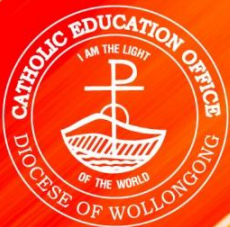


Annual School Report

2014



About This Report

Our Lady Help of Christians Catholic Primary School, Rosemeadow is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW 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 (ASR) 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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
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Parish Priest: Fr Chris Sarkis

Acting Principal: Michelle Rolfe
Date: 16 December 2014

Vision Statement

“A Catholic School Community of Faith, Love and Learning.”

Message from Key School Bodies

Principal’s Message

The Annual School Report of Our Lady Help of Christians Catholic Parish School (OLHC) for 2014 is presented with a sense of pride and achievement. The 25th Jubilee Year saw major celebrations and a wonderful opportunity for the whole community to come together and celebrate. The school enjoyed many happy months of community projects to commemorate its history. Catering for the literacy and numeracy needs, of a very diverse student population, was a focus for the year. Teachers developed in a professional capacity through extensive learning opportunities and saw the benefits to students. The co-curricular program gave students the opportunity to participate in a wide range of non-academic events; sporting gala days, the arts and Parish and community events. Thank you, very sincerely, to the Parish Priest, the staff and parents for their hard work and support. All worked together, to ensure the best possible learning experiences were provided for the students.

Parent Involvement

The Parents and Friends Association (P&F) continued to raise funds for a Covered Outdoor Living Area (COLA) and quotations were obtained from various companies. Father’s Day and Mother’s Day stalls were held for students to purchase affordable gifts for parents and grandparents and a chocolate fundraising drive was organised. The clothing pool was open twice per month. The P&F donated \$4471 to the school which was used for the purchase of representative jerseys, big books and towards security costs. Meetings continued to be held once a month. To celebrate the Jubilee Year of OLHC, school drink bottles were purchased for all students.

Parents and Friends Association, President

Student Leadership

The school leaders were involved in the running of flag-raising, fortnightly assemblies, liturgies and sporting carnivals. The Student Representative Council (SRC) held fundraising for their charity, Angel Feather Foundation. The School Captains attended the Campbelltown Catholic Club Annual Mass, Project Compassion and Mission Week launches and participated in a leadership day at St Anthony’s, Picton. All leaders assisted at the Western Region Swimming Carnival. A highlight of the year, for all students, was the Twilight Fair for the school’s jubilee celebrations.

School Leaders

School Profile

School Context

Our Lady Help of Christians Catholic Primary School Catholic Primary School is a Catholic systemic co-educational school located in Rosemeadow. The school caters for students from Kindergarten to Year 6 (K-6) and has a current enrolment of 299.

At Our Lady Help of Christians Primary School there is a rich cultural heritage contributed to by the many nationalities within the school. The school is an integral part of the Parish and of the wider church community. The spiritual growth and welfare of every student, along with sound educational practice, is a shared responsibility of the Parish Priest, Principal, staff and parents. The school motto of “Seek Wisdom, Love God” was evident in the provision of quality Catholic learning and teaching programmes that met the diverse needs of the students. The school had fourteen mixed ability classrooms and a Learning Centre, which supported the needs of students with an identified learning disability. The school aimed to be a place of faith, modelling itself on Jesus Christ and His Blessed Mother, Mary, a place of love through inclusion and respect and a place of learning through striving for excellence. The school opened in 1989 and celebrated its Silver Jubilee in 2014.

