



OUR LADY HELP OF CHRISTIANS SCHOOL EAST BRUNSWICK

Registered School Number: 931

2009 Annual Report to the School Community



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Our School Vision

At Our Lady Help of Christians' School we endeavour to provide and instil the values and spirit of the Gospels.

The Gospel values provide a focus for the children to participate in the life of the parish community.

We the staff, aim to facilitate learning and develop each child to his/her full potential by catering for his/her *intellectual, physical, emotional and spiritual needs*.

We aim to foster positive relationships of reciprocal trust, respect, honesty and communication between the Parish Priest, staff, children, parents and the wider community.

We believe that this will enhance the educational programs and overall development and well-being of the individual.





School Overview

Our Lady's School, Brunswick East, was officially opened in 1911 on the site formerly occupied by Samaritan College (100 Barkly Street). The school was moved to its present site alongside the church in 1939 with Sr Xavier as principal.

Like many others in the Brunswick area, the site occupied by the church and presbytery was a quarry in the late 19th century. For this reason, the foundations of these buildings were constructed considerably below ground level. This allowed a unique opportunity of also providing the parish with a spacious hall below. Facing the school's playground, the hall is easily accessed by the children and is used for their physical education lessons, discos, parades and family social events.

The southern children's paved playground also bear testament to the site's history by its positioning below the level of Nicholson Street. This provides a quietening buffer from traffic, offers students enviable opportunities to play rebound off the walls and adds an interesting aspect of another level to the grounds.

Our Lady Help of Christians is a vibrant school community catering to inner-city families looking for that something extra. With a current enrolment of just over 270 students, we believe we are growing into the ideal size. Our students are nurtured in a safe and loving environment, while stimulated by a rigorous curriculum with high expectations for all.

Some of the elements families tell us that they love about our school are:

- Intimate, caring and cohesive community
- Extensive range of specialist programs: Library, Physical Education, Drama, Music, Visual Art, Italian and Information Technology
- Caring, professional staff committed to continual growth
- Fabulous facilities that other schools envy
- A bright & inviting Before / After-School Care facility and program run by Extend.
- Vacation Care
- Dynamic Parents Association
- Dedicated Parent Reps for each class
- Annual school concert
- Arts Exhibition and School Concert showcasing students' talents in Visual & Musical arts
- Uniform Shop on premises
- Student Representative Council
- At least three computers in each classroom and a computer lab of 26 computers with an interactive whiteboard and other ICT hardware for the children to use
- Camp program.
- Lunch order program run by Lunches2Grow each Wednesday
- Weekly whole school assemblies
- Implementation of the Making Jesus Real program
- Sacramental Program – Reconciliation, First Eucharist, Confirmation
- Secure entry and perimeter fencing to our school with CCTV cameras filming 24 hours per day



Principal's Report

In a year when our school theme was **"AIM HIGH – AIM FURTHER"** we look back at our year with a feeling of accomplishment, fond memories and a positive energy for the future of our school. By far our most outstanding achievement as a school this year has been welcoming the children of St. Ambrose's Brunswick, St. Brigid's North Fitzroy and St John the Evangelist School East Melbourne to the fabric of our school. Though programs such as the **'Making Jesus Real'** program and transition programs between our four schools, we have a student group who are cohesive, feel welcomed and belong. In 2010 we will once again extend our hand of welcome to more students from St. Brigid's as our school numbers increase to beyond 270 children. Change has been a major theme at our school and parish over the past two years. We welcomed Father Michael Casey to our Parish and we adopted the **'One Parish – Two Communities'** adage. Father Casey would find himself working between the two communities of St. Ambrose's and Our Lady's, and using a three month sabbatical during the year to recharge and refocus on the Brunswick Parish of the future. It has been wonderful working with someone of the calibre of Father Casey in 2009 and with new parish and school structures and personnel that will be established next year, the link between school and parish will only grow stronger. We began the year working out of a builder's shed while the temperatures soared into the mid 40's and bushfires raged around Melbourne's perimeter. Some of the accomplishments of 2009 should be noted:

- The installation of the new senior adventure playground on the northern playground and the installation in December of the new junior playground in the middle yard
- The opening of the V.I.C Centre – a Virtual Information Computer hub comprising our library and 26 new computers for weekly ICT classes Prep to Year 6 and one new computer in each classroom
- The opening of the new administration area, staffroom and secure entrance to our school on 25th May (Our Lady's Feast Day)
- The painting, recarpeting and renovation of all classroom spaces and hallways to include new chalkboards/whiteboards – National School Pride Grant - \$125,000
- The installation of C.C.T.V cameras around the school to add to student safety and school security
- The installation of a 107,000 litre underground water tank to water grass on what used to be the "dust bowl" and re-grassing the area to provide another playspace. Water Grant - \$55,000
- The development of Educational Priority Areas of teaching based upon weaknesses illuminated by NAPLAN testing in Year 3 & 5 – focussed teaching in these areas to improve NAPLAN results
- The commencement of electronic attendance rolls for each class allowing us to monitor student absence electronically
- Signing a building contract with CA Property to build a Performing Arts Centre and three new classrooms. Building to commence on January 11th 2010. Total cost \$2,000,000
- Development of a Constitution for the Parents Association so that its function and scope are clear for today and the future
- Involvement with the Carlton Football Club's Multicultural Program and playing on the MCG at half time in Round 1 in front of 83,000 spectators
- Development of a new school website with updated information and greater interactivity and communication



- Running two Parent Information nights in 2009. One in Maths with consultant Rob Vingerhoets and the other in parenting and using elements of the MJR program at home with Peter Mitchell (CEO Hobart)
- Formalising and practising our DISPLAN Emergency Management procedures so that we are ready in the event of an evacuation
- Having four School Community Consultations during the year to gather current data from parents. Homework, Home – School Communication, Positive Education & Linking Parish and School
- Improving student reporting by adding in teacher specialist comments/assessments each semester as well as an additional Parent Teacher night in December of each year, facilitating greater communication between home and school.
- Marketing our school in the local and international community by:
 1. Producing a new full colour school brochure, folder and associated stationary
 2. Producing a 5 minute school promotional video showcasing our school. This will be linked to the school website shortly
 3. Obtaining CRICOS Accreditation for the next 3 years to enrol Overseas Full Fee Paying Students
 4. Launching our new school song. Written by P. Tesoriero
- And this is in addition to the regular yearly events such as the Sacraments, Book Week, Italian Day, Visual Arts Display and of course teaching the children each day.

