Annual School Report
2009 School Year

Our Lady Help of Christians Parish School

24 Rhodes Street
South Lismore

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Fax:    02 6621 5156
Email:  olhcplism@lism.catholic.edu.au
About this Report

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

The Annual Report to the Parish School Community for this year provides the parish 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 parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Education Office. This Report has been approved by the CEO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2010 following its submission to the Board of Studies.

The contents of this Report are able to be discussed at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 02 6621 5490 or by visiting the website at www.lisslism.catholic.edu.au
Principal’s Message

The primary purpose of Our Lady Help of Christians Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Our Lady help of Christians offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2009. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class web pages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Our Lady Help of Christians has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- NAPLAN testing results in English and mathematics in Year 3 were above the national average
- NAPLAN testing results for Year 5 English and Mathematics were above the national average
- Students in Year 6 received an award in the Newspapers in Education feature organised by the local newspaper
- Year 6 students performed above the diocesan average in the Religious Education test.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

- This year the school supported the local ANZAC march with seventy-four students participating
- The school presented the tableau at the parish Christmas Carnival which is a focus for the entire community
- The school band performed at the Newspapers in Education awards function
- The school participated in the Clean Up Australia campaign by cleaning up the school grounds and surrounding streets.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- All students were involved in the school athletic carnival and from this a school squad was chosen to progress to the Zone carnival. Six students represented the school at Diocesan level with one student progressing to state level.
- All students from Grade 2 to Grade 6 participated in the school swimming carnival and a squad was chosen to represent the school at zone level. Two of this squad progressed to Diocesan level.
- All students participated in the school cross country which was held during first term. A squad of students then went on to represent the school at zone level.
- The school entered teams in the local touch football gala day and all teams did very well.

There were many people who assisted in the school’s quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. Our Lady Help of Christians Parish School is indeed blessed to have such dedicated and enthusiastic people.

Joy Ryan  
Principal

A Parent Message

This year has been another successful year for this association. The members of the association have worked to support the school through fundraising and social activities. The school has held raffles, family fun days and many other community building activities. The Parents and Friends Association has contributed financially to the school through the purchase of laptop computers and an interactive whiteboard.

I would like to take this opportunity to encourage other members of the school community to become more actively involved in the association.

Jo Fletcher  
President

Our Lady Help of Christians Parish School Parents and Friends Association

This Catholic School

Our Lady Help of Christians Parish School is located in the city of Lismore and is part of the Our Lady Help of Christians Catholic Parish which serves the communities of South Lismore, Lismore and surrounding districts. School families are drawn from the towns and communities of the Lismore area.

Last year the school celebrated 92 years of Catholic education.

The Parish Priest, Father Peter Karam is involved in the life of the school.
Our Lady Help of Christians is a Parish School with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- Support for the altar serving ministry
- Participation in the parish music ministry through the school choir
- Involvement by teachers in various parish ministries
- Support for the Sacramental Programs
- Involvement in various parish liturgical celebrations such as Christmas and Easter Masses.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship and Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The implementation of the Diocesan Daily Prayer guidelines supports the school’s prayer life. The philosophy of this parish school is based on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to integrate this statement more fully into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Vision Statement highlights the nature and calling of the school.

Our Lady Help of Christians Parish School caters for children from Kindergarten to Year 6. The following table indicates the student characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total 2009</th>
<th>Total 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>113</td>
<td>104</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are currently 215 students enrolled in 7 classes.
School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing a 21st century pedagogy. As the new millennium continues to unfold, the challenge is to prepare our students for leadership roles in a world where change is the only constant. Our Lady Help of Christians Parish School responds to this by delivering programs that provide our students with tools with which to communicate and to become lifelong learners. These programs include teaching strategies that reflect cooperative learning, build thinking and problem solving skills and move children towards independence. This pedagogy will underpin learning across the school, Kindergarten to Year 6.

Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 30 students presented for the tests while in Year 5 there were 28 students.

In both Year 3 and Year 5 students there were six achievement bands with Band 6 being the highest level of achievement in Year 3 and Band 8 the highest in Year 5.

In Literacy there were four elements tested. These were reading, writing, spelling, and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, space and geometry.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 3, students who achieved Band 2 or higher have achieved at or above the minimum standard. In Year 5 those students who achieved at Band 4 and higher have achieved at or above the minimum standard set by government.

The following data indicates the percentage of students in Our Lady Help of Christians in each band compared to the state percentage.