Student Enrolments

2014 enrolments	
Boys	162
Girls	137
Total	299
Indigenous	2
LBOTE	111

The Diocesan Primary 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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	95.2%	94.7%
Year 1	93.3%	94.3%
Year 2	95.0%	94.0%
Year 3	96.4%	94.3%
Year 4	95.8%	96.1%
Year 5	96.6%	94.5%
Year 6	92.5%	94.2%
Whole school	95.0%	94.6%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

When a student was absent from school for more than three days, without having received notification from the parents, the classroom teacher made contact with the parent. In the event of frequent absences, the classroom teacher discussed this with the parents, copied the absence report, signed and dated it and recorded who was spoken to and the reasons given for the absences. If there was no improvement, the matter was referred to the Principal who made contact with the parent. Families with students, who knew that they were going to be absent in advance, needed to apply for an exemption certificate if the absence was for three days or longer. A certificate was issued, when approved. If the student had previously had such exemptions, or was absent from school regularly, the parents met with the Principal. Common leave passes were issued for partial absences.

Staffing Profile

There are a total of twenty teachers and eight support staff at Our Lady Help of Christians Catholic Primary School. This number includes 14 full-time and 6 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 85 %.

Professional Learning

During 2014 Our Lady Help of Christians Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Our Lady Help of Christians Catholic Primary School whole school development days.

These days focused on:

- Criteria and Continuums for Feedback (20 staff);
- God's Time – Staff Spirituality Day (28 staff);
- NSW Syllabus Documents Implementation, incorporating Scope and Sequencing and Assessment Plans (20 staff); and
- agreed Practices and Pedagogical Approaches to Stage Based Learning (20 staff).

B. Other professional learning activities provided at school level, including CEO run courses:

- Teaching Reading (20 staff);
- Aspects of Numeracy (18 staff);

- English, Mathematics and Science Curriculum days (3 staff);
- Leading Curriculum Network days (3 staff);
- Cardiopulmonary Resuscitation (CPR), First Aid Training, Asthma Training and Anaphylaxis Training (28 staff);
- Spotlight on Technology (4 staff);
- Alight For The World (2 staff);
- Igniting the Fire (2 staff);
- More Support for Students with a Disability (MSSD) (28 staff);
- Positive Partnerships (2 staff);
- Angels for Autism (2 staff); and,
- Managing Students' Pastoral and Educational Concerns (MSPEC) Committee training (4 staff).

The average expenditure by the school on professional learning per staff member was \$222.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1588.

Catholic Life & Religious Education

Catholic Life and Religious Education continued to play a prominent role in the school. Through the Religious Education curriculum and all areas of school life, staff embraced the Vision and Mission of the school and went further to draw explicit links to the school community as a place of faith, love and learning.

In 2014 the school marked a number of significant events with liturgical celebrations, the highlight being the Silver Jubilee celebrations on Our Lady Help of Christians Feast Day. Other highlights included Catholic Schools' Week, Beginning and End of Year Masses, Welcome Mass for Kindergarten and New families, Ash Wednesday, Lent and Holy Week prayer liturgies and meditations and the Year 6 Graduation. The St Mary of the Cross Feast Day Liturgy and Walk-A-Thon drew a large number of parents and friends to the school. Students and teachers from Year 6 also came together, with schools in the Macarthur Precinct, for the Gathering and Prayer with the Bishop, which was held at St Paul's Catholic Primary School, Camden. This was a most blessed Mass and was appreciated by all who attended.

In October the whole school participated in National Rosary Day with Year 6 running Mary themed prayer services in each classroom that included a decade of the Rosary. The students all entered a National Rosary Day art competition.

Project Compassion and Mission Week initiatives raised \$2685, and \$1261 was raised through the Saint Mary of the Cross MacKillop Walk-A-Thon. Fundraising initiatives for Peace Eggs and

the Angel Feather Foundation also raised \$209. A highlight of the year was the Christmas concert where money raised, through donations, was given to St Vincent de Paul.

Religious Education and the Catholic Life and culture of the school were shared, with the wider community, through a section in the weekly newsletter. Sacred Music and Community Singing successfully continued in 2014 and helped promote joyful participation at Mass through song and prayer. In this jubilee year, the students gathered, in classes, to rewrite the school prayer. They worked on ensuring it reflected the school's motto and Vision and Mission statements. These were discussed by staff and voted upon to narrow the selection to the prayers that best reflected the criteria. In 2015 parents will have the opportunity to vote for the prayer they prefer. It is hoped to have the prayer launch at the beginning of the year Mass.