I would like to thank the wonderful teachers and staff at Our Lady Help Of Christians School. I am fortunate to have such a loyal, supportive and dedicated group who always put the interests of your child first.

AN INSIGHT INTO 2010

Mathematics will be our main curriculum focus in 2010/11. We have been advised recently by CEOM that our application to be part of 'Contemporary Learning in Maths' program has been successful. All class teachers as part of this program will receive 6 Professional Development Days each year, with the first two of these days being on **Thursday 18th February** and **Friday 19th February 2010** (school closure days). We are fortunate to be part of this program with the objective of making all teachers at Our Lady's School outstanding, expert maths teachers by 2011. In late February 2010 our Prep to Year 2 teachers will travel to Hobart to be part of the 'Making Jesus Real' program run by the Catholic Education Office Hobart. This will then mean that all class teachers Year Prep to 6 will have been inserviced and we can then use the program effectively throughout the school.

I would like to congratulate five of our students whose art pieces have been selected to be displayed at the 2010 Catholic Education Week Visual Arts Exhibition. They are Bella McDonald 1K, Nathan Paonessa 3/4 C, Giulia Maruzza 3/4 L, Marie- Elise McCallum 5/6C and Zoe Piaia 5/6C. Each one of them produced a very expressive art piece that captured the attention of the exhibition coordinators. Well done we are very proud of you and look forward to seeing the work displayed during Catholic Education week next year.

Early in 2010 all families will receive a Term Overview from each classroom teacher detailing the content that will be taught that term. We will also be having '**Meet the Teacher**' interview for all Year One to Year Six families on **Tuesday 9th February 2010**. The sharing of information and communication with the home will happen early in the year and throughout 2010.



THANK YOU

To our Parents Association who have worked tirelessly for the benefit of all children at the school. The 2009 Executive were most ably led by **Rosa Scroggie, President, Connie Paglianiti Vice President, Ross Weber, Treasurer** and **Michael Carrick as Secretary** and through a series of fundraisers and events that encouraged 'connectedness' between families were able to raise over \$18,000 for the year. In a year when the world suffered through the Global Financial Crisis, this is an amazing effort. But the success of the current Executive is not always measured in dollars, as through the re-establishment of Parent Representatives for each class, the 'connectedness' to the school is sometimes even more important than money raised.

Thank you also to the many parents who help out in so many ways...some big..some small...some noticed...some unnoticed. When you put together the work done at Working Bees, assistance in the classroom, things taken home to be done by parents, it is no wonder that the school runs so smoothly and effectively.

Philip Cachia

Principal

(Dip.T. Grad. Dip. Ed Stud., Grad. Dip. Ed. Admin. M.Ed (Admin))





Parish Priest's Report

For the Parish of Our Lady's East Brunswick, the year 2009 was very significant. It was significant for me because it was the year that I began my dual role as parish priest. I have been Parish Priest of St Ambrose's Brunswick since 1997, but in 2009 I was asked to also be the parish priest of neighbouring parish, Our Lady's East Brunswick.

At the end of 2008, St Ambrose's Parish Primary School closed, as numbers had declined over recent years. As a consequence, Our Lady's East Brunswick has become the parish primary school of both Our Lady's and St Ambrose's.

During the year of 2009, we have developed this partnership of these two parishes under the motto "One Parish Two Communities"

As well, 2009 has been significant for Our Lady's Parish Primary School, and with all Australian schools, because of the BER funding, and the developing possibilities that this funding will allow.

For me personally, the year 2009 has been my introduction into the life of Our Lady's Parish, and into the life of Our Lady's Primary school - a school with much life and vibrancy, and with great hopes for the future.

Fr Michael Casey
Parish Priest



PARENTS ASSOCIATION REPORT

President's Report

Another year has whizzed past, and much has been achieved by the Parents Association (P.A) on both the 'connectedness' and fund raising fronts.

The children arrived back from holidays in 2009 to commence the academic year using the new computer lab and senior play equipment which were both funded by the P.A.

Early in the academic year a fundraising target of \$10,000 was set for 2009 in conjunction with the Principal, which we thought was a reasonable target given the financial climate.

The year started for the P.A in February with the **2009 Welcome (Back) Picnic** which saw lots of families enjoy the novelty of the pelting rain, and the ensuing huddle in the foyer. The coin toss game was held indoors which kept the die hard fans happy; not so happy were the paper plane enthusiasts given that rain and paper do not mix well. February also saw the PA fund-raise for the **Bush Fire** victims by donating the month's icy pole proceeds towards that cause.

May was a busy, historic month which saw the inaugural **election** of P.A office bearers for President, Vice President, Treasurer and Secretary. The P.A **Constitution** was also developed which set guidelines for the P.A including the details about the composition of the P.A; subsequent voting rights of members and re-instatement of **Classroom Representatives**. The Constitution also introduced transparency around processes and we also got a new name out of the process - from the Parents & Friends Association to the 'Parents Association'. The month of May also saw us celebrating mums with the **Mother's Day Stall**. You will recall that the Mother's Day stall was reinstated at the school by the P.A in 2008. This was not done to introduce another fundraiser but more so to empower the children to 'give back', to show appreciation and to have the responsibility of dealing with money and choice. The kids loved it, and there were many excited children around school trying to hide gifts from their mums at pick up time. This year the P.A purchased presents for the stall, which proved to be a winner on all fronts. Amongst other things this also allowed the P.A to return unpurchased gifts for a full refund. The annual **Walkathon** was also held on Our Lady's Feast Day which was a great, well attended day. The kids loved it, and it was fabulous to have so many parents, grandparents and siblings enjoying a snag together after the event.

Term 2 saw the introduction of **Lunches To Grow** to our school, and the P.A assisted with its initial integration into our School.

September held the school's major fund raising event of the year which was the hilarious **Sister Sal's Cabaret Show**. This evening was a huge success on so many levels – connectedness, fund raising, combining Parish, Community and School. The evening included a raffle and silent auction where donations were received from local businesses as a result of a door knocking exercise of these local businesses. Each one of these businesses received a certificate of Appreciation, a copy of the Program and letter thanking them for their contribution to the evening, all of which were very well received. The **Father's Day Stall** was held where the P.A tried something different by purchasing goods on consignment from an online stall. This service delivered many pre-wrapped, cost effective items to the school, and we only had to pay for those we sold. Again more excited children.

