, and there has not been a history of bullying or intimidation. We do enjoy a number of very confident children in our school who thrive in the small school environment. The children feel empowered to use specific strategies to assist them face challenging situations and we nurture positive relationships to build self-esteem.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

The *KidsMatter* framework is a commitment to building and promoting respect and responsibility in our school and community. This framework adds to our Mercy lens that our Catholic school utilises as the cornerstone of celebrating our faith by challenging our students to achieve, educating students to be life-long learners and reaching out to others in justice and love. By nurturing a welcoming and inclusive community at our school, we are teaching students to make responsible choices. Our school values and respects differences and through fostering confidence of each student, we are creating a stimulating and affirming learning environment.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

In 2015, key improvements were noted in the following areas:

- Triangulation of data using PAT assessments, other assessment data and classroom observations enabled teacher analysis to become more accurate, and teaching to become more constructive and focused at the point of need.
- Whole school professional learning in Maths through EMU saw teachers reflect on practice and incorporate use of highly effective teaching strategies.
- There was improvement in writing confidence and skills through utilising learning from the *Seven steps to writing success* professional learning
- Parent education in the area of the new Mathematics and English syllabus was positively received.
- Enhancement of music at the school was achieved through introduction of optional woodwind instrument lessons.

### Priority Key Improvements for Next Year

The following key improvements have been targeted for 2016:

- Expand *KidsMatter* and encourage stakeholders to answer simple surveys to give us insight into how pastoral care and wellbeing can be further improved.
- Involve students, staff and parents in developing understanding around the *Joy of the Gospel*.
- Continue to research best practice in mathematics and analyse MAI data to note trends and areas for development.



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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parents responded positively to the parent education sessions held during the year. They were appreciative of the opportunity to work in partnership with teachers to learn about how they could support their children in their learning journey.

Parent feedback specifically noted the following:

- wonderful welcoming community
- great multi-cultural environment with strong partnership between the school, parish and parents
- dedicated and professional staff
- good academic results
- supportive school and community – like you'd see in a small town.

### **Student Satisfaction**

Students have a strong sense of pride in the school. They show an appreciation for the opportunities they are given. They are keen to support social justice initiatives organised by their *KidsMatter* Council and are enthusiastic about sporting, creative arts and academic opportunities. Students are also keen to take on leadership roles in senior classes.

Students respond very positively to weekly awards, special principal's awards and colour house points announced each week at assembly.

The graduating students appreciated listening to the guest speaker at their graduation dinner who was a former student of the school and currently graduating from high school. They listened carefully to advice on what to expect in high school and how they could build on their good foundations from primary school.

### **Teacher Satisfaction**

Teachers continue to feel supported in the classroom through their professional learning experiences, staff meetings and staff development days.

Teachers appreciate the organisation and effective communication via staff memos.

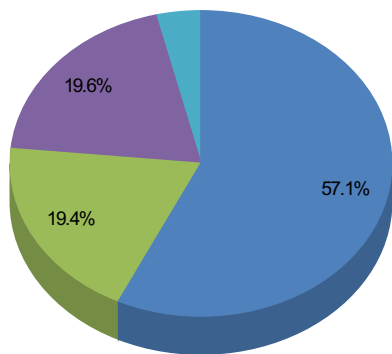
Teachers expressed satisfaction with structures that allow for time given to plan and program collaboratively.

Teachers appreciate the strong collegial, supportive and professional relationships among the teaching staff.

## SECTION ELEVEN: FINANCIAL STATEMENT

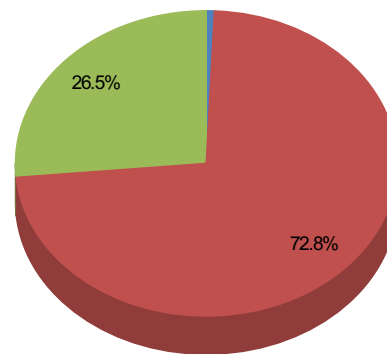
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.4%)
- Fees and Private Income (19.6%)
- Other Capital Income (3.8%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (72.8%)
- Non-Salary Expenses (26.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,206,368
Government Capital Grants	\$0
State Recurrent Grants	\$410,798
Fees and Private Income	\$414,787
Other Capital Income	\$80,568
<b>Total Income</b>	<b>\$2,112,520</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$13,533
Salaries and Related Expenses	\$1,432,567
Non-Salary Expenses	\$520,364
<b>Total Expenditure</b>	<b>\$1,966,464</b>