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.

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: 10 December 2010
Vision Statement

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

Message from Key School Bodies

Principal’s Message

The Our Lady Help of Christians (OHLC) school community at Rosemeadow is pleased to present its Annual School Report for 2010. It enables OLHC to look back on an eventful year and to identify and celebrate its achievements. Thank you to everyone who has been involved with the school. Thank you to the Parish Priest for his valued support, the staff who worked with great dedication for the betterment of the students and the parents and friends who continued to assist in various ways for the good of the school. The Parish and wider community supported the school in different areas and that important role was appreciated. During 2010 OLHC also joined through prayer, service and fundraising to work with those less fortunate.

Parent Involvement

The Parents and Friends (P&F) Association fundraising and support during 2010 showed great initiative. Meetings were alternated between day and night sessions to allow greater flexibility for attendance. Due to building refurbishments and hence no school fete, a P&F $100 per family levy was voted on and placed on school fees. Mother’s Day and Father’s Day stalls proved popular with the children. Other social events and opportunities that took place were, a trivia night, discos, family photographs, a bus shopping trip and calendar plates. Parents ran the second hand clothing pool, book club, a pre-school art and craft group, contributed in classrooms, coached sporting teams, volunteered at morning teas, canteen and library. This year the P&F purchased a large and small marquee for sporting and school events, contributed to the costs of security and an information technology loan.

Parents and Friends Association, President

Student Leadership

Peer support was introduced. Mixed groups of children from Kindergarten to Year 5 were formed and Year 6 supervised various activities so that students mixed and met children from year groups different to their own. The Student Council introduced playground equipment bins for the use of each grade and each grade was responsible for the bin’s maintenance. Students attended the ANZAC Day March, represented the school at various Masses throughout the year, including students speaking at two stations at Stations of the Cross at Maryfields and Year 6 participated in Conversation with the Bishop.

School Captains
School Profile

School Context

The school was established in 1989. Twenty-six 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 is undergoing refurbishment of the administration area and is having a multi-purpose centre erected. Work on these areas is expected to be complete early in 2011. Plans are also in place to reinvigorate the Stage 1 classrooms during 2011.

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 347.

Student Enrolments

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<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
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<tr>
<td>2010</td>
<td>189</td>
<td>158</td>
<td>347</td>
<td>2</td>
<td>117</td>
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The Diocesan Enrolment Policy and Procedures exists 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 both the school website www.olhcdow.catholic.edu.au and the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

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<thead>
<tr>
<th></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>
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<tbody>
<tr>
<td>2010</td>
<td>86.7%</td>
<td>91.8%</td>
<td>90.2%</td>
<td>92.1%</td>
<td>91.9%</td>
<td>93.0%</td>
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Management of Student Non Attendance

Daily attendance records were maintained. School attendance was monitored. After five consecutive days of absenteeism the class teacher contacted the parent/guardian of the child for an explanation. If an unjustified absence continued, or high-level absenteeism was evident, the Principal was advised. The Principal then decided the appropriate action, including intervention strategies.
Staffing Profile

There are a total of 21 teachers and 9 support staff at Our Lady Help of Christians Catholic Primary School. This number includes 15 full-time and 6 part-time teachers.

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 97.71%. The teacher retention rate from 2009 to 2010 was 95.2%. This percentage is based on permanent staff and does not include planned leave such as maternity or long service leave.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Our Lady Help of Christians Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

Our Lady Help of Christians whole school development days involved 29 staff.

These days focused on:
- Inquiry Learning, Kath Murdoch’s model;
- School Wide Positive Behaviours for Learning; and,
- Creativity and the Creator; Nurturing the Spirit Within.

Other professional learning activities provided at school level including CEO run courses:
- David Langford conference “Quality Learning”(13 staff);
- Inspiring Teachers: Aspiring Leaders (3 staff);
- Leading a Digital School Conference (2 staff);
- Interactive whiteboard training (6 staff);
- Lighthouse for Learning (2 staff);
- Learning Technologies (1 staff member);
- Beginning Teachers’ days (2 staff);
- Teacher Leader (1 staff member);
- Leading Literacy & Numeracy (2 staff);
- Understanding SMART data- NAPLAN analysis(1 staff member);
- Apple Conference (2 staff); and,
- Gifted & Talented Education (1 staff member).

School based expenditure on professional learning in 2009 was $21,000. 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 (RE) played a prominent role at OLHC. This year, particularly, saw a number of very significant liturgical celebrations. The Catholic Schools Week Mass was used to launch a new mission statement. It was published in a brochure for distribution to families and the wider community and will be displayed in appropriate forms when the office refurbishment is finished. The mission statement, combined with the vision statement, is to be used in policy development and review, as well as being integral to everything OLHC undertakes.

