About this report

Our Lady Help of Christians Parish School is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), 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 to the parish school community 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 Schools Office. This Report has been approved by the CSO 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 2013 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 026621 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 Parish School offers students a Catholic education based on the teaching of the Church 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 2012. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. 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 Parish School has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- NAPLAN student growth for the test aspect of Grammar and Punctuation showed an overall average well above the State and NSW CEC averages. This result corresponded with a specific focus on the English program in our school preceding the NAPLAN test.
- 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 over one hundred students participating.
- The school presented the tableau at the parish Christmas Carnival which is a focus for the entire community.
- The school participated in the Lismore Musical Festival Eisteddfod with group entries in the dance category achieving 2nd and 3rd places.
- The school participated in a number of community environmental projects such as involvement in a revegetation project with our local water authority, Rous Water.

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 Athletics Carnival and from this a school squad was chosen to progress to the Zone Carnival. A number of these students successfully went on to represent the school at Diocesan level.
- Students from Year 2 to Year 6 participated in the School Swimming Carnival and a squad was chosen to represent the school at Zone level. A number of students progressed to Diocesan level.
- Students participated in AASC activities throughout the year supported through our school’s OSHC program.
- Students participated in the School Cross Country Carnival. A squad of students then went on to represent the school at Zone level.
- Students from Years 5 and 6 participated in Diocesan-wide netball and soccer (the Paul Wilson Memorial Cup) competitions.

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.

Daniel Gubby
Acting Principal

A Parent Message

The Parents and Friends Association (P&F) of the school had a very busy and fulfilling year in providing a range of social and fundraising activities. These included an outdoor cinema night, a fun run and a Bunning’s BBQ. These events contributed to strengthening the bonds between the school, parents and the wider community. The funds raised from these events enabled the P&F to support children representing our school in a regional gymkhana through the purchasing of 10 school saddle cloths. Other initiatives of the P&F such as the fun run and movie night were designed to promote school community spirit. We always encourage more members of the school community to join the association and help strengthen and diversify the efforts of the group.

Tanya Harris-Bateman
President
Our Lady Help of Christians P & F Association

This Catholic School

Our Lady Help of Christians Parish School is located in South Lismore and is part of the Our Lady Help of Christians 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 95 years of Catholic education.

The Parish Priest, Fr Peter Karam is involved in the life of the school.

Our Lady Help of Christians Parish School 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 activities such as:

- support for the Altar serving ministry
- participation in monthly parish Family Masses
- involvement by parents and teachers in various roles within parish ministry
- 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 & 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 purposes of this parish school are centred 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 increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
Our Lady Help of Christians Parish School, South Lismore caters for children from Kindergarten to Year 6. The following table indicates the student enrolment 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 2012</th>
<th>TOTAL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>15</td>
<td>20</td>
<td>11</td>
<td>116</td>
<td>117</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>13</td>
<td>27</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>15</td>
<td>129</td>
<td>122</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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 at implementing and practising contemporary pedagogies. In a world that is ever-changing, it is essential to provide contemporary learning opportunities for our students that will prepare them for leadership roles within our society. Our Lady Help of Christians Parish School responds to this by delivering programs that provide our students with tools to communicate effectively and to become lifelong learners. We use teaching strategies that promote cooperative learning, build thinking and problem solving skills, and move children towards independence. We provide all of our students with up-to-date ICT resources and contemporary pedagogies that encourage successful participation in inquiry-based learning activities. Our teachers are committed to providing opportunities for enhanced curricular activities for our students such as computer programming and competition dance practice.
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, 29 students presented for the tests while in Year 5 there were 40 students.

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

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

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieved Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieved at Band 5 and higher have achieved above the minimum standard set by government.

At Our Lady Help of Christians Parish School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led information sessions on NAPLAN and SMART Data Analysis workshops.