At Our Lady Help of Christians School student performance is closely monitored. These tests are one means of gathering data on individual student and school performance. School staff have participated in Catholic Education Office led workshops and information sessions on NAPLAN data analysis.
Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td>Writing</td>
<td>23</td>
</tr>
<tr>
<td>Spelling</td>
<td>25</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>22</td>
</tr>
<tr>
<td>Overall Literacy</td>
<td>23</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>22</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>22</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18</td>
</tr>
</tbody>
</table>
## Year 5 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
</tr>
<tr>
<td>Spelling</td>
<td>13</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>15</td>
</tr>
<tr>
<td>Overall Literacy</td>
<td>11</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>14</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>17</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16</td>
</tr>
</tbody>
</table>

Our Year 3 and Year 5 NAPLAN Literacy results have been analysed by a team of staff members to identify strengths and challenges for our school.
Literacy

The percentage bands have shown that our Year 5 cohort has performed above the Diocesan and State percentage in the top bands in most strands. Whilst increases in scores in Overall Literacy and Reading were noted, in Writing and Spelling there is a noticeable drop in the number of students scoring in the top two bands. The lack of any students scoring in the top band in spelling is reflected in our school plan and should particularly be noted in light of the increase in overall literacy performance.

The Year 3 results in Overall Literacy have shown a decrease in the number of students in the top band compared to previous years’ results; however 50% of the cohort still scored in the top two bands. These results were reflected in the group's Reading scores as more than half were placed in the top two bands. Writing and Grammar and Punctuation results were lower than in past years and as in the case of the Year 5 results the spelling scores were mainly in the mid to lower bands.

It is noted that this is the first cohort to have a direct comparison from NAPLAN data; where in the past NAPLAN has been compared to Basic Skills test data.

A trend in the past few years is that many of the students, who tested in the top three bands in Year 3, are growing at a rate below Diocesan average. This is an area for investigation and action.

An overall analysis of the growth data has indicated solid development in most of the students who scored in the lower bands in 2007. A whole school focus on the development and extension of students who score in the top bands in Year 3 is a priority.

Cohort Strengths

- Literal comprehension
- Identification of author's purpose in text
- Identification of the purpose of text types
- Understanding of text structure
- Spelling of common words.

School Challenges

- Spelling – a whole school approach to the teaching of spelling that meets the needs of each individual child and improves overall performance
- Talking and Listening – improve children's pronunciation and vocabulary with emphasis on links to spelling
- Reading – interpretation of factual information from environmental print
- Reading – interpreting character behaviour and motivation
- Writing – engaging the reader with descriptive vocabulary, complex sentence structure and literary techniques
- Overall Literacy – develop strategies at a school level which facilitates differentiation of the curriculum to support all learners, but particularly those students in the top bands who are demonstrating growth below the state average from Years 3-5.
Mathematics

Students performed at State average in Year 3 and well above average in Year 5 in most areas.

There is continuing evidence, during NAPLAN analysis, of patterns in errors. Most revolved around the understanding of problems when placed in a word format (problematised situations). Strategies are needed to address this.

Target areas for development:
- More structured revision procedures
- More work in the chance area
- Development of map and chart reading skills
- Continuation of the practices that support growth in bottom bands
- Extension/differentiation for higher band students who are not meeting state average growth from 3-5.

Cohort Strengths
- Core number skills
- Overall understanding of content
- Performance against State/Diocese benchmarks.

School Challenges
- Fostering intellectual quality through the implementation of differentiated curriculum in maths to meet needs of all students, but particularly the top scoring 30%
- Developing a consistent framework for the teaching of problem solving (metalanguage).
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>13</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>12</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>0</td>
</tr>
<tr>
<td>6. Total number of non teaching staff employed in the school.</td>
<td>6</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2009 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of School Annual Plan</td>
<td>1</td>
<td>Joy Ryan</td>
</tr>
<tr>
<td>Spirituality Day</td>
<td>1</td>
<td>Martin Scroope</td>
</tr>
<tr>
<td>English Literacy – Focus Writing</td>
<td>2</td>
<td>Angela Ermher</td>
</tr>
<tr>
<td>ICT – 21st Century Learning – approved extra day</td>
<td>4</td>
<td>Bruce Dixon</td>
</tr>
<tr>
<td>ICT</td>
<td>4</td>
<td>CEO</td>
</tr>
<tr>
<td>School Planning Day</td>
<td>4</td>
<td>Leadership Team</td>
</tr>
</tbody>
</table>

Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Reading Recovery Training days
- Friends Support training
- Maths Inservice
- Classroom Observation Reflective Teaching (CORT) Training
- Assistant Principal and Curriculum Coordinator Inservice – English
- Religious Education Coordinator Inservice.
The professional learning expenditure has been calculated at $2402 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 95.79%. This figure is provided to the school by the CEO.