The month of October saw the hugely popular **School Disco** happen with a Michael Jackson theme and we had many, many parents asking for a School Disco 'Adult' style next year as a fundraising event. The P.A also conducted the school's inaugural **Bunnings' BBQ** which was held at the Coburg store on a very hot day! This initiative enabled the P.A to raise funds outside the School Community – which is something we committed to do at the beginning of our tenure this year. October also saw the P.A host a fabulous lunch for our school's staff in appreciation of everything they do for our children to celebrate **World Teachers Day**. In November the P.A decided to produce copies of '**The Jungle Book**' for families who wished to purchase one. This will give children the living memory of how they all contributed to the book, and then enacted it during Book Week.

We are marking the end of the year, and Christmas, with a small gift and Christmas card for every child in the form of a **lolly bag**. These will be distributed by the class room teacher on the last day of the school. In addition to all these events we also had the weekly tuckshop to organise. This year a roster was introduced for **Tuckshop Duties** which enabled parents who were willing and able to assist in this way. This



has proven hugely popular with most dates booked months and months in advance. It has been no mean feat to ensure that freezers and cupboards were stocked with goodies each week. The work involved in organising this alone has been time consuming to say the least.

I would like to take this opportunity to thank my colleagues who have served on the P.A Executive and Committee with me this year (and last year) for their dedication and commitment and to thank the parents, for supporting the PA initiatives where you have been able. It has been pleasing to see so many new faces assisting us with initiatives, and volunteering to assist with one activity or another. The PA cannot put on such events without the assistance of parents within the school community. I have tried my best to send out personalised thank you notes to each of you, after each initiative, to express my thanks on behalf of the P.A. Thank you also to the teaching staff, office staff and leadership team for all your support and encouraging words.

Lastly on behalf of the P.A Executive I wish you and your families a very Merry and Holy Christmas and safe, healthy and happy new year!

I take great pleasure in presenting the Treasurer's Report which is a 'great news' story – as a school community we should all be very proud of our achievements this year.

Rosa Scroggie
President PA.

Treasurer's Overview – 2009

For a small school we have been very successful in our fundraising activities this year. We started the year with a reasonable surplus which was quickly committed to purchasing requests from the school. This was followed with a variety of projects which were undertaken not primarily to raise money but nonetheless produced funds. This year's individual major activities with their net income are listed below. Once the books have been closed off for this year the final figures will be made available for the AGM early next year. However in the meantime we can say in rough figures that the PA raised over \$26,700. and after allowing for expenses we cleared \$18,500.00 .

Icy Poles	2416
Welcome BBQ	1,222
Mothers Day Stall	407
Walkathon	6077
Fathers' Day Stall	305
Grad Comm BBQ	503
Trivia Cabaret Night	5,358
Disco	1036
Entertainment Books	190
Bunnings BBQ	1577

The PA's major expenditure (outflows) for the year were

New Junior Play Equipment and Installation	18000
Reading Equipment and Books	6420
Graduation Committee	900
Bush Fire Appeal	529
Teachers' Day Luncheon	450

Barring unforeseen problems we estimate closing off the year at \$1,000 higher in surplus than last year.

Ross Weber
Treasurer PA



Education in Faith

Goals & Intended Outcomes

To increase the involvement, through engagement of all members of the school community
To develop active and reflective learners who are able to think deeply and take positive actions in the light of their faith tradition.

To provide staff with the opportunity for quality professional learning in Religious Education
To increase the profile of Religious Education within the Brunswick East faith Community

Achievements

2009 was a year of incredible change for the Parish of Our Lady's and St. Ambrose's. Father Michael Casey was appointed as Parish Priest in January 2009 taking on the huge task of the 'One Parish- Two Communities' model. There was consultation with both communities as to how Father Michael's work could be streamlined, in which Parish he would be living, which groups and Parish functions would continue. We were at all times conscious of the fact that we at the school would need to work harder and smarter to ensure that the school played a vital and important part of the Parish. Father Michael then took a three month sabbatical overseas and it was the laity in the Parish that continued the work of the Parish Priest organising Masses, visiting priests and carrying out the day to day Parish work.

Mid-way through the year, the school engaged the services of Ms. Judy Garvey, Education in Faith Leader for North Central Zone who walked us through the new planning and reporting processes for Religious Education in the Archdiocese as mandated by the new Religious Education Framework. This was a valuable day as it allowed staff to develop a Prep – Year 6 view of Religious Education planning and assessment.

Our work as a school with the Making Jesus Real (MJR) program continued with staff in the middle school attending professional learning at the Catholic Education Office Hobart in late February. The MJR program began to take a firm footing as being the preferred program at our school when it came to seeing Jesus in the everyday actions of others and specifically putting the theory contained in the Scriptures into classroom and playground practice. Of notable mention was the program of Year 5/6 children going into classrooms every second Friday to teach the younger children the 'attitude' of the week. This not only added to the content delivery, but allowed the Year 5/6 children to see themselves as school leaders that had influence over how others thought and acted towards each other.

Compliance Advice

Taken from Insight SRC Surveys – Student Survey 2009

ITEM	2007	2009
Students – Importance	28%	84%
Students – Behaviour	34%	44%
Students – Opportunity	23%	57%
Students – Compassion	Na	38%
Students – Social Justice	Na	31%



Learning & Teaching

Goals & Intended Outcomes

To achieve higher levels of student performance through purposeful, focused teaching that promotes student engagement particularly in Literacy and Numeracy

To increase student engagement by providing a wide range of learning experiences

To promote the notion of Professional Learning Communities and explicitly identify our community as such.

Achievements

In 2009 the analysis of data continued to be a huge focus for our school. It was decided that we should take the 2008 NAPLAN results and analyse them in terms of:

- Strength
- Weakness
- Challenge

When comparing them to other like schools. The result of this analysis was a one page summary called "Educational Priority Areas" that we as a school would work on during the 2009 school year. (See 2009 Educational Priority Areas later in this section) NAPLAN was not simply something children do in Year 3 & 5, but rather the culmination of work and the assessment of that work that began way back in Prep for these children. Thus it was a whole school responsibility and using the NAPLAN data would inform teachers Prep – 6 about areas that were taught well and not so well.

It is pleasing to note that in 2009 the children in Year 3 and Year 5 scored above the national average in all areas of English and Maths. Whilst we are happy to have surpassed these averages, there is still great scope to improve results in Year 3 and 5 and right across the board given the background of the children at Our Lady's School. We put the success of these scores down to good teaching and resourcing of Maths and English. Programs such as Reading Recovery in Year 1, Year Prep – 6 language support, Year 3/4 Intervention quality professional learning and good teaching will ensure that these good results will be even better in 2010.