The following data indicates the percentage of Our Lady Help of Christians Parish School students in each band compared to the State percentage.
### Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>BAND</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.4</td>
<td>21.4</td>
<td>23.8</td>
<td>32.1</td>
<td>20.6</td>
<td>17.9</td>
<td>15.6</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.9</td>
<td>13.8</td>
<td>41.3</td>
<td>31</td>
<td>22.3</td>
<td>31</td>
<td>13.8</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.1</td>
<td>13.8</td>
<td>20.2</td>
<td>24.1</td>
<td>25.4</td>
<td>31</td>
<td>13.4</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.7</td>
<td>34.5</td>
<td>22</td>
<td>24.1</td>
<td>19.0</td>
<td>20.7</td>
<td>12.7</td>
</tr>
<tr>
<td><strong>Number, Patterns and Algebra</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.9</td>
<td>3.6</td>
<td>29.3</td>
<td>25.0</td>
<td>20.5</td>
<td>39.3</td>
<td>23.8</td>
</tr>
<tr>
<td><strong>Measurement, Data, Space and Geometry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.6</td>
<td>3.6</td>
<td>28.5</td>
<td>28.6</td>
<td>22.1</td>
<td>10.7</td>
<td>23.8</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.7</td>
<td>10.7</td>
<td>21.2</td>
<td>10.7</td>
<td>27.8</td>
<td>46.4</td>
<td>20.2</td>
</tr>
</tbody>
</table>

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*Note: The data represents the percentage of students in bands 1 to 6.*
Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>BAND</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>13.6  20.0  21.5  27.5  24.5  12.5  22.8  20.0  10.0  15.0  7.7  5.0</td>
</tr>
<tr>
<td>7</td>
<td>8.7  5.0  14.5  10.0  28.8  32.5  34.1  40.0  8.4  10.0  5.5  2.5</td>
</tr>
<tr>
<td>6</td>
<td>16.5  2.5  24.5  27.5  26.1  27.5  17.9  15.0  11.3  22.5  3.8  5.0</td>
</tr>
<tr>
<td>5</td>
<td>20.7  25.0  14.5  17.5  23.5  15.0  20.8  25.0  12.8  12.5  7.8  5.0</td>
</tr>
<tr>
<td>4</td>
<td>16.9  2.5  14.0  15.0  26.3  25.0  25.1  27.5  10.8  20.0  6.9  10.0</td>
</tr>
<tr>
<td>3</td>
<td>13.9  2.5  15.4  12.5  26.8  37.5  28.2  25.0  11.2  15.0  4.4  7.5</td>
</tr>
<tr>
<td>2</td>
<td>15.8  2.5  15.4  17.5  28.0  27.5  23.9  25.0  11.8  17.5  5.2  10.0</td>
</tr>
</tbody>
</table>

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

In the test aspect of Grammar and Punctuation the Year 3 Boys’ mean result was an improvement of 44 scale scores above the 2011 data for this particular age cohort. The Student Growth for the Test Aspect of Grammar and Punctuation data shows that our Year 5 cohort achieved an average scaled growth of 42 scores above the both State Average Growth. This data is most significant as we had recently revised our School English Plan following analysis of previous NAPLAN results.

The school growth data from 2010 to 2012 showed appreciable improvement in all aspects of Literacy against other NSW CEC schools with strong growth against the State in Spelling and Grammar and Punctuation. Whilst the growth for this cohort in Numeracy was recorded at 77.8 scaled scores, this growth was significantly lower than that of the State and other NSW CEC schools. This data has prompted a specific focus on Numeracy and in particular the attainment of basic number facts in our school. As a result, staff meeting time has been set aside to review the teaching strategies implemented in this area and to access the teaching strategies provided through the NAPLAN site.
In addressing the results presented by the NAPLAN data, attention must be given to the following:

- Grammar and Punctuation – maintain a strong focus on Grammar and Punctuation following improved results in 2012;
- Spelling - continue a whole-school approach to the teaching of spelling to further improve the standard against the State and other NSW CEC schools;
- Reading – support the improvement of results presented in the 2012 data through further purchasing of necessary resources;
- Writing – engage the reader with descriptive vocabulary, complex sentence structure and literary techniques;
- Numeracy – based on item analysis, it is evident that we need to focus on foundation skills in all areas of numeracy. Whilst emphasis should be placed on improvement in the early years, it will be necessary to continue this as a whole school focus until the standard improves throughout the Stages.
- Numeracy – provide more opportunities for inquiry learning in the development of problem solving strategies.