The canonisation of St Mary of the Cross was a major focus and created an opportunity for students, staff and parents to journey from her feast day to her canonisation. The ceremonies culminated with the ‘Way of St Mary of the Cross’ liturgy through the school grounds, led by the Parish Priest.

OLHC’s Parish Priest celebrated his silver jubilee and the school played a major part in the celebrations. Students prayed a novena for priestly intentions and vocations and placed a bead for each prayer in a glass cylinder – a different colour representing each day. This prayer bouquet was presented at Father’s Jubilee Mass. The students also drew portraits and wrote reflections about what Father meant to them.

Regular celebrations continued with parish based sacraments and an increase in the number of staff supervising these programmes. The RE calendar continued to be successful with all classes attending Mass at least twice a term, and the Sacrament of Penance and Benediction once per term. The Parish Priest continued to be involved with all these celebrations, as well as through class visits. Students continued to take action in the real world through the implementation of an inquiry based pedagogy in RE - raising money, donating items and knitting. ‘Wrapped with Love’ knitted 18 blankets, Project Compassion raised $1,470, Mission Week $690.25 and Stage 2 organised a toy swap which raised $422.55, St Vincent de Paul was
donated $667. The annual walk-a-thon raised $2,500. This will be given to the fund for the canonisation of Mary MacKillop.

**Religious Literacy Assessment**

The Religious Literacy Assessment Programme for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August 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. Students showed a high level of performance in their knowledge of the religious traditions, signs and symbols. The events of Lent and Holy Week were areas of strength. The students’ responses showed a need for them to develop their capacity to identify qualities of saints and parts of the Mass.

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

For Part A, 24.4% of students were placed in the developing level, 64.4% in the achieving level and 17.8% were in the extending level.

For Part B, 8.3% of students were placed in the developing level, 66.7% in the achieving level and 25% were in the extending level.

Combining Parts A and B, 17.8% of students were placed in the developing level, 64.4% in the achieving level and 17.8% were in the extending level for Religious Literacy.

**Financial Summary**

This year the Australian Government, through the ‘Building the Education Revolution Programme’, generously provided the school community with funds to the total of $2,500,000 These building works which include a multi-purpose hall, refurbishment of Stage 1 classrooms and the administration block and covered walkways have commenced and are due to be completed in 2011.

The P&F donated approximately $1,500 towards security, $6,000 for information technology loan repayments, $9,900 for playground shade cover, $200 towards sports sponsorship and $2,000 was donated for shade shelters for sporting events. Macarthur Square donated $6,000 as a part of its Macarthur Schools Challenge - this money was used to purchase iPod touches for Stage 1.
The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

![Income Pie Chart]

- Fees and Other Private income: 18%
- State Government Funds: 11%
- Commonwealth Recurrent Grants: 1%
- Government Capital Grants: 54%
- Other Capital Income: 16%

![Expenditure Pie Chart]

- Salaries, Allowances and Related Costs: 67%
- Non Salary Expenses: 16%
- Capital Expenditure: 17%

**Student Welfare**

**Introduction**

OLHC continued to use the School-Wide Positive Behaviours for Learning (SPB4L) framework to improve academic and behavioural outcomes. Students were explicitly taught the skills required to make the school environment a safe and happy place. Areas of focus were playgrounds, movement around the school, canteen line up and use of play equipment. Information garnered from this will be used to determine future plans. Data from classroom management strategies was collected and analysed and this will provide direction for 2011.

Rewards were given to students who consistently modelled these skills and a presentation of the awards occurred weekly. A buddy system between grades continued, which promoted and enhanced positive relationships and encouraged interactive learning. In Term 3 staff members and Year 6 students were involved in an intense training programme on how to lead peer support throughout the school. In Term 4 all students took part in peer support activities, all of which were led by a member of Year 6. A diocesan social skills programme, which explicitly taught the skills of social interaction when playing playground games, was trialled. Whilst this was a grade activity, students whose data from SPB4L indicated a great
need in this area were specifically targeted in an effort to improve their social interaction with others. A variety of activities continued to be offered to students during recess and lunch breaks, as well as the choice of which playground they preferred to play on, the latter having a drastic effect on the reduction of reported behavioural incidents.

Using the SPB4L framework, in 2010 positive improvements were witnessed in the school’s behavioural and academic outcomes, and OLHC will continue to use this framework in 2011, with more focus on classroom management and strategies.

Pastoral Care

In 2010 the school received an extra day’s allowance per month of CatholicCare funding and were fortunate to secure the services of the same counsellor who already served this community one day per week.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2010.