Compliance Advice

- *Changes in national minimum standard results results at Years 3 and 5.*

Change in national minimum standard results from the previous year	Year 3 Reading	0.0%
	Year 3 Writing	0.0%
	Year 3 Spelling	3.6%
	Year 3 Grammar and Punctuation	3.6%
	Year 3 Numeracy	0.0%
	Year 5 Reading	5.9%
	Year 5 Writing	0.3%
	Year 5 Spelling	0.0%
	Year 5 Grammar and Punctuation	-5.9%
	Year 5 Numeracy	-5.9%



2007

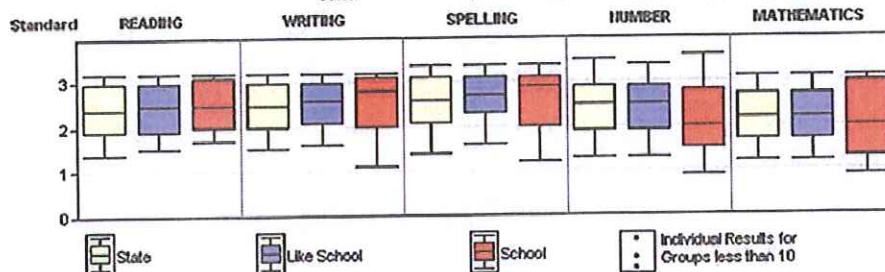
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OUR LADY HELP OF CHRISTIANS' SCHOOL
Report 6 - School Summary Report
AIM Pencil & Paper 2007
(Year: 3, Gender: All, LBOTE: All, ATSI: All)

Key:



		Students	10th	25th	median	75th	90th	Mean	+/-
READING	State	57356	1.4	1.9	2.4	3.0	3.2	2.4	
	Like School	12725	1.5	1.9	2.5	3.0	3.2	2.4	
	School	17	1.7	2.0	2.5	3.1	3.2	2.5	0.2
WRITING	State	57791	1.5	2.0	2.5	3.0	3.2	2.4	
	Like School	12863	1.6	2.1	2.6	3.0	3.2	2.5	
	School	17	1.1	2.0	2.8	3.1	3.2	2.5	0.2
SPELLING	State	57401	1.4	2.1	2.6	3.1	3.4	2.5	
	Like School	12739	1.6	2.3	2.7	3.1	3.4	2.6	
	School	17	1.2	2.0	2.9	3.1	3.4	2.5	0.2
NUMBER	State	57825	1.3	1.9	2.5	2.9	3.5	2.4	
	Like School	12841	1.3	1.9	2.5	2.9	3.4	2.4	
	School	17	0.9	1.5	2.0	2.8	3.6	2.2	0.2
MATHEMATICS	State	57825	1.2	1.7	2.2	2.7	3.1	2.2	
	Like School	12841	1.2	1.7	2.2	2.7	3.1	2.2	
	School	17	0.9	1.3	2.0	3.0	3.1	2.1	0.2



THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE

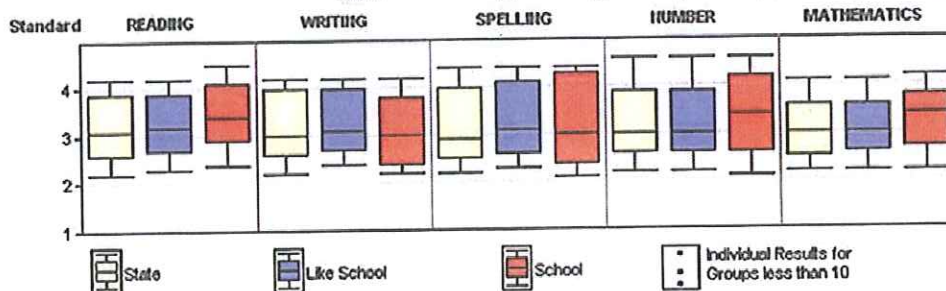
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OUR LADY HELP OF CHRISTIANS' SCHOOL
Report 6 - School Summary Report
AIM Pencil & Paper 2007
(Year: 5, Gender: All, LBOTE: All, ATSI: All)

Key:



		Students	10th	25th	median	75th	90th	Mean	+/-
READING	State	59059	2.2	2.6	3.1	3.9	4.2	3.2	
	Like School	12981	2.3	2.7	3.2	3.9	4.2	3.3	
	School	15	2.4	2.9	3.4	4.1	4.5	3.5	0.2
WRITING	State	58906	2.2	2.6	3.0	4.0	4.2	3.2	
	Like School	12960	2.4	2.7	3.1	4.0	4.2	3.3	
	School	15	2.2	2.4	3.0	3.8	4.2	3.1	0.2
SPELLING	State	59062	2.2	2.5	2.9	4.0	4.4	3.1	
	Like School	12967	2.3	2.6	3.1	4.1	4.4	3.3	
	School	15	2.1	2.4	3.0	4.3	4.4	3.2	0.3
NUMBER	State	59460	2.2	2.6	3.0	3.9	4.6	3.2	
	Like School	13108	2.2	2.6	3.0	3.9	4.6	3.3	
	School	14	2.1	2.6	3.4	4.2	4.6	3.4	0.3
MATHEMATICS	State	59460	2.2	2.5	3.0	3.6	4.1	3.1	
	Like School	13108	2.2	2.6	3.0	3.6	4.1	3.1	
	School	14	2.2	2.7	3.4	3.8	4.2	3.3	0.2



THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE



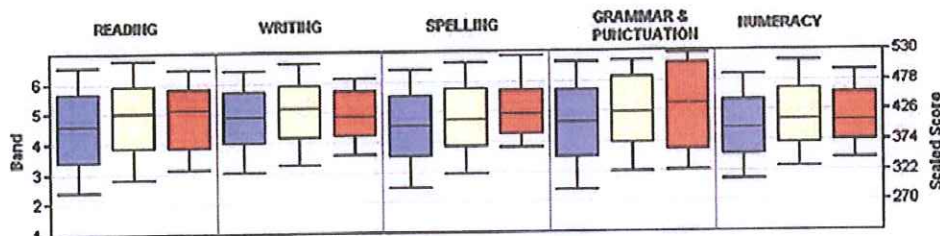
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OUR LADY HELP OF CHRISTIANS' SCHOOL
School Summary Report
National Assessment Program - Literacy and Numeracy Tests 2008
(Year: 3, Gender: All, LBOTE: All, ATSI: All)

