About This Report

Our Lady Help of Christians (OLHC) Catholic Primary School, Rosemeadow is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

Our Lady Help of Christians Catholic Primary School
PO Box 508
CAMPBELLTOWN NSW 2560
Ph: (02) 4626 5655
Fax: (02) 4626 7227
Email: info@olhc.woll.catholic.edu.au

Parish Priest: Fr Christopher G Sarkis

Principal: Kayleen Petzer
Date: 12<sup>th</sup> December 2008
Vision Statement

“A Catholic school community of faith, love and learning.”

Message from Key School Bodies

Principal’s Message
Our Lady Help of Christians Parish Catholic Primary School Community at Rosemeadow has pleasure in presenting its Annual School Report for the 2008 School Year. It is an opportunity for this community to recognise and celebrate the achievements that have occurred throughout the year. This year has been an exceptionally busy one with the inclusion of the journey of the Cross and Icon and the hosting of pilgrims for the World Youth Day event in July. The members of staff are grateful for the continued level of support and involvement in school life from the Parish Priest and the parents and friends who make up this community. Thanks are extended to the members of the School Leadership Team (SLT) and all staff for the role they play in leading and managing the school. The school has a great team, with dedicated and talented staff, including the School Support Officers who work tirelessly in the classrooms and in administration. Throughout the year the school community has come together through prayer, service and fundraising to work with those less fortunate than ourselves.

Parent Involvement
Families supported the community in many ways through family portrait fundraisers, working bees, Mother’s and Father’s Day gift selling, a major raffle, a disco, mufti day fundraising for our fete, toy fundraising catalogues and in participation on our Fete Day, which was held earlier than normal due to upcoming building works. The Parents and Friends (P&F) also continued their contribution towards security and Information Communication Learning Technologies (ICLT) loan repayments, donated funds towards our new playground equipment and fencing around the playground. In general, parents maintained their volunteering in the canteen, classrooms, the library and clothing pool, as well as helping out at sporting carnivals and celebration days within the school. Their ongoing participation is crucial in helping provide extra facilities for our students.

Parents and Friends Association, President

Student Leadership
Student leaders represented at the Project Compassion launch, Ash Wednesday Mass, ANZAC Dawn Service and the Campbelltown Catholic Club (CCC) Annual Mass, which led to the enjoyable opportunity of meeting leaders from other schools. Within the school community the leadership extended to running Friday assemblies. School Captains led the acknowledgment, at Monday flag raising, for the Dharawal people, the traditional owners of the land our school is built on. During each school day leadership works at getting to know the younger students and we try and set a good example of how to behave and treat one another with respect. The experience of being in the student leadership team has been great. We have learnt more about what leadership is and grown in self-confidence.

School Captains
School Profile

The school was established in 1989. A rich cultural heritage exists exhibited by 18 nationalities within the school. The school is an integral part of the parish and of the wider church community. The spiritual growth and welfare of every student, along with sound education practices, is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government educational authorities. The school has 14 mixed ability classrooms and a Learning Centre which supports the needs of students with an identified learning disability.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>185</td>
<td>196</td>
<td>381</td>
</tr>
<tr>
<td>2007</td>
<td>209</td>
<td>183</td>
<td>392</td>
</tr>
<tr>
<td>2008</td>
<td>196</td>
<td>183</td>
<td>379</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.8%</td>
<td>90.6%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 20 teachers at Our Lady Help of Christians Parish School.

School Leadership

The school leadership structure consists of the Principal, Assistant Principal, Religious Education Co-ordinator and three Middle Leaders, who have special responsibilities in Pastoral Care, Information and Communication Learning Technology (ICLT) and curriculum initiatives involving Literacy and Numeracy.

Specialist Teachers

There is one Special Education/Learning Centre Teacher, one Teacher/Librarian and two Reading Recovery teachers. A School Support Officer, employed through funding, assists students with English as a second language.
Administrative Staff

One full-time and three part-time support officers are responsible for school administration – office and library – and five part-time support officers aid the delivery of learning in the classrooms, the main support function being the delivery of Literacy and Numeracy tasks for students who are experiencing difficulty.