Ties with the parish continued to be very strong. Students attended Parish Masses at least twice a term, the Sacrament of Penance once a term and Benediction twice a year. Students in Year 3 participated in the Parish based Sacraments of Penance and First Communion whilst students in Year 6 participated in the Sacrament of Confirmation. An increasing number of staff helped to prepare the students to make these sacraments.

Religious Literacy Assessment

The Religious Literacy Assessment Programme for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort consisted of forty two Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 25 and forty four students completed the Extended Task (Part B). The Extended Task was based on Unit 4.5: *Mary Mother of God: First among the Saints* and was completed during the first half of Term 3. On Tuesday 26 August, Year 4 held a showcase to display their work for Part B. It featured engaging displays of student learning about Mary while also celebrating the completed Religious Literacy Assessment Part B. It provided an opportunity for the students to share their deep understandings with students and teachers from K-6, as well as parents and visitors.

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 in Part A. This high level of performance was particularly noticeable in their ability to:

- recall the events of Holy Week with a focus on the Stations of the Cross;
- recall and sequence the events of Holy Week and Easter; and
- identify and match Scripture to the Liturgical Season.

The results showed a need for students to develop their capacity to work with and apply the religious tradition, especially in their ability to:

- demonstrate an understanding of the Sacrament of Penance; and

- identify Jesus' example of service to others.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 16.70% of the students were placed in the developing level, 73.80% in the achieving level and 9.50% in the extending level.

For Part B, 9.10% of the students were placed in the developing level, 59.10% in the achieving level and 31.80% in the extending level. This showed a significant improvement upon last year's results.

Combining Parts A and B, 11.90% of the students were placed in the developing level, 69.00% in the achieving level and 19.00% in the extending level.

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 its primary focus.

School Review and Improvement components reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

1.1 Vision and Mission

Goal: For the school's vision and mission to be explicit in all of our frameworks, policies and procedures. The school continued to move towards achieving this goal. The three year Information Technology Plan and the school 1:1 iPad policy, as well as the staff and parent handbooks, were reviewed this year.

- **Key Area 2: Students and Their Learning**

2.2 Rights and Responsibilities

Goal: For students to value their right to learn and fulfill their responsibility to allow others to learn. Staff continued to use the language of rights and responsibilities when writing classroom rules with students. In addition, bell times were altered in response to the Behaviour Analysis Reporting Tool (BART) data and Agreed Practice in English and Mathematics, to ensure quality learning time.

- **Key Area 3: Pedagogy**

3.2 Provision for the Diverse Needs of Learners

Goal: For the school to have highly effective approaches in place to cater for the diverse learning needs of students and for the monitoring of individual students.

All teachers had professional development in the use of literacy and numeracy continuums to track student learning. These continuums were then used to plan learning experiences that catered for the learning needs of individuals.

3.7 Professional Learning

Goal: For the school to participate in the National Partnerships programme of staff development in the area of teaching reading. National partnerships had a K-2 focus for 2014. In addition, extensive professional development was undertaken by all staff in the area of teaching reading.

- **Key Area 4: Human Resources, Leadership and Management**

4.2 Professional Development of Staff

Goal: The impact of professional development on whole school achievement is regularly evaluated. Through the Professional Development, Planning and Review Process (PDPR) National Professional Teaching Standards were used to target teacher professional development. Teachers reviewed professional development experiences within the PDPR process.

- **Key Area 5: Resources, Finance and Facilities**

5.1 Information and Communication Technology (ICT) Resources

Goal: To purchase and maintain ICT resources adequate to cater for student learning and administrative needs. The writing of a three year ICT plan was a significant achievement. It included an audit of all existing equipment and the maintenance of hardware in the budget.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

6.1 Parent Involvement

Goal: To educate parents about the policies and procedures of the school and to enhance parents' trust by following them consistently. Staff and parents had easy access to, and consistently used, all policy documents. Parents were kept fully informed of any matters under investigation.