		Students	10th	25th	Median	75th	90th	Mean	se(mean)
READING	National	268974	289.2	342.8	405.0	459.8	505.0	400.5	
	State	60529	311.3	365.7	420.2	473.4	519.6	419.7	
	School	28	328.1	360.2	431.6	497.3	560.9	427.1	15.0
WRITING	National	266941	324.6	373.0	418.5	461.7	499.5	414.2	
	State	60391	336.1	383.3	434.2	472.4	510.1	428.1	
	School	28	353.1	387.1	418.6	462.3	483.4	420.9	9.3
SPELLING	National	267016	295.3	340.0	403.2	453.8	498.4	390.5	
	State	60509	320.0	360.7	413.6	464.8	510.8	415.4	
	School	28	365.7	389.5	423.1	463.0	543.0	432.8	15.3
GRAMMAR & PUNCTUATION	National	267016	290.4	347.1	407.2	463.1	511.3	403.2	
	State	60509	322.3	372.5	424.2	484.3	536.2	428.0	
	School	28	323.3	360.0	440.0	514.3	559.7	437.8	19.3
NUMERACY	National	267095	307.3	349.0	390.4	444.6	487.5	399.9	
	State	60443	329.4	369.0	400.7	462.7	509.7	417.7	
	School	28	342.0	375.1	408.1	455.8	510.0	410.1	11.2

THIS TABLE DISPLAYS SCALED SCORES

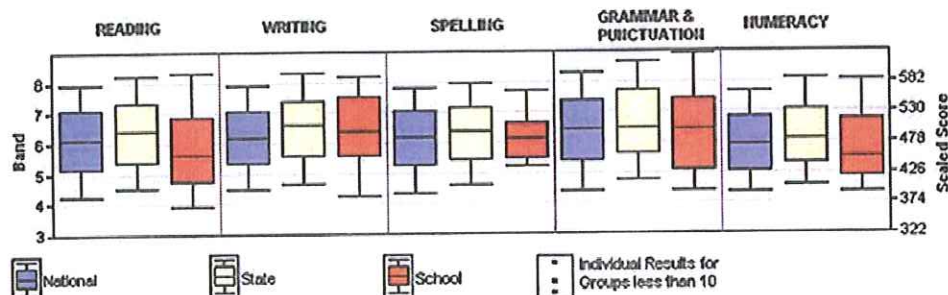


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OUR LADY HELP OF CHRISTIANS' SCHOOL
School Summary Report
National Assessment Program - Literacy and Numeracy Tests 2008
(Year: 5, Gender: All, LBOTE: All, ATSI: All)

		Students	10th	25th	Median	75th	90th	Mean	se(mean)
READING	National	267291	388.4	435.5	486.4	538.3	580.1	484.4	
	State	61394	401.1	446.4	493.8	546.5	593.4	496.8	
	School	17	300.6	414.0	459.5	522.8	603.8	471.9	22.3
WRITING	National	267230	398.1	443.4	485.0	533.7	575.5	480.6	
	State	61247	409.0	456.5	509.4	550.0	597.7	502.8	
	School	16	387.8	457.3	490.4	556.8	601.2	497.2	18.5
SPELLING	National	267237	391.4	438.0	486.5	532.5	572.6	483.8	
	State	61373	400.0	450.1	497.3	538.7	578.0	493.3	
	School	17	430.1	452.9	485.3	510.4	568.5	487.4	12.0
GRAMMAR & PUNCTUATION	National	267237	394.5	446.6	493.7	549.8	595.5	496.2	
	State	61373	413.6	460.1	503.2	566.0	620.1	513.9	
	School	17	393.1	429.6	490.8	553.5	606.0	500.1	25.0
NUMERACY	National	267365	391.0	428.8	473.0	520.1	565.4	475.9	
	State	61357	404.7	440.9	491.6	534.2	584.9	490.8	
	School	18	395.9	417.8	451.4	517.3	562.7	472.0	16.2

THIS TABLE DISPLAYS SCALED SCORES



THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE



NAPLAN 2009 – YEAR 3 & 5 --- REPORT TO SCHOOL COMMUNITY

In May 2009 all Year 3 and Year 5 children around Australia participated in standardised assessments in English and Mathematics. This is a brief overview to the parent community about our results in these assessments.

NATIONAL MINIMUM STANDARDS

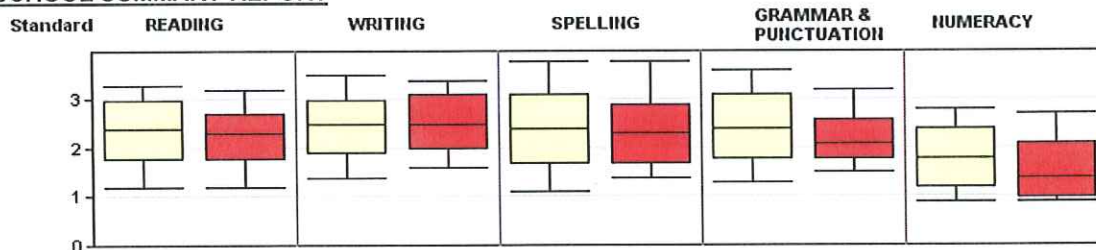
Schools are now mandated by the Australian Government to report results according to the National Minimum Standard. Our Lady's School results are below:

	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
YEAR 3	Students ABOVE the National Minimum Standard 89% Students AT the National Minimum Standard 11% Students BELOW the National Minimum Standard 0%	Students ABOVE the National Minimum Standard 100% Students AT the National Minimum Standard 0% Students BELOW the National Minimum Standard 0%	Students ABOVE the National Minimum Standard 96% Students AT the National Minimum Standard 4% Students BELOW the National Minimum Standard 0%	Students ABOVE the National Minimum Standard 98% Students AT the National Minimum Standard 2% Students BELOW the National Minimum Standard 0%	Students ABOVE the National Minimum Standard 91% Students AT the National Minimum Standard 9% Students BELOW the National Minimum Standard 0%
YEAR 5	Students ABOVE the National Minimum Standard 87% Students AT the National Minimum Standard 7% Students BELOW the National Minimum Standard 7%	Students ABOVE the National Minimum Standard 93% Students AT the National Minimum Standard 0% Students BELOW the National Minimum Standard 7%	Students ABOVE the National Minimum Standard 89% Students AT the National Minimum Standard 11% Students BELOW the National Minimum Standard 0%	Students ABOVE the National Minimum Standard 89% Students AT the National Minimum Standard 0% Students BELOW the National Minimum Standard 11%	Students ABOVE the National Minimum Standard 73% Students AT the National Minimum Standard 20% Students BELOW the National Minimum Standard 7%

Whilst most schools will show these results to parents to validate the progress children are making, parents would be astonished, disappointed and embarrassed by how low the Australian National Minimum Standard is and what their child is being compared to.