### 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>17</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>14</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 so as 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 2012 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC Staff Development Day</td>
<td>1</td>
<td>Dan Gubby / Exec</td>
</tr>
<tr>
<td>CLF Staff Development Day</td>
<td>2</td>
<td>School Exec</td>
</tr>
<tr>
<td>Spirituality Day</td>
<td>3</td>
<td>School Exec</td>
</tr>
<tr>
<td>Australian Curriculum Staff Development Day</td>
<td>4</td>
<td>Belinda Cahill, Kasey Miles</td>
</tr>
</tbody>
</table>

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

- Mathematics In-service
- Seasons for Growth Training days
- Apostolic Foundations of the Church - Pilgrimage
- Certificates in Religious Education and Theology
- Best Start Teacher Training
- Live Life Well at School In-service
- Principal, Assistant Principal and Religious Education Coordinator Meetings, Conference and In-service Days
- Additional Needs and Enrichment Support Days

The professional learning expenditure has been calculated at $2544 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.44%. This figure is provided to the school by the CSO.

Although there was a slight increase in enrolments from 2011 to 2012, we maintained a consistent teaching staff. Student year level placement dictated a change from nine classes to eleven. A support teacher was allocated to our Year 2 class which had an enrolment of 28 students, a substantial number of whom had additional needs. We maintained the positions of our part-time music teacher and part-time teacher-librarian as well as having additional classroom support. The Acting Principal assumed the role of LOTE (Japanese) teacher providing formal lessons of 30mins per week to all students from Year 3 to Year 6.
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 as soon as the child returns to school. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the Principal or delegated staff member contacts the parent/guardian. 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 2012 was 95.6%. 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>95.1%</td>
<td>95.5%</td>
<td>95.3%</td>
<td>97.8%</td>
<td>96.5%</td>
<td>96.4%</td>
<td>92.7%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2012 the following policies were reviewed, updated or newly created:

- WHS Policy and all sub-policies
- Excursion Policy
- Sun Protection Policy
- Lock Down Policy
- Student Behaviour Policy.
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 30 June 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.

Student Welfare Policy, Pastoral Care Policy

The school’s Welfare and Pastoral Care Policies are concerned with the fostering of students’ self-discipline. They aim to develop people who are responsible, inner-directed and capable of choosing freely in accordance with their conscience. These policies set out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities.

Discipline Policy

This 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

This 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. This policy is available at the front office and from the school’s website.
School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2012 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- introduce the Essential Framework into the cultural fabric of the school by reviewing and developing the school vision statement to reflect the essence of the Essential Framework;
- encourage the links between parish and school families through shared parish/school celebrations such as parish family days;
- ensure the continuation of unity between parish and school by further developing the Catholic story of Our Lady Help of Christians parish through such media as a new school prayer;
- explore ways through which the charism of Mary MacKillop can be further developed to enhance the culture of the school;
- recognise that the social wellbeing of students impacts strongly on their learning potential through the embedding of such programs as Seasons for Growth into the culture of the school;
- support students in the area of Behaviour Management by establishing a clear set of behaviour expectations to be displayed throughout the school;
- recognise that the most important impact on student learning is the quality of the teaching they receive by supporting professional development of teachers in the use of appropriate and varied pedagogies and in making informed curriculum choices based on student interests, talents and learning needs;
- establish a culture within our staff of self-evaluating with respect to the Australian Institute for Teaching and School Leadership Professional Standards.

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, including:

- building on existing RE resources and implement Making Jesus Real program throughout the school;
- continuing to build school/parish relationships through such activities as special monthly family masses, school/parish social events and more input into both parish and school newsletters;
- encouraging environmental stewardship through class programs and ongoing school developments such as bush tucker gardens and involvement with our local water authority;
- strengthening teaching pedagogy in PDHPE by investigating programs that promote positive peer relationships;
- further investigating opportunities for ongoing staff development;
- responding to the need for a more proactive behaviour management policy by developing a set of expectations for students to practise;
- developing a set of meeting standards/norms for our staff professional learning teams;
- further developing role descriptions for the various staff roles by clarifying expectations.
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:

- Parent satisfaction is gauged through Parents and Friends Association meetings.
- Parents are encouraged to attend periodic Parent Information sessions at which they can provide feedback and / or make enquiries about administrative procedures. Immediate feedback can be given to parents in these forums or via the school intranet class pages or school newsletter.
- Class meeting were held regularly in all classes and suggestions for school improvement were accommodated where possible.
- Periodic meetings were held with the school executive to obtain feedback from teachers in Stage groups about any classroom concerns.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools 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 Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2012 is presented below:

![Graph showing income sources for 2012](image-url)
2012 EXPENSE - Our Lady Help of Christians Primary School - LISMORE SOUTH

Capital Expenditure
- 6%

Other Expenditure
- 15%

Salary & Related Expenditure
- 79%