About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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@olhcdow.catholic.edu.au
Website: www.olhcdow.catholic.edu.au

Parish Priest: Fr Christopher G Sarkis

Principal: Mrs Kayleen Petzer

Date: 11 December 2009
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 (ASR) for the 2009 School Year. It is an opportunity for this community to recognise and celebrate the achievements that have occurred throughout the year. I take this opportunity to thank all those involved with our school. I thank the Parish Priest for his continual support and I thank the staff who work tirelessly for the benefit of the students, the parents and friends who continue to help out in many areas across the school. The Parish and wider community all support our school in many ways and we are, as always, very appreciative for the role that they play. Throughout the year the school community has come together through prayer, service and fundraising to work with those less fortunate than ourselves.

Parent Involvement

The Parents and Friends (P&F) Association supported our school in a variety of ways: running a chocolate drive, bulb fundraiser, lipstick fundraiser, Mother’s and Father’s Day stalls, participated in working bees, ran discos and a trivia night. Money raised continued to support our IT loans and will be used to purchase a shade structure for our playground area which will be installed over the Christmas holiday period. Parents also contributed by running Book Club, volunteering in the canteen, in the classrooms and the library, and ran the second-hand clothing pool, a pre-school (ages 3-5) craft and art group, and assisted at sporting carnivals and celebration days. They also gave of their talents for special interest groups. The parent involvement is greatly appreciated.

Parents and Friends Association President

Student Leadership

During the past year we participated in many events, including marching on ANZAC Day, Conversation with the Bishop, attending the Catholic Club Mass and representing our school at NSW Parliament House. For the first time the school appointed Vice Captains, and this made the Captains job easier. With the help of the school principal, who guided us in the right directions, we supported the school in developing in children faith in God and respect for others. We strove to be the best we can be.

School Captains
School Profile

School Context

The school was established in 1989. Thirty two nationalities are currently represented within the school, which 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 fourteen mixed ability classrooms and a Learning Centre which supports the needs of students with an identified learning disability.

The school currently has plans in place to refurbish the school office area, build a multi-purpose hall and reinvigorate the Stage 1 classrooms during 2010.

Our Lady Help of Christians Catholic Primary School is a Catholic Systemic co-educational school located in Rosemeadow. The school caters for students in Years K-6 and has a current enrolment of 352.

Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>185</td>
<td>167</td>
<td>352</td>
<td>4</td>
<td>113</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.2%</td>
<td>90.9%</td>
<td>92.7%</td>
<td>88.5%</td>
<td>90.8%</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

Chronic non-attendance is managed by the parent having to telephone the school to report the reason for their child’s absence. If a student is away for 3 continuous days the class teacher will telephone the parent asking the reason for their child’s non-attendance.
**Staffing Profile**

There are a total of 21 teachers and 10 support staff at Our Lady Help of Christians Catholic Primary School. This number includes 17 full-time and 4 part-time teachers.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2009 was 97.90%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 95%. Two teachers, who were on 12 month contracts, have not retained their positions for 2010. Owing to a change of positions for permanent part-time staff, full time temporary positions will decrease for 2010. Funding for one SSO has ended.

**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of Our Lady Help of Christians Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- School based professional development on Literacy, including within class support - all teachers;
- School-wide Positive Behaviours for Learning (SPB4L) – whole school;
- School based professional development with a focus on Inquiry Learning – all classrooms, except Year 3;
- David Langford conference “Quality Learning” – 6 staff members;
- Diocesan Learning & Teaching Framework (DLTF) – All teachers; and
- Interactive Whiteboard Conferences – 7 teachers.
Other professional learning activities, including CEO run courses:

- Anaphylaxis Training – whole school;
- Lighthouse Technology – 2 teachers;
- Building Capacity & Sustainability Within Special Education – 1 teacher;
- Leaders Transforming Learning & Learners (LTLL) – 4 teachers;
- Technologies for Learning – 2 teachers;
- Pastoral Care Forum – 4 staff;
- Planning Days for Literacy – All teachers;
- Leading Literacy & Numeracy – 2 teachers; and
- Library Conference – 1 teacher.