Teaching Staff Experience

Members of the teaching staff are highly qualified. Nineteen staff members have a Bachelor of Education, one member has a Diploma of Teaching and five members are trained to a Masters level. Nine members of staff have twenty plus years teaching experience, four members ten plus years teaching experience and the remainder have between two and ten years of experience, giving the school a balance of youth and experience. Within the staff additional qualifications acquired include: Bachelor of Commerce; Bachelor of Arts; Master of Arts, Information and Communication Technology; Bachelor of Music; and, a Bachelor of Health Science. As well, all staff have undertaken Religious Education studies.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 97.57%.

The staff retention rate is high at Our Lady Help of Christians Parish Primary School with 80% of the teaching staff remaining for the 2009 School Year. Three 2008 temporarily contracted staff members have taken permanent placements elsewhere and three permanent staff have also taken positions in other schools. One permanent teacher retired during 2008. Two permanent staff members will be returning from approved leave in 2009.
Professional Learning

During 2008, Our Lady Help of Christians Parish Primary School’s thirty personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- Restorative Justice – whole school development;
- First Aid – whole school development;
- Spirituality – whole school development; and,
- Rock and Water – 4 teaching members.

Other professional learning activities provided at school level, including CEO run courses:
- Anaphylaxis Training – whole school development;
- Diocesan Learning & Teaching Framework (DLTF) – 3 teaching members;
- School Review & Improvement Training (SRI) – 2 teaching members;
- National Assessment Plan for Literacy and Numeracy (NAPLAN) – 3 teaching members;
- Leaders Transforming Learning & Learners (LTLL) – 4 teaching members;
- Reading Recovery Training – 1 teaching member;
- Leadership Conference – 3 teaching members;
- Interactive Whiteboard Conference – 3 teaching members;
- Teaching Strategies and Behaviour Support – 3 teaching members;
- Professional Assault Response Training (PART) – 5 staff members;
- Certificate of Religious Education – 1 teaching member;
- Practical Strategies to Educate & Support Parents in the 20th Century – 5 teaching members;
- Inquiry Learning – 5 teaching members;
- Planning days for Numeracy;
- Go Maths; and,
- Professional Development opportunities also included inter-school visits and inter-class visits. Staff had the opportunity to complete personal and professional goal setting in order to align their professional development with their own needs and to those of the school.

School based expenditure on professional learning in 2008 was $1,400.00. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School

In 2008 in many ways World Youth Day dominated Catholic life. The Cross and Icon were carried through the school with banners made by the children leading the procession. The school hosted 200 Spanish and Mexican pilgrims with staff, parents and parishioners working hard day and night to accommodate them. Other celebrations included Catholic Schools Week, G’Day (a special day for grandparents, godparents and good friends) and Easter. The school’s Feast Day was another major celebration with students receiving a school badge or bookmark to commemorate the occasion. A gathering with the neighbouring John Therry Catholic High
School to celebrate the Assumption was also held. School staff supported sacramental programs and religious literacy testing showed students are strong in their knowledge and understanding of Mary. School and parish ties are closely maintained with students attending Parish Masses, Sacrament of Penance, Benediction and having Parish Priest grade visits.

Project Compassion, Rice for a Reason and Mission Month gave us the opportunity to raise $2,519.28 for others. Stewardship continues to permeate the Catholic life of the school with constant references during lessons, in staff development and at assemblies as to how students and others can share their gifts with others.

**Student Welfare**

Planning was put in place to revise the school’s Pastoral Care Policy, with input from the entire school community. Amongst many initiatives and ongoing improvement: Student achievements are recognised through class, playground and individual awards and morning tea with the Principal. A Student Representative Council began with nominated students meeting with a school leadership member once a fortnight. Buddy classes have run successfully. A Kindergarten Skills Program was introduced which gives practical experiences aimed at setting the children up for successful learning for the rest of their schooling. Support continued for families with children diagnosed with Autism Spectrum Disorder. Structured activities were continued at lunch time for students who find it hard to make friends or need time out. The response has been extremely positive with students implementing their own activities. The services of a school counsellor one day a week continued, and students in Year 6 were supported by a program called “Hit the Ground Running” and “Rock and Water”. The program Seasons for Growth was again offered for students experiencing loss, and Child Protection Week was highlighted with a visit from Police Liaison Officers.