6.2 To develop highly effective communication structures and processes that clearly serve the information needs of the school. Electronic communication through the Skoolbag app and the school Twitter account were features this year. In addition, the introduction of parent forums and a revision of the format of the Principal's report at P&F Meetings have enhanced two way communication and feedback from parents. Communication aspects of the annual school survey and Principal's survey rated these as successful.

- **Key Area 7: Strategic Leadership and Management**

- 7.2 Innovation, Development and Change

- Goal: That the school actively demonstrate key characteristics of an effective learning community. Data was the key in this area. Student achievement, based on standardised tests and National Assessment Plan – Literacy and Numeracy, drove development and change in 2014.

School Review and Improvement components to be reviewed and rated in 2015:

These components are included because the action plans span more than one year and goals are still to be achieved.

- **Key Area 2: Students and Their Learning**

- 2.3 Reporting Student Achievement

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

- 3.5 Assessment

- **Key Area 5: Resources, Finances and Facilities**

- 5.1 ICT Resources

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.2 Reporting to the Community

The following are new areas for 2015:

- **Key Area 1: Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture

- This area is included as a result of the jubilee celebrations where the school began to explore the history of Catholic Life and Culture at OLHC. The school is to examine the Charism of the Laity and will be participating in the Lamplighters and Shining Lights programs.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- This is included because teachers want to consolidate work already begun in running effective guided groups in their classrooms to more strategically meet the learning needs of their students.