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 continued to be an ongoing priority for OLHC. Throughout the year, staff engaged in meaningful professional dialogue, learning and critical reflection to support the processes and expectations of the school, the CEO and the NSW Board of Studies. The sharing of quality teaching practices, using the Diocesan Learning and Teaching Framework (DLTF), continued to be a focus.

Curriculum & 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), were used as a guide for learning and teaching experiences.
All classroom teachers continued to teach Religious Education programmes based on the Wollongong Diocesan syllabus and the children were given opportunities to celebrate their faith in various class activities.

The Diocesan Learning and Teaching Framework (DLTF) was one of the main priorities in the school. There was an emphasis on coding of teaching experiences, and the use of DLTF, as a tool, to assist in planning for learning and teaching programmes. Reflections were made on this coding 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 (with the focus area being literacy), which involved observation, coding and discussion of areas of strength and improvement. The Professional Development Planning & Review (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 it aims to improve learning outcomes for all of the students.

Use of the National Assessment Programme Literacy and Numeracy (NAPLAN) data was an area of priority. 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 Communication Learning 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 students in an authentic way, in conjunction with inquiry based learning, to mirror what was happening in the wider world.

In order to achieve this a Learning Technologies Policy was launched. One of the key strategies, to ensure that all students had the opportunity to become competent, discriminating and creative users of a range of technologies, was to issue each of the Kindergarten students an iPod touch.

These students were allowed take the iPods home and had twenty-four hour access to the devices. The school embarked on a research project to investigate if the iPod touch was an effective resource for the development of early literacy and numeracy skills. This research led OLHC to believe that the iPod touch was an effective tool. Initially the focus for the use of iPod touches in Kindergarten was for drill and practise of early literacy and numeracy skills and access to literature. As the year progressed, and further research was collected, the students began to use the iPod touches to create and share. Further sets of iPod touches were purchased for use in Years 1, 2, 3 and 4. The focus of use was for the collection of information using the internet, applications, podcasts and audio books and using this information to create and share learning during inquiry sessions.

This information was shared with colleagues from other Macarthur schools during an afternoon information session where they were invited to hear about OLHC’s iPod touch journey and ask questions. Further to this, staff members presented at the ICLT network
meeting held at the CEO and at the Apple Conference in Wollongong. A blog was created to showcase this innovation and to receive feedback from people from across the world. This initiative will continue in 2011 with Kindergarten students having one to one access to iPod touches and Years 1 and 2 students having access to one between two iPod touches. Teachers will also be encouraged to take these devices on excursions to allow students to create and share projects related to learning experiences.

Interactive whiteboards have continued to be used in five learning spaces this year to assist in the engagement of students in learning and teaching experiences. Staff and students enjoyed these ICLT tools and used them to successfully provide engaging and explicit experiences for students.

Year 5 students maintained the link established with John Therry Catholic High School (JTCHS) in 2005 through the Transition to Technology Programme. Students were able to participate in a variety of experiences at JTCHS that included: 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 continued to follow a constructivist teaching inquiry model to meet HSIE and Science & Technology syllabus requirements. These were achieved through the development of deep understandings that were learnt by students in response to a big question. It involved using a flexible planning framework that was responsive to, and supportive of, individual students’ learning needs.

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

Examples of action taken by students over the year included:

- A flower garden in the school grounds in response to the question; Can We Live Without Energy?
- A science fair in response to the question; Show What You Know About Space and How it Affects Earth And Its Surroundings? and,
- A donation to a men’s refuge in response to the question; Is It My Job to Bring About The Reign of God?
Some examples of experiences provided to assist the students in finding out about key concepts and deep understandings have included a performance by Questacon, guest speakers from a men’s refuge, Autism Australia, St Vincent De Paul and the area’s local state parliamentarian. A visit was undertaken to the science department at JTCHS. Excursions were organised to the Australian Museum, the Science Centre at Wollongong, a walking trip in Sydney, a power station and wind farm at Lithgow, as well as a day trip to Canberra.

**Expanded Learning Opportunities**

The school hosted the Western Region Swimming Carnival where several students participated. In Term 2 the Cross Country Carnival was held and a number of students represented the school at the Diocesan Cross Country Carnival.

Students enjoyed participating in the Netball, Basketball, Rugby League and Soccer Gala Days.

Term 3 began with the Western Region Athletics Carnival where a huge team represented the school.

All students benefited from an intensive in school sport programme where they learnt dance, football, soccer, netball, Oz Tag and cricket skills. This year also saw the school participate in a compulsory intensive swimming programme. Finally, Life Education visited the school to enhance the health curriculum being offered.