To promote positive relationships and ways in which damaged relationships can be repaired in a non-threatening, non-judgemental manner, Restorative Practices were implemented. This program specifically focuses on behaviour and incidents without blame and draws out who was affected and how to try and resolve what needs to happen to make things right again.

The Complaints and Grievances Procedures can be found on the Catholic Education website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the Polices link. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

**Financial Summary**

This year the Australian Government, through the ‘Investing In Our Schools Program’ (IOSP), has generously provided the school community with funds to the total of $22,513. These funds have been spent on the purchase of 10 laptops and the installation of a PA system throughout the school.
The Campbelltown Catholic Club have generously contributed $10,000 towards the purchase of new furniture for the Stage 2 classrooms and the Learning Centre. They also contributed $28,000 towards playground equipment. The P&F Association also contributed approximately $28,000 towards the playground and safety fencing. Funds have also been set aside to continue this project to include a shade structure to cover it.

Funds have been set aside for work to be undertaken during the school holidays and early into next year. This work includes the painting of ceilings and exposed beams in the Stage 3 classrooms, lining of walls with display boards and the purchase and installation of interactive whiteboards in some classrooms. Blinds have been installed in classrooms, where needed.

The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Parish Primary School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
The provision of quality Catholic learning and teaching continues to be an ongoing priority for the school parish community. Throughout the year staff engaged in meaningful professional dialogue, learning and critical reflection to support the processes and expectations of the school, the Catholic Education Office and the NSW Board of Studies. The sharing of quality teaching practices will continue as a focus next year with the aim of enhancing the pedagogy and methodology of all staff in order to improve outcomes for all students.

Curriculum and Pedagogy
The NSW Foundation Statements, along with outcomes taken from the syllabus documents for each of the Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment (HSIE), Creative Arts and Personal Development, Health and Physical Education (PDHPE), are used as a guide for learning and teaching experiences.

Staff were involved in a number of professional days and afternoon meetings in relation to the Wollongong Diocesan initiative, School Review and Improvement (SRI) which is aimed at reviewing the life of the school in seven key areas that are relevant to planning, evaluation and reporting. Its core purpose ‘is to validate the extent to which students are achieving their academic potential in a learning environment which is underpinned by Vision and Mission.’ (How Effective Is Our Catholic School?). The three Key Areas that relate specifically to Learning and Teaching include: Catholic Life and Religious Education; Students and their Learning and Pedagogy. Staff were involved in gathering and analysing evidence to support a numerical rating on how well the school was achieving in a Key Area then action plans were developed and implemented, and will be evaluated on an ongoing basis.

The new Diocesan Learning and Teaching Framework (DLTF) was launched and the school has undertaken a project as a pilot school with an emphasis on coding of assessments. This coding is reflected upon with a view to improving the quality of the assessments being carried out.

Explicit teaching in grammar and spelling continued to provide scaffolding and more meaningful experiences for the students so that more self-extending systems of learning could be encouraged. Inquiry Based Learning continued to be explored in different ways throughout the school.

The ‘Habits of Mind’ remained a focus in classrooms and as part of playground management and awards and will continue next year in an improving format.

Information and Learning Communication Technology (ICLT) continued to be used to promote learning opportunities for students and will have a more intense focus next year in conjunction with team teaching and open plan learning.
In Term 4, Year 5 students enjoyed the opportunity to continue the link established with John Therry Catholic High School (JTCHS) in 2005 through the Transition to Technology Program. Students from OLHC and St Thomas More, Ruse were able to participate in a variety of experiences at JTCHS including cooking, dancing, music and design technology. Their efforts culminated in a showcase of talent at the end of the term.

Students had the opportunity to participate in the University of NSW testing program and some excellent results were achieved. A Personal Development evening was held for Year 5 students and parents to familiarise them with content covered in class and to provide them with the Catholic perspective.