School based expenditure on professional learning in 2009 was $29,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

Catholic Life and Religious Education play a prominent role in the school. All staff members have embraced the new proforma and have explored one Religious Education unit using the Inquiry framework. This requires students to take action in the real world and use their learning to help others, for example - leading classes in a prayer service, visiting children in hospital, or liaising with St Vincent de Paul to make Christmas hampers for needy families. These initiatives have taken place along with ‘Wrapped With Love’, where students, parents and staff knitted 24 blankets, Project Compassion which raised $493.90, Mission Week, where Year 4 raised $364.10 by holding a mini fete and annual walk-a-thon, which raised $2,500 for the purchase of new Bibles. Students attend parish Masses at least twice a term, The Sacrament of Penance once a term and Benediction twice a year. There were numerous Masses and Liturgies throughout the year presided over by the Parish Priest. One memorable occasion was when Father conducted a traditional Stations of the Cross in the Church for the whole school. The school Feast Day and Assumption Masses were again held with John Therry Catholic High School continuing to deepen the ties between both schools. Publication of the school’s Mission Statement has been a project involving many people and will be launched officially in early 2010. Stewardship continues to be part of school life.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 54 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7th September and 54 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. Students showed a high level of performance in their knowledge of the religious tradition.
This performance was particularly noticeable in their understanding of Mary and the saints and their ability to identify and appreciate the gifts of life and all creation. The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition, especially in their ability to demonstrate understanding of the Sacraments of Baptism and Eucharist.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge, but need to develop their capacity to explore this knowledge at a more in-depth and critical level.

For Part A 18.5% of students were placed in the developing level, 72.2% in the achieving level and 9.3% were in the extending level. For Part B 22.2% of students were placed in the developing level, 61.1% in the achieving level and 16.7% were in the extending level.

Combining Parts A and B, 27.8% of students were placed in the developing level, 64.8% in the achieving level and 7.4% were in the extending level for Religious Literacy.
Financial Summary

This year the Australian Government, through the ‘Building The Education Revolution National School Pride Programme’, has generously provided the school community with funds to the total of $150,000. These funds were spent on the extension of the carpark, the renovation of classrooms and upgrade of the wireless infrastructure throughout the school.

The Campbelltown Catholic Club contributed $10,000 towards the purchase of new laptops for the Stage 3 classrooms. The P&F Association donated approximately $1,700 towards security and $6,000 towards ‘Information Technology’ loan payments. Funds have also been set aside to cover the playground equipment with a shade structure. Illawarra Coal contributed $15,000 towards the purchase of interactive whiteboards in Stage 3. The Brother Kelvin Trust contributed $2,500 towards the purchase of new Bibles.

Invoices totaling $22,000 have yet to be drawn from this year’s budget. The invoices are for the payment of the swimming programme and for netbooks that were ordered as part of a bulk order for the Diocese. Funds have also been set aside for a professional development programme which will take place in the early part of next year.

The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Parish Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

In 2009, the introduction of the School-wide Positive Behaviours for Learning (SPB4L) initiative was the driving force behind the ongoing improvement of the school’s Pastoral Care Policy. This data driven initiative, introduced by the Catholic Education Office, developed by staff and driven by the SPB4L committee, introduced the consistent use of positive reinforcement and the explicit teaching of behaviours that support student learning and welfare. It also led to the formulation of a new set of school rules. This initiative continues to show a marked reduction in the reported challenging behaviours throughout the school. In support of this initiative, structured playground activities were increased for students requiring support in developing social networks. A multitude of newly structured activities were also introduced during recess and lunch to enliven the interests of all students within the school.

Student achievements continue to be recognised through class-based awards and the merit award system. Reward systems have also been implemented by staff and the Student Representative Council (SRC) to reward positive behaviours on the playground. Meetings occurred weekly and the student representatives were involved in a range of school-wide actions supporting student welfare.

Teachers and students continued to promote restorative practices through the use of Restorative Justice Frameworks, the use of student resiliency programmes, such as Bounce Back, Rock and Water and the Habits of Mind. These programmes aim to develop the resilience of students and their ability to promote positive relationships. Buddy classes and the Kindergarten Skills Programme supported the welfare of younger learners. The services of a school counsellor were maintained at one day a week and there were a number of visits from the Police Liaison unit.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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.
Learning and 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, using the Diocesan Learning and Teaching Framework, has continued to be a focus this 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.

All classroom teachers have continued to teach Religious Education programmes based on the Wollongong Diocesan syllabus. The children are given opportunities to celebrate their faith in various class activities and Fr Sarkis visits classes each Friday to talk on the unit of Religious Education being undertaken in class.

The Diocesan Learning and Teaching Framework (DLTF) is one of the main priorities in the school. There is an emphasis on coding of teaching experiences and the use of DLTF as a tool to assist in planning for learning and teaching programmes. This coding is reflected upon with a view to improving the quality of the learning and teaching being carried out. All teachers participated in two learning and teaching observation cycles which involved observation, coding and discussion of areas of strength and improvement. The PDPR process was integrated into this experience and teachers met in their observation groups, as well as with the principal, to set goals linked to the DLTF cycles. This process will continue to be a priority for the school as the aim to improve learning outcomes for all students.