**Student Achievement**

The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated 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**

The 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-four Year 5 students who sat the 2010 NAPLAN testing. There were few students who did not meet the National Minimum Standard – there were none in Year 5 writing or Year 3 reading. The best performance in Year 3 was for writing, followed closely by reading. The school showed improvement in numeracy. The best
performance in Year 5 was for grammar & punctuation. The results indicated a significant gain in performance scores for the Year 5 students compared to their results in Year 3.

**Student Achievement in Bands**

The NAPLAN assesses aspects of literacy and numeracy in Years 3 and 5. It provides 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.**

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<thead>
<tr>
<th></th>
<th><strong>NAPLAN 2010:</strong></th>
<th><strong>YEAR 3</strong></th>
<th><strong>YEAR 5</strong></th>
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<td></td>
<td>% in Bands</td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
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<td><strong>Reading</strong></td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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.
NAPLAN 2010:
% AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
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<tr>
<td>Reading</td>
<td>School</td>
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<td>Grammar &amp; Punctuation</td>
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<td>National</td>
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Parent, Student and Staff Satisfaction

Through a series of surveys, the following results were garnered.

Parents

The survey sent to parents with children in Kindergarten and Year 3 posed a series of questions: Did parents think the school helped their child develop a knowledge and understanding about Catholic tradition, did it provide opportunities for parents to become involved, did they think their child was challenged to maximise their learning, did OLHC strive to meet individual learning needs, provide appropriate information about student progress, did the school provide a range of co-curricular activities, were teachers genuinely interested in the welfare of their child and if it provided a safe and supportive environment, whilst providing effective communication? The majority of respondents strongly agreed and agreed that this was the case. A small number of surveys indicated parents thought that individual learning needs and the challenge to their child to maximise learning needs were not being met. In 2011 OLHC will send to parents a list of the recess and lunchtime activities that are available to students.

Students

A survey given to students in Years 2 and 3 asked the following questions: Were students proud of their school, did it help them understand Catholic faith, were they encouraged to learn, did they understand their rights and responsibilities at school, did they feel safe, were there people who they could trust to approach for help and did they think they were provided with sporting and other activities in which they could be involved? The majority of students strongly agreed and agreed with the questions posed. Although small in number some students indicated they did not understand their rights and responsibilities at school and if there was a problem they did not know to whom they could turn to for help.
Staff

Staff members agreed, and strongly agreed, the school had developed, supported and mentored children to achieve their maximum individual potential in a safe and supportive environment and that student progress was adequately related to parents. All staff members strongly agreed that the school helped students to develop a knowledge and understanding about Catholic tradition.

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 2010:

- **Key Area 1: Catholic Life & Religious Education**
  1.2 Religious Education
  - Programming in Religious Education improved with the RE unit becoming a focus for integration where appropriate. An inquiry-based pedagogy was also successfully integrated.
  - Staff spirituality was more of a focus with all staff aware of the opportunities on offer.
  - Story boxes for all units K-2 were organised and catalogued for all to use.

  1.4 Parents, Parishes and the broader Church
  - Already rated as a level 6. The community needed to ensure the good practices were kept going.
  - RE Committee was highly effective this year due to the enthusiasm and dedication of committee members.
  - Effective events that raised money for charity organisations.

- **Key Area 2: Students & Their Learning**
  2.1 Educational Potential
  - Annual planning was well organised and linked and all staff had the opportunity to be part of the whole school improvement process.
  - Planning and implementation of inquiry based pedagogy in appropriate areas has been effective in enhancing student engagement and learning.
  - Assessment and feedback had a greater focus than previously.
• **Key Area 3: Pedagogy**

3.1 Curriculum Provision
- Inquiry pedagogy has enhanced engagement and learning.
  Use of ICLT and Creative Arts enhanced and created some excitement about learning literacy skills.
- DLTF and peer coding has enhanced quality experiences.
- Literacy levels have improved – NAPLAN results.

3.2 Provision for the diverse needs of learners
- Staff members have had professional development in Gifted Education.
- Staff members have defined what is meant by gifted and begun collecting data to support this.
- Use of DLTF to provide high intellectual quality in learning experiences.

• **Key Area 4: Human Resources, Leadership & Management**

4.3 An ethical workplace culture
- The staff handbook has been reviewed to produce a handbook that matched the parent handbook for consistency.
- A review of the staff induction process found the policy to be satisfactory but it needs to be more carefully implemented.

School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life & Religious Education**
  1.3 Catholic life & culture

- **Key Area 3: Pedagogy**
  3.4 Planning, programming and evaluation
  3.6 School climate, learning environment and relationships
  3.7 Professional learning

- **Key Area 4: Human Resources, Leadership & Management**
  4.2 Professional development of staff
  4.5 Overall compliance with legislation and other requirements

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