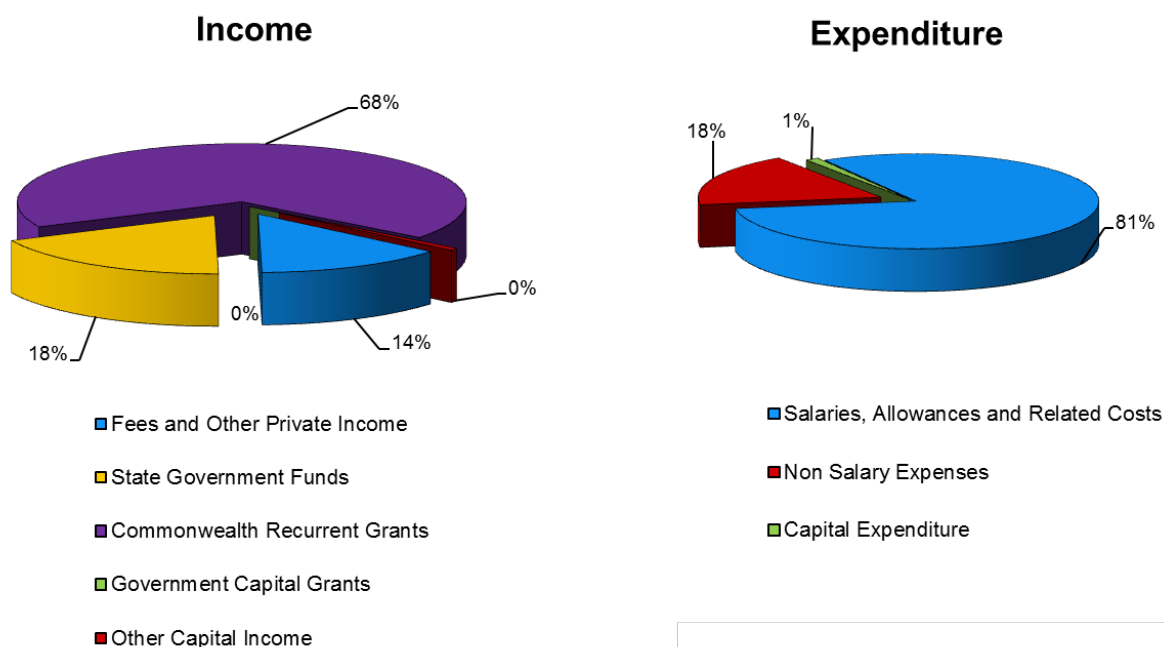
Financial Summary

After long term saving of money, which had been donated by families over the years to put towards the purchase of religious icons in the school, plans were enacted to use these funds. A mural of Our Lady Help of Christians was created to commemorate the school's 25th Jubilee and an artist was commissioned to create a life size statue of Our Lady for the garden in front of the office area. This will be installed early in 2015. The \$45,000 cost of the statue was met through the long term saving, the Parish and additional donations made by families within the school and Parish. The P&F committed \$2000 for installation works. An Information Technology (IT) levy was introduced to help meet the ongoing needs to purchase and maintain technology in the school. Bought from this levy were twenty five iPad minis that were used across the school this year. They will be used in K-2 classes next year due to the introduction of the 1:1 iPad program across Years 3 to 6.

This year, whilst saving for the Covered Outdoor Learning Area (COLA), the P&F were able to assist the school community in the following projects: Security (\$1800), Loans (\$4500), sport singlets and jerseys (\$1109), Lego (\$250 in vouchers) and reading resources (\$500).

The Angel Feather Foundation, a not for profit charity, that aims to help sick children and their families in the Macarthur region, donated \$1,000 to the Learning Centre from the Niamh Grace McGarrity Scholarship. The funds were used to purchase new literacy resources and a display stand for the Learning Centre.

The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Catholic Primary School, Rosemeadow for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

In 2014, a new Counsellor joined OLHC for one day per week from the CatholicCare agency. A variety of program were delivered to many students and families, either on an individual or group basis. The program addressed a number of areas, ranging from grief or loss to managing emotions. An additional resource from CatholicCare was the delivery of the Mindfulness programme to Year 5 and Year 3 students one day per week for five weeks, commencing on the 29 April 2014. Students engaged in self-awareness activities, which addressed some of the learning outcomes in the Personal Development, Health and Physical Education (PDHPE) syllabus.

At OLHC, respect and responsibility are promoted through fortnightly assemblies, which are led by the student leadership team, and where students receive merit and Principal's awards. Co-curricular awards were given out in Semester 1 and Semester 2 that acknowledged students who participated in sporting activities in the wider community and also to students, who participated in events, outwith the academic domain, either at a Parish level or in the wider community. Excellence awards were presented biannually for excellence achieved in any of the seven Key Learning Areas (KLAs) or in Stewardship - the giving of one's time, talent and treasure. Prior to presenting the Excellence awards, a guest speaker addressed the community.

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*** is 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. No changes were made to these Diocesan documents in 2014.

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

Teachers closely monitored student progress with the use of the Literacy and Numeracy Continuum, where they identified student needs and continually examined, reflected and refined their pedagogy.

State Literacy and Numeracy Action Plan

Our Lady Help of Christians Catholic Primary School participated in the State Literacy and Numeracy Action Plan. It provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational achievement. As a participating school it allowed OLHC to strengthen successful practices and develop innovative responses to meet the needs of all students, especially those most in need of additional support. The initiatives built teaching skills and Focus on Literacy and Numeracy outcomes for all students in Years K-2.

Our Lady Help of Christians Catholic Primary School implemented the following initiatives under the State Literacy and Numeracy Action Plan:

- **Focus On Literacy (Kinder-2)**
Focus on Literacy (FOL) provided teachers with professional learning opportunities to explicitly plan quality modelled, guided and independent learning experiences in reading, writing and aural and oral language.
- **Focus On Reading (Years 3-6)**
Focus on Reading (FOR) was introduced in 2013 and continued in 2014. This framework provided teachers with professional learning opportunities to explicitly and deliberately teach comprehension. Teachers used the six comprehension strategies and learning goals from the literacy continuum to provide daily modelled, guided and independent learning opportunities for students where they engaged with and comprehended a wide variety of quality texts.
- The Catholic Education Office appointed Teacher Educator worked closely with the Kindergarten to Year 2 teachers during English and Mathematics lessons five days per week, providing professional development and support to teachers.