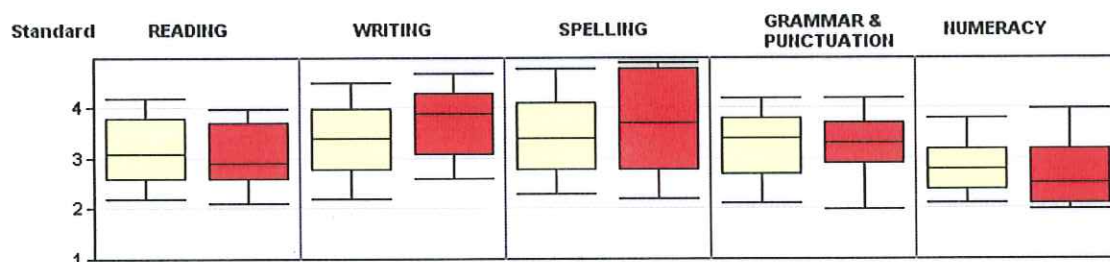
I have always believed in being totally upfront with parents about a child's academic progress, as it is only when comparing your child to the average Year 3 or 5 child do you get an accurate picture of a child's strengths and weaknesses compared to their peers, and the areas that you should prioritise in teaching as a school over the next year.

YEAR 3 SCHOOL SUMMARY REPORT





		YEAR 3 – 2009	YEAR 5 - 2009
READING	STATE AVERAGE	2.4	3.2
	OUR LADY'S	2.2	3.1
WRITING	STATE AVERAGE	2.4	3.4
	OUR LADY'S	2.5	3.7
SPELLING	STATE AVERAGE	2.4	3.4
	OUR LADY'S	2.4	3.7
GRAMMAR & PUNCTUATION	STATE AVERAGE	2.4	3.2
	OUR LADY'S	2.2	3.2
NUMERACY	STATE AVERAGE	1.8	2.8
	OUR LADY'S	1.6	2.8



OVERALL SUMMARY

In Term 4 2008 Our Lady's staff analysed the 2008 NAPLAN results: domain by domain, area by area, question by question, answer by answer to come up with the 2009 Educational Priority List that staff in all classes from Prep to Year 6 would pay particular attention to in their teaching. I am happy to say that this process has already started to pay dividends with areas of reading, writing, spelling, grammar and punctuation, and numeracy getting closer to if not surpassing the State average in 2009. In Term 4 2009 we will use the same exhaustive process...question by question...answer by answer...to develop our 2010 Educational Priority list.

SHOULD THE 'AVERAGE' BE THE AIM FOR THE CHILDREN AT OUR LADY'S SCHOOL?

Absolutely not! I have never stood for the 'average' and there is no reason why as a school we cannot be above State averages in all areas of Literacy and Numeracy. With the majority of children at Our Lady's coming from English speaking backgrounds....with many children coming from parents who can read and write and hold down employment...with the children having access to books, computers, family holidays and intellectual stimulation at home....with good teaching...with good class sizes and support programs...with good discipline. There is no reason why Our Lady's NAPLAN averages should not be well above the State average. However it is not going to just happen...it takes a lot of analysis, good teaching, a little science and a whole lot of hard work.

HOW WE HELP AT SCHOOL

All children's NAPLAN results will be analysed and our 2010 Educational Priority List will be developed

As a staff, we are already committed to the 2010/11 School Improvement Maths Program being conducted by the CEO. Although expensive and time consuming, the objective will be to have all teachers highly qualified and competent in the teaching of contemporary Maths by the end of 2011

There will be additional intervention / support for classroom teachers in 2010/11

HOW CAN YOU HELP AT HOME?

Although NAPLAN is conducted in Year 3 & 5, preparation for NAPLAN begins in Year Prep. It is an assessment of the cumulative effect of all previous learning.

Ensure that your child is at school every day. Every day away from school is a missed learning opportunity

Ensure that your child is at school on time. Missing that first 10 minutes of the day means that children are playing catch up and missing important directions

Ensure that your child does home reading each night. Listening to and discussing what your child reads each night, no matter which class, is the greatest gift you can give your child in a lifetime

Ensure that your child has a good breakfast so that their brains have fuel to begin thinking and learning at 9 a.m.



2009 EDUCATIONAL PRIORITY AREAS

	YEAR THREE	YEAR FIVE
MATHS		
HIGH PRIORITY AREAS	<p>NUMBER FRACTIONS- when dealing with irregular shapes, models supplied -46% MONEY-calculations involving change(could we be teaching it in different ways, eg; on number lines?) (Q 32)11 %(Q28) 43%</p> <p>Problem solving- in word problems. The children seem to have difficulty knowing where to start/ trying a variety of strategies</p>	<p>NUMBER Q 37 FRACTIONS-comparing simple fractions using models, simplifying fractions – 22%</p> <p>Q 38 DECIMALS- computations with a number of steps Place value. Q39 17% - Problem solving 44% - Ordering decimals – 0 %</p> <p>PERCENTAGES- create/complete number sentences -39% Q 35 MAKING NUMBERS- using 4 digits what is the biggest EVEN number? 33%</p>
	<p>MEASUREMENT, CHANCE AND DATA</p> <p>Q 20 VOLUME- estimating and measuring volume, when a picture is given(we do a lot of hands on but not enough of the visual representation/interpretation) 36%</p> <p>INTERPRETING DATA- the children are able to answer questions but are not familiar with reading and interpreting the statements. (Q29)25% (Q31)36%</p> <p>TIME- problem solving 54%</p>	<p>MEASUREMENT, CHANCE AND DATA PERIMETER-estimating and measuring irregular shapes 44%</p> <p>CAPACITY- estimating and measuring as well as converting from ml to l to problem solve – 28%</p> <p>INTERPRETING DATA- where there are statements using vocab; such as, fewer, less, least etc. – 50%</p> <p>INTERPRETING TIMETABLES-involving problem solving with time 33%</p>
	<p>CHANCE- the children do lots of hands on activities in this area but find it difficult to interpret a pictorial format 57%</p>	<p>CHANCE- Calculating probability for chance outcomes 17%</p>
	<p>SPACE 3D shapes- recognizing these shapes from a drawn perspective 43%</p>	<p>SPACE INTERPRETING MAPS- when they have to work out the scale because it is not directly stated(multi-step task) 33%</p> <p>IDENTIFYING / RECOGNISES PROPERTIES OF IRREGULAR SHAPES – 17%</p>
ENGLISH		
HIGH PRIORITY AREAS	<p>READING Reorganising information in text to find non literal information Interpreting the main purpose/idea of a text Making inferences about plot Paraphrasing/sentence flexibility Making links between directly stated information where pronouns are used, e.g. they- who is they referring to? Vocab building and using context/reading back/reading on to work out meaning</p> <p>WRITING <u>Text Structure:</u> Paragraphs Development of story line with audience in mind Development of resolution (orientation/complication seem in place) <u>Character/Setting:</u> Extend and develop description</p>	<p>READING Reorganising information in text to find non literal information Interpreting the main purpose/idea of a text Making inferences about plot Reading diagrams/illustrations as a way of gaining information Making inferences about characters feelings/motives/qualities/actions etc Identifying/locating/selecting key information and drawing on this to interpret the text and support their interpretation with evidence</p> <p>WRITING <u>Text Structure:</u> Development of story line with audience in mind Development of resolution (orientation/complication seem in place) <u>Character/Setting:</u> Extend and develop description <u>Vocabulary:</u> Developing more complex use of adjectives Extending their word base when describing <u>Punctuation/Grammar:</u> Conjunctions</p>