Two staff members accessed leave for the year and as a result the school was able to employ two new members of staff.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2009 was 95.9%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</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>95.30%</td>
<td>96.1%</td>
<td>95.3%</td>
<td>94.2%</td>
<td>93.3%</td>
<td>98.3%</td>
<td>98.5%</td>
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</table>

**School Policies**

The school was involved in Compliance and the Review and Development process this year and no school policies were reviewed.

*Enrolment Policy*

Every new enrolment at Our Lady Help of Christians Parish School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.
Children who turn five by 31 March are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

**Pastoral Care Policy**

The school’s Pastoral Care Policy is concerned with the fostering of students’ self-discipline. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

**Discipline Policy**

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. This policy is available on the school website.

**Complaints and Grievance Policy**

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school’s website.

**School Determined Improvement Targets**

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2009 was a very rewarding year. Listed below are a number of goals and priorities on which the school focused during the year. The parish school’s main goals and priorities were to:

- Further develop teaching pedagogy through a wide variety of learning and assessment models including cooperative learning groups, the teaching of thinking skills and differentiating the curriculum to make learning accessible for all students
- Refine and develop a common standard in the school’s approach to programming
- Enhance the Faith and professional development of all members of staff
- Develop Scope and Sequence documents for all KLA areas
- Review all school policies
- Lead the school community through the Review and Development process in a consistent and focussed manner
• Develop a Five Year Strategic Plan that will underpin the school agenda for the next five years
• Promote the use of ICT through the pilot ICT project that is a joint venture of Our Lady Help of Christians Parish School, the Catholic Education Office and Southern Cross University.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

• The school Behaviour Management Policy
• The Bounce Back Program
• The student leadership structure
• The Friends Program.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2009, the school addressed these through the School Review and Development process, the school’s Behaviour Management Policy, the Bounce Back program and the implementation of an awards system for students. Many of the awards presented to students throughout the year are indicative of these values.

Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

• Parents were formally surveyed during the School Review and Development process. As a result of this survey changes were made to the school safety plan.
• Parent satisfaction is gauged through Parents and Friends Association meetings. Feedback was sought on parental education initiatives, and parent education sessions have been developed to reflect the identified needs, for example ICT education nights.
• Students were formally surveyed as part of the Review and Development process. As a result of this feedback, the school is reviewing its student leadership structure. A new structure will be trialled in 2010.
• Class meeting are held regularly in all classes and suggestions for playground changes are accommodated where possible.
Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2009 is as follows:

### 2009 INCOME - Our Lady Help of Christians Primary School - LISMORE SOUTH

<table>
<thead>
<tr>
<th>Income Heading</th>
<th>School</th>
<th>Location</th>
<th>2009 INCOME</th>
<th>2009 INCOME Total</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td>Fees</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>172506</td>
<td>172506</td>
<td>$172,506</td>
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<tr>
<td>Other Private Income</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>10780</td>
<td>10780</td>
<td>$10,780</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>350090</td>
<td>350090</td>
<td>$350,090</td>
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<tr>
<td>Grants-Commonwealth Govt</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>1152761</td>
<td>1152761</td>
<td>$1,152,761</td>
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<tr>
<td>Govt.Capital Grants</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>152883</td>
<td>152883</td>
<td>$152,883</td>
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<tr>
<td>Other Capital</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>1957</td>
<td>1957</td>
<td>$1,957</td>
</tr>
</tbody>
</table>
### 2009 EXPENSE - Our Lady Help of Christians Primary School - LISMORE SOUTH

![Pie chart showing expenditure breakdown]

<table>
<thead>
<tr>
<th>Expenditure Heading</th>
<th>School</th>
<th>Location</th>
<th>2009 EXPENSE Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary &amp; Related Expenditure</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
<td>1393402</td>
<td>1393402</td>
</tr>
<tr>
<td>Other Expenditure</td>
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<td>LISMORE SOUTH</td>
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<tr>
<td>Capital Expenditure</td>
<td>Our Lady Help of Christians Primary School</td>
<td>LISMORE SOUTH</td>
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</table>

**Sch.No.**: 1021