Curriculum and Pedagogy

Syllabus Implementation

Teachers began using the NSW Syllabus for the Australian Curriculum in English and Mathematics. They continued to use the existing BOSTES syllabus documents for all other Key Learning Areas and began professional development on the new Science syllabus in preparation for 2015.

Assessment and Reporting

Teachers had extensive professional development on the new reporting system. This system was used in both Semester 1 and 2 reporting periods. Teachers continued using criteria to track student progress in various areas. In addition, teachers worked with the literacy and numeracy continuums and the Best Start programme to plot student progress in some of the components. The school continued the use of a tracking sheet for student files to provide a summary of reports and various testing and assessments.

Integration

Teachers explored the difference between integration and correlation and consequently had more confidence and expertise in integrating work from various KLAs.

Technology Supporting Learning

On a rotational basis, the school shared different types of technology devices, which gave teachers and students the opportunity to become familiar with various technologies for differing purposes. A strong emphasis was placed on cyber-safety that included two visits from the local Police Youth Liaison Officer, information and updates in school newsletters and staff professional development.

Students in Stage 3 had access to an iPad. This was through both student and school owned devices. The program continued to be a success and the use of this technology has become part of normal school life. During Term 4, Stage 2 students began working with school owned iPads and iPad minis in preparation for 1:1 iPads across Years 3-6 in 2015.

Cross-Curriculum

Literacy

Participation in Focus on Reading and Focus on Literacy professional development led to a significant increase in the ability of teachers to teach literacy effectively. After using these learned strategies, initially in the English Key Learning Area, teachers then integrated these practices across other KLAs, which ensured quality teaching of literacy in many subjects.

Numeracy

Professional development in the Mathematics syllabus gave teachers a valuable opportunity to revisit the components of an effective Mathematics lesson. Teachers used these components when planning lessons and units of work. The syllabus also provided opportunities to explore numeracy across the curriculum.

Indigenous

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week and Sorry Day were marked through a variety of classroom-based activities. Staff attended professional development in leading Indigenous education and an Aboriginal Community Engagement Officer was appointed to the school. Working closely with the Aboriginal community will continue to be a priority in 2015.

Multicultural

The diversity of cultures within the school community continued to supply it with rich experiences in the customs of various cultures, particularly in dance, food, traditional clothing and celebrations. Students and staff benefited from the generosity of parents who took the time to contribute to cultural units of work.

Environmental

Environmental Stewardship continued to be part of the culture of the school. Actions from various units of work highlighted the need to look after the environment at a local and global level. The Student Representative Council (SRC) focused on recycling and led the school in this area, as well as in saving electricity and water through ensuring a minimisation of wastage. Garden duty was added in Term 4 to assist in the care and maintenance of the school gardens.

Meeting the Needs of All Students

Diversifying Learning

Staff attended professional development in the area of Managing Students with Pastoral and Educational Concerns (MSPEC). Following this a team was formed in order to meet the diverse learning needs of the students. This team, which replaced the Review Committee, focused initially on the academic concerns of students. Pastoral and behavioural needs continued to be catered for under the existing format.

Gifted Education

The school continued to identify students and track their progress. All Year 3 students completed the Australian General Ability Test (AGAT) that assisted in identifying giftedness in students. In addition, students were involved in the Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program where they worked on tasks devised by CEO personnel. In the classroom, teachers became more skilful in writing criteria for all students, thus ensuring the gifted students were provided with one-step ahead learning.

Special Education Needs

Again this year the school received extra support for the Learning Centre and for funded students from the CEO. Teachers were given support through team teaching, observations of student behaviour, time for planning and the expertise of CEO personnel. This resulted in teachers having a higher level of skill in integrating Learning Centre students into their classroom and finding inclusive strategies for other needy students. Teachers produced individualised learning plans for these students and parents and caregivers were given the opportunity to meet with the classroom teachers to discuss these plans.