	<p><u>Vocabulary:</u> Developing more complex use of adjectives Extending their word base when describing</p> <p><u>Punctuation/Grammar:</u> Extend punctuation and grammar</p> <p><u>Sentence Structure:</u> Complex sentences – developing variety</p> <p><u>Spelling:</u> Having a go/Applying known spelling rules/strategies to spell unknown words</p>	<p>Contractions Capital Letters – proper nouns in middle of sentence Apostrophe to show possession Prepositions Quotation Marks/commas Use 'an' followed by a word beginning with vowel</p> <p><u>Sentence Structure:</u> Complex sentences – developing variety</p> <p><u>Spelling:</u> Silent letters, i.e. climb When to double letters, i.e. when adding endings Two vowels together Less frequently used 2 or multi syllable words with irregular spelling patterns, i.e. muscle, opposite, disappointed, competed Having a go/Applying known spelling rules/strategies to spell unknown words</p>
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Student Wellbeing

Goals & Intended Outcomes

To develop a learning community that fosters the growth of and accepts and respects all members of the community.

To enhance student wellbeing programs and practices

To ensure all students needs are met through ensuring student connectedness and engagement

Achievements

- Orientation Programs to provide foundation knowledge about our school values and current practice for:
 1. New staff
 2. Prep Transition Program
 3. New Students transferring from St. Brigid's School North Fitzroy due to school closure
- Social and Emotional Learning incorporated into Prep to Year 6. Integrated unit of study "Me, Myself and Others"
- Data collection to indentify key issues affecting student learning and student wellbeing – Insight SRC Parent surveys
- Focus on Home – School Communication policy. Teacher email addresses made available to parents on the school website
- Making Jesus Real Program commences in middle school (Year 3-4) this year with the use of God Moment Awards to promote and acknowledge great behaviour as well as Senior students 'teaching' values and attitudes promoted by the MJR program to all classes throughout the school
- Inschool Teacher Professional Learning
 1. Circle Time- Introduction to program and opportunity to participate in external professional development sessions
 2. Kids Business DVD
 3. SWAP website promoted as a valuable resource for teachers
- Special Days : Walk Safely to School Day, Fundraiser for "Challenge Cancer Foundation"
- Values for Australian Schooling resource
- Positive Education Parent Information sessions
- Parent Seminars via Catholic Education Office Melbourne

Compliance Advice

• Student attendance

Student attendance	20-day May attendance rate	91.02%
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Student satisfaction with the school.

TAKEN FROM INSIGHT SRC SURVEYS 2009 – STUDENT SURVEY

ITEM	2007	2009
Student Morale	26%	28%
Student Distress	34%	53%
Purposeful Teaching	26%	27%
Stimulating Learning	27%	42%
Student Motivation	69%	80%



Leadership & Management

Goals & Intended Outcomes

To manage and improve the physical learning environment and playground facilities.

To improve staff organisational health.

Achievements

During the 2009 school year there were many improvements to the physical learning and teaching environment which included such things as:

1. The interior of the school was painted in a new, consistent colour scheme. This had not been done in many years and it gave the school the freshen up it so desperately needed. This was paid for by the National School Pride grant of \$125,000
2. All carpets throughout the school were replaced adding to the children's comfort when sitting on the floor. This was paid for by the National School Pride grant of \$125,000
3. All classes received new whiteboards and chalkboards. This was paid for by the National School Pride grant of \$125,000
4. A new northern playground was installed for children in Year 3 – 6. We were fortunate to inherit this from the closure of St. Ambrose's School in Brunswick. The relocation and installation costs were paid for by the Our Lady Help of Christians Parents Association.
5. By far the biggest project undertaken was the refurbishment and redesign of the administration area which was partially subsidized by IIOSP grant and school loans from Catholic Development Fund to be paid off over the next 10 years. This provided a new secure entry to the school, a new foyer and office layout and a new staffroom. Staff had simply outgrown the last staffroom and it was a great highlight for them to be moving into a spacious, clean new staffroom facility.
6. There was continuing maintenance on the school, happily supported by two well attended working bees during the year. Parents who chose to attend received a \$50 rebate on their school fees for their efforts.

The objective of work in this area is to provide the students and teachers with a facility that they can be proud of, with the hope that this will be reflected in the work standard that both will produce.

• **Staff attendance**

Staff attendance	The average attendance rate per staff member	Teaching Staff:	93.16%
		Non-teaching staff:	96.83%
		All staff:	93.84%



• Staff retention

Staff retention	The proportion of teaching staff retained in a program year from the previous year	71.43%
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Teacher qualifications

Teachers' Qualifications

Level	This School	Like Schools	All Schools
Degree - Doctorate	0%		0.2%
Degree - Masters	13.04%		7.77%
Diploma - Graduate	26.09%		23.34%
Certificate - Graduate	8.7%		3.71%
Degree - Bachelor	78.26%		66.42%
Diploma - Advanced	52.17%		46.88%
No Qualifications Listed	4.35%		10.08%

Expenditure and teacher participation in professional learning.