Use of the National Assessment Programme Literacy and Numeracy (NAPLAN) data was an area of priority this year. A leadership team member was assigned the specific role of analysing results to inform learning and teaching programmes. The results from this were analysed carefully and used to guide learning and teaching experiences.

Information and Learning Communication Technology (ICLT) continued to be used to promote learning opportunities for students. There was a more intense focus on the use of ICLT to enhance student learning and to enhance the needs of our students in an authentic way in conjunction with inquiry based learning.

In order to achieve this, a Learning Technologies Policy was launched at a Year 5 parent
meeting. One of the key strategies to ensure that all students have the opportunity to become competent, discriminating and creative users of a range of technologies is to issue each of the Year 5 students with one laptop between two students.

On the first day back at school this term Year Five students started to take these laptops home every second night. Such integration of technologies has developed much more engagement of Year 5 students in their learning in ways not previously possible. This strategy is also facilitating the relational nature of learning, providing new opportunities for parents to engage with teachers, learning programmes and their child’s progress. Interactive whiteboards have been installed in five learning spaces this year to assist in the engagement of students in learning and teaching experiences. The staff and students are enjoying these ICLT tools and using them to successfully provide engaging and explicit experiences for students.

Our 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 were able to participate in a variety of experiences at JTCHS including cooking, dancing, music and design technology. Years 5 and 6 students had the opportunity to participate in the University of NSW testing programme and some excellent results were achieved.

Cross-Curriculum

Teachers and students in Kindergarten, Year 1, Year 2, Year 4, Year 5 and Year 6 have been following a constructivist teaching inquiry model to meet HSIE and Science & Technology syllabus requirements. These have been achieved through the development of deep understandings learnt by students in response to a big question. This involved using a flexible planning framework that is responsive to, and supportive of, individual students’ learning needs.

The school is very proud of the work that the students have done particularly in the “Taking Action” stage of our framework. This stage has encouraged students to be thinking, exploring individuals who generate hypotheses and test them out. It encouraged autonomy, initiative and leadership by asking questions such as “how can my learning impact on the world around me?” This stage of the framework prompted student’s pursuit of connections among ideas and concepts.

Some examples of action taken by our students over the year have included:

- The adoption of a World Vision sponsorship child by Kindergarten students in response to the question “Is It Our Job To Look After The Earth?”;
- A multi-cultural sharing day organised by Years 1 and 2 in response to the question “Do We Share Our Cultural Stories in Our Community?”;
- A further investigation into people in need in the world by Year 2 students as a result of their inquiry into the question “Do We Share Our Cultural Stories in Our Community?”;
- Pamphlets being handed out with the assistance of the local radio station C91.3 at the local duck pond by Year 4 students in response to their question “Do We Value Our Natural Environment?”;
- A vegetable garden to service the school canteen planted by Years 4 and 5, to take action in response to the question “Are We Truly Envirosmart?”;
- A water tank being installed to service one of the toilet blocks in response to the question “Are We Truly Envirosmart?”; and
- The library windows being painted, inspired by indigenous artwork, in response to the question “What is Australia's story?”.

Some examples of experiences to assist students in finding out about key concepts and deep understandings have included a performance by Brainstorm Productions for Early Stage 1 and Stage 1 students, a walking excursion around Campbelltown for Year 1 students, a visit to the Children’s Hospital and Care Flight for Year 2 students, a treasure hunt excursion around Sydney for Years 4, 5 and 6 students, an excursion to Minnamurra Rainforest and the local duck pond for Year 4 students and a trip to the local nursing home for Kindergarten students. All of these experiences have been used to help students sort out their thinking around the key concepts related to their inquiry.

**Sport**

The school hosted the Western Region Swimming Carnival where eight students participated and one of the students progressed to the next level of competition, the MacKillop trials. Also, a team of Year 5 and 6 boys played in the Mark Taylor Cricket Competition and in the Macarthur Cluster Rugby Union Competition. These boys progressed through to the finals for the Rugby Union. In Term 2 the school’s Cross Country Carnival was held and a number of students represented the school at the Diocesan Cross Country Carnival. Forty students from Years 3 – 6 compete against a number of schools in the Macarthur region in Rugby League and Oz Tag competitions. As well, a team of boys compete in the Rugby Union knockout competition and four students went to Forbes to try out for the Wollongong team, and a number of students enjoyed competing in the Netball and Soccer Gala Days. The term was finished with the school’s Athletics Carnival where flags were launched to highlight the school’s new house names. Term 3 began with the Western Region Athletics Carnival where a huge team represented the school. From this one student progressed to the Diocesan Athletics selection trials for shot put.