**Cross Curriculum**

OLHC considers the teaching of Literacy and Numeracy to be an essential priority. The focus on the integration of Literacy into all aspects of the curriculum continued this year and the implementation of a consistent Literacy Block throughout the school was deemed successful. In numeracy, staff continued to support the concept of a Numeracy Block and drew on Count Me In Too resources to support staff in tracking students and in challenging the students to develop their skills in Numeracy. The school participated in ‘Go Maths’ professional learning and this resource was integrated into existing programs to provide some consistency throughout the grades.

The ‘Kids’ Corner Pre School Reading Program’ continued to have a positive impact on the children involved and provided them with a taste of Big School. Sharing Days provided students and visitors with the chance to showcase and experience a variety of skills and talents.

**Meeting the Needs of All Students**

Staff are committed to ensuring that all students’ needs are met. Students with diverse needs are identified early through a variety of assessments and teacher observations. Teachers employ a range of learning and teaching experiences and methodologies, taking into account the individual learning styles of the students in their class in order to meet the needs of individual students. Differentiating the curriculum supports those students in most need while allowing for more challenging experiences for those students who are more able. The Reading Recovery Program continued to support students with an intensive 1-1 daily reading program. In 2008 17 students took part in the program and 16 were successfully discontinued. The Federal Government’s Evenstart program was implemented using school staff and outside agents to provide tutoring for students identified in need of support through results obtained in the National Assessment Plan for Literacy and Numeracy (NAPLAN).

Individual Education Plans (IEPs) were developed using the diocesan planning tool for students who receive additional funding to support their learning. Regular meetings are held with parents to inform and discuss progress. IEPs are also developed for those students who do not attract funding but are in need of more specific support. The class teachers, in conjunction with the School Support Officers, provide 1-1 and small group assistance as needed. The School Review Committee met regularly to communicate with, and support teachers, of students who were experiencing difficulties accessing the curriculum. The meetings provided the staff with a range of strategies to support those learners in their classrooms.
Expanding Learning Opportunities

As part of expanding learning beyond the classroom, all grades were involved in excursions and incursions this year. These included: Wollongong Wolves’ Soccer visit; Book Week activities; Macarthur Eisteddfod; Environmental Walks; Clean Up School activities; Literacy and Numeracy Week activities; Alley Cats performance; Music – Count Us In and a variety of grade excursions such as Symbio Wildlife Park, Sydney Aquarium, Wollondilly Heritage Centre, Campbelltown Historical Walk and Teen Ranch. Year 5 & Year 6 also participated in Public Speaking at a school level and two students participated in the Regional Finals presenting a short talk to the audience. One student was successful in winning the Regional Final for Year 6 and came 2nd in the Diocesan Final.

In the area of Creative Arts students participated in a number of activities including the Macability Poster Competition, the Christmas Card competition for the Local Member of Parliament, and a colouring in competition for Child Protection Week. Entry into these competitions culminated in a number of students winning places in these events. The students also produced artworks for the school fete. The Senior and Junior School Choirs had outstanding success in the Macarthur Eisteddfod.

In the area of Physical Development, students participated in a number of school sport carnivals, Diocesan and local gala days and Diocesan carnivals for swimming, cross country and athletics. One student gained entry into the MacKillop netball side and two students represented the Wollongong Diocese in Rugby Union.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within the school in 2008.

The school cohort consisted of 49 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 48 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

For Part A 22.4% of students were placed in the developing level, 57.1% in the achieving level and 20.4% were in the extending level.
For Part B 12.5% of students were placed in the developing level, 70.8% in the achieving level and 16.7% were in the extending level.

Combining Parts A and B, 16.7% of students were placed in the developing level, 66.7% in the achieving level and 16.7% were in the extending level for Religious Literacy.