Self Directed Learning

Teachers gave students many different opportunities to explore their areas of interest. They also provided students with various skills for learning, such as the Focus on Reading teaching ideas and encouraged students to choose various strategies for themselves. Reciprocal

Reading also gave students the opportunity for self direction. Students had many choices in the ways they presented their learning which increased the ability of students with lower levels of literacy to show what they knew.

Expanded Learning Opportunities

Competitions

Stage 3 students entered the Christmas Art Competition. Three students had work displayed at the Wollongong City Art Gallery. Students in Years 2-6 had the opportunity to enter NSW University Competitions in English, Mathematics and Science. A student representative from Years 5 reached the finals of the Diocesan Public Speaking Competition.

Sport

Students competed at the school swimming, cross country and athletics carnivals. A number of students reached Diocesan level representation with two selected for MacKillop teams. One student received a Wollongong Diocesan Sports Award. A large number of students had the opportunity to try different sports in non-competitive environments through gala days in netball, soccer, rugby league and basketball.

Students in Kindergarten – Year 2 participated in learn to swim lessons each Monday in Term 4, whilst students in Years 3-6 participated in a surf safety programme, spending a day in the surf at Sandon Point Beach.

The Arts

In celebration of the jubilee year, a mural depicting the history of the school was created on the wall near the canteen. All students engaged in mosaic lessons in class during Visual Arts and were able to contribute to the mural on the wall.

To celebrate Book Week, an illustrator ran workshops with the students. They were then able to put these new skills to paper by creating their own art work.

Sacred Music and Community Singing took place fortnightly. It provided an opportunity to practice hymns and sing songs, which helped create community spirit. A music incursion by a professional group was performed for all children from Years K-6.

In Term 4 the school ran a talent quest, which was popular and gave students the opportunity to share their various talents. For end of year celebrations, the school engaged a performer to run a Christmas workshop and concert.

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 is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Result analysis is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

There were forty three Year 3 students and forty five Year 5 students who sat the 2014 NAPLAN testing. There were few students who did not meet the National Minimum Standard (NMS). The testing indicated areas of priority, particularly reading across the school and students whose language is from a non-English speaking background. This had already been identified hence the focus on reading for 2015 and priority for professional development in line with the National Partnership programme. Learning gains of students from Year 3 to Year 5 has continued.

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.**

NAPLAN 2014: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	23%	30%	47%	27%	48%	25%
	National	15%	39%	46%	15%	39%	46%
Writing	School	7%	37%	56%	23%	52%	25%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	14%	35%	51%	16%	56%	29%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	9%	51%	40%	20%	47%	33%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	20%	50%	31%	30%	53%	16%
	National	15%	48%	37%	20%	54%	26%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the 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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	95%	89%
	National	94%	93%
Writing	School	95%	89%
	National	94%	90%
Spelling	School	93%	93%
	National	93%	93%
Grammar & Punctuation	School	98%	98%
	National	94%	93%
Numeracy	School	90%	93%
	National	95%	93%

Parent, Student and Staff Satisfaction

Satisfaction data was gathered through the use of electronic or paper surveys to staff, students and parents.

Parents felt very much welcomed and appreciated within the school. The support and care shown to their children, both in the classroom, and in the wider school setting, was valued. Parents also appreciated the lovely school grounds at Our Lady Help of Christians School. The majority of parents agreed with the direction the school was taking and that their children were happy, confident and safe.

The students felt safe and supported within the school community. They were proud of the school and also felt they were encouraged to learn, that they had many opportunities available to them and that they enjoyed their schooling.

Staff appreciated the welcoming, inclusive and supportive nature and environment of the school and the opportunities it gave to students and staff. They also valued the high level of communication and the opportunity it provided for input and feedback. An innovation in communication was the staff weekly memo that was distributed via email on a Sunday night which summarised what was occurring in the school that week, what that week's particular focus was, and the availability of the leadership team. The Parish Priest also received a copy.