A number of teams that competed in the Basketball Gala Day in Moss Vale and students were also exposed to expert sport demonstrations and lessons from a competitive soccer player from the Wollongong Wolves and from NSW Cricket. Students also participated in a four week Rugby Union and ball skills programme, being instructed by a professional from NSW Rugby Union, while students from Stages 2 & 3 had an intensive in school sport programme where they learnt football, soccer, netball, Oz Tag and cricket skills. This year also saw the school participate in a compulsory six lesson intensive swimming programme. Finally, Life Education visited the school to enhance the health curriculum being offered.
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 Programme Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programmes. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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.

There were fifty three Year 3 students and fifty Year 5 students who sat for the 2009 NAPLAN testing. There were few students who did not meet the National Minimum Standards or were exempt in the testing this year. Our best performances in Years 3 and 5 were in writing while the school also showed improvement in Numeracy. The results indicate a large gain in performance scores for the Year 5 students compared to their results in Year 3.

Student Achievement in Bands

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 2009: % 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>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>53%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>49%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>51%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>51%</td>
</tr>
</tbody>
</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>96%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents, staff and Stage 2 & 3 students responded to their relevant ASR survey by Strongly Agreeing, Agreeing, Disagreeing or Strongly Disagreeing to the question posed. The results reflected the following:

**Student Survey**

Positive results were achieved overall from the student survey, with 91% of students agreeing they were proud of their school. In response to the question concerning how the school helps students understand their Catholic faith, the resulted were an overwhelming 99% agreement. Other results of the survey showed that 6% of children felt they were not encouraged to learn to the best of their ability, and whilst this was a concern, overall the response was pleasing. The survey also showed that 18% of students did not understand their rights and responsibilities, but with the focus on SPB4L this should be addressed next year. Following on from this, 90% of children thought there were people within this community whom they could approach for help. In relation to catering to the recreational aspect of schooling, 95% of students were happy with their involvement in, and variety of, extra curricular activities offered.
Parent Survey

Half the parents surveyed strongly agreed that the school helped students develop a knowledge and understand about Catholic tradition – the remainder agreed. Also, 2% of parents thought the school did not provide an opportunity for them to become involved, however, the school does provide for and welcome any parent involvement, so this percentage, even though relatively small, is difficult to understand. The parent survey also revealed that 60% of parents agreed that the school challenged their child’s learning and individual learning needs, but 22% felt the school did not provide appropriate information about their child’s progress. Of the parents surveyed, 93% thought the school offered a range of co-curricular activities, and the majority also agreed that the teachers were genuinely interested in their child’s welfare, and provided a safe environment. In regard to effective communication about activities and events only 7% of parents thought the school was inadequate in this regard.

Staff Survey

All staff agreed that OLHC helped students develop knowledge and understanding of their Catholic Faith, and an understanding of their rights and responsibilities. There was a 12% dissention from staff in regards to whether students were challenged to maximise their learning needs and this was also reflected with 18% of staff thinking the school did not meet the individual learning needs of students. The staff survey also revealed that 94% staff thought the school provided appropriate information to parents about student progress, but as the school had quite a number of new staff this year, this could be an area to monitor. Another aspect of the survey was that 65% of staff strongly agreed, or agreed that 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. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 2: Students & Their Learning
  - 2.2 Rights & Responsibilities
  - 2.4 Integration of Information & Communication Technology (ICT)
- Key Area 3: Pedagogy
- 3.3 Teaching Practises (continued from 2008)
- 3.5 Assessment (continued from 2008)

- Key Area 5: Resources, Finance & Facilities
  - 5.1 ICT Resources

- Key Area 6: Parents, Partnership, Consultation & Communication
  - 6.1 Parent Involvement
  - 6.2 Reporting to the Community

School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 1: Catholic Life & Religious Education
  - 1.2 Religious Education
  - 1.4 Parents, Parishes and the broader Church

- Key Area 2: Students & Their Learning
  - 2.1 Educational Potential

- Key Area 3: Pedagogy
  - 3.1 Curriculum Provision
  - 3.2 Provision for the diverse needs of learners

- Key Area 4: Human Resources, Leadership & Management
  - 4.3 An ethical workplace culture

- Key Area 5: Resources, Finance & Facilities
  - 5.2 Use of Resources & Space

(Postponed until 2010 to coincide within the building project.)