**NAPLAN**

There were 53 Year 3 students and 52 Year 5 students who sat for the 2008 NAPLAN testing. There were few students who did not meet the National Minimum Standards in the testing this year. The best performances in Years 3 and 5 were in writing while the school also performed well in spelling, grammar and punctuation compared with national results. The area identified as requiring further attention is Numeracy.
Our Lady Help of Christians Primary School, Rosemeadow
Student Achievement 2008
National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note:** Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>49%</td>
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<tr>
<td>National</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td>4%</td>
<td>52%</td>
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<tr>
<td>National</td>
<td>10%</td>
<td>45%</td>
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<tr>
<td>Spelling</td>
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<td></td>
</tr>
<tr>
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<td>13%</td>
<td>49%</td>
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<tr>
<td>National</td>
<td>16%</td>
<td>45%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>49%</td>
</tr>
<tr>
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<td>6%</td>
<td>62%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
</tr>
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</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>90%</td>
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<td>92%</td>
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<tr>
<td>Writing</td>
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<tr>
<td>School</td>
<td>98%</td>
<td>94%</td>
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<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>88%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Data obtained from parents, students and staff surveys indicated a generally satisfied with the level of support, communication and opportunities available within the school. There were high levels of agreement in some areas of the items surveyed, which is pleasing, but a number of areas for focus in 2009 were also apparent.

Parent Survey
In the area of the school helping children to develop a knowledge and understanding about Catholic tradition, the school rated highly with all respondents strongly agreeing or agreeing. Only 9% of parents thought the school did not provide opportunities for them to become involved and 75% of parents surveyed believed their child was challenged to maximise their learning outcomes and needs. Of the returns received 70% of parents thought the school provided appropriate information about their child’s progress – communication to parents about the obligations to report about student progress in a certain format under Government legislation needs to be communicated more clearly. Responses also indicated 84% of parents believed the school offers a range of co-curricular activities. In the area of the welfare of their child 90% of respondents agreed/strongly agreed teachers were genuinely interested in their child and 91% agreed/strongly agreed the school provided a safe and supportive environment, which was an extremely satisfying result. Another pleasing result was that 93% of the carers responses indicated the school effectively communicated information about activities and events.

Student Survey
The student survey was distributed to Stage 2 & 3 students and collation of the statistics revealed an extremely high agreement with all questions, which reflects the dedication of the staff within Our Lady Help of Christians Parish School. Analysis of the data gathered indicated 88% of students were proud of their school and 99% agreed the school helps them in the understanding of their Catholic faith. The Parish Priest, Father Sarkis, can take a great deal of credit for this result for his active involvement within the school. Also 90% of students thought their teacher encouraged them to learn to the best of their ability. The focus on restorative justice appears to be making inroads with 94% of respondents understanding their rights and responsibilities and 88% feeling they were safe at school. Other information revealed by the survey as that 83% of children agreed that if there was a problem, there were people they could approach. Although this is a reasonably high statistic, the aim of the school is to have a 100% response to this area. Another pleasing aspect of the data was that 94% of students agreed and strongly agreed that sporting and other activities were accessible. The school offers many and varied activities for students so for 6% of students to think they could not involve themselves in these activities within the school will require some investigation.

Staff Survey
Reflecting student responses for a similar question, 100% of the teaching staff thought the school helped students to develop a knowledge and understanding about Catholic tradition, while 66% of teachers thought students understood their rights and responsibilities. Obviously this is an area where consistency could be an issue and teacher expectations and observations appear to be varied. This will need to be addressed with teaching staff in 2009 to ensure an
understanding of the school’s policy. An interesting statistic from the staff survey was that 66% of staff believed the school strove to meet the individual learning needs of students but 33% disagreed. Again consistency and staff focus and understanding will need to be raised so that teacher satisfaction in this area is increased. Student information to parents about their child’s progress is another area in which dialogue and discussion needs to have a focus with 55% agreeing, 22% strongly agreeing but 22% disagreeing. All staff agreed and strongly agreed the school provided a safe and supportive environment.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all schools have begun the transition to the new School Review and Improvement process.

**School Review and Improvement components reviewed in 2008:**
- Vision and Mission
- Pastoral Care
- Teaching Practices
- Linkages with the wider community

**School Review and Improvement components to be reviewed in 2009:**
- Catholic Life & Culture
- Continuation of Pastoral Care incorporating:
  - Rights and Responsibilities
  - Continuation of Teaching Practises incorporating:
- Assessment
- ICT Resources
- Integration of Information & Communication Technology (ICT)