During the 2009 year \$54,624 was spent on professional development of staff. This comprised of \$45,507 in wages and \$9117 in course costs. This works out to an average of \$2100 spent on each staff member.

Teacher satisfaction with the school.

Taken from Insight SRC Surveys – Staff Survey 2009

ITEM	2007	2009
Individual Morale	30%	62%
School Morale	16%	65%
Individual Distress	27%	77%
School Distress	19%	75%
Supportive Leadership	48%	84%
Role Clarity	55%	61%
Teamwork	32%	45%
Empowerment	26%	72%
Ownership	28%	51%
Appraisal & Recognition	51%	68%
Professional Growth	15%	46%
Job Satisfaction #	35%	45%
Career Opportunities #	11%	53%



Curriculum Processes	43%	45%
Effective Discipline Policy	61%	72%
Learning & Teaching	20%	30%
Excessive Work Demands	37%	90%



School Community

Goals & Intended Outcomes

To expand the profile of the school in the community.

To improve connectedness between the staff and parent community

Achievements

- Visitation to our top 15 feeder kindergartens to introduce the new Principal and to distribute out new promotional brochures. This also allowed the opportunity to meet the Kindergarten Directors. Visit by Prep teachers to kindergartens during Prep transition program
- Establishing our relationship with the Carlton Football Club, in particular the Carlton Multicultural Program. This involved lessons with Carlton Football Club representatives, a grid game at the MCG, visit to the National Sports Museum, player visitation and free tickets to AFL matches for the children.
- "One Parish –Two Communities". Developing the links between St Ambrose Parish and Our Lady's Parish. Then later in the year welcoming the children from St. Brigid's School after their school closed at the end of 2009.
- Developing a new Parents Association Constitution with the election of the first formal Parents Association Executive. The Parents Association were very successful in marketing events that engaged new and current families on many levels. Such a night was 'Sister Sal's Trivia Night' which not only engaged school families but also welcomed different groups from St. Ambrose's Parish. It was truly a fun night for all parents, teachers and parishioners who attended the night.
- Establish a new Our Lady's School Website. Engaged the services of Sponsor-Ed to capture the flavor of our school and produce an interactive website where more and more information and services are found on-line.
- Parent Community Consultations. In order to gauge parent feedback and feeling an ordered information collection process was instituted by running a themed parent consultation each term. The consultations were as follows:
 1. Homework – Term 1
 2. Home – School Communication – Term 2
 3. Positive Education – Term 3
 4. Linking Parish and School – Term 4

This method of data collection seemed to be a well received way to gather parent data, beginning with contextual information early in the term Eg: What do Education Department Guidelines say about homework? Through to the distribution of a survey, the results of which were collated, discussed at staff meetings, and the results of which came back to parents in the way of a new policy or school position.



By giving parents the opportunity to comment on different aspects of school operation it is our hope that school improvement and parent engagement will flow. It is anticipated that there will be four further consultations about school operations in 2010.

Compliance Advice

- **Report on Financial Activities.**

Financial Performance for the year ended 31 December 2009

Reporting Framework	Modified Cash \$
Recurrent income	Tuition
School fees	\$149,697
Other fee income	\$81,434
Private income	\$34,158
State government recurrent grants	\$321,914
Total recurrent income	\$1,698,287
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$1,384,989
Non salary expenses	\$292,090
Total recurrent expenditure	\$1,677,079
Capital income and expenditure	Tuition
Government capital grants	\$321,000
Capital fees and levies	\$49,029
Other capital income	\$56,887
Total capital income	\$426,916
Total capital expenditure	\$680,716
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition
Total opening balance	\$7,562
Total closing balance	\$193,656

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors.

The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.



Future Directions

The main focus of building works in 2010 will be the completion of the P21 Building Education Revolution Project. With contract and design negotiations now complete we will finally 'break ground' on January 10th 2010. The building contract was awarded to CA property and they indicate that the building should be ready by October 2010. This is great timing given that our student numbers will probably increase again in 2011 and we need to find room for another classroom. We have also set aside money to paint the exterior of the building in 2010 in a bright, modern consistent colour scheme that is based upon our school colours. It has been many years since this has been done, and many of the external timbers are showing signs of weathering because the paint has peeled away.

The second major spending decision is that we will order 24 new computers, so that we have 3 new computers in each classroom. The current computers are slow and out of date and the children lose interest whilst they are waiting for them to load. This purchase will have a significant effect on student learning. That means that over the past 18 months we have purchased more than 60 new computers for the school. These are networked back to the main server and allow the children to use the skills that they learn in their Information Communications Technology classes.

2010 will be a huge year in Learning and Teaching as we enter the first year of our involvement in the Catholic Education Offices Program "Contemporary Teaching and Learning in Mathematics". This was identified in our Annual Action Plan as an area of Professional Learning that was needed by teachers so that attainment standards in mathematics could improve right across the board – Prep to Year 6. All classroom teachers will receive the benefit of 6 inservice days in 2010 and another 6 days in 2011, strictly in the learning and teaching of mathematics. Parents will also be the beneficiaries of a Parent Education night in Term 2 called "Helping my child understand maths...count me in!"

The only other major curriculum focus for the year will be the inservicing of new teacher and junior school teachers in the 'Making Jesus Real' Program. These staff will attend professional development at the Catholic Education Office Hobart in February 2010. Thus all levels of the school will have received instruction in the teaching of the program, resulting in a common language that is taught, valued and recognised throughout the school. As a school we will take on yet more children from St. Brigid's School in North Fitzroy. We see the MJR program as a way of accepting these children and adding their qualities and talents to the fabric of our school.



It is our purposeful intention to only concentrate our energies and professional development dollars in these two areas. We would rather do these two demanding and important programs well, than try to spread our efforts to far.

In 2010 we will appoint a new Faith Leader who will work in collaboration with the newly appointed Pastoral Worker at the Parish. My hope is that they can develop something quite unique and effective in the new "1 Parish-2 Communities" model. We must endeavour to pitch in as a school and parish to support Father Michael Casey as he takes on the increased workload having to deal with two parishes.

In 2010 our student numbers will reach 270. There has been a huge increase in student numbers and this is a great accolade for the school and its reputation in the local community. Our aim is to make Our Lady Help of Christians School, the school of choice for all Catholic families. With a highly professional teaching staff who are dedicated to seeing children "Grow Into Success"...with a teaching staff who enjoy working together and who support one another, with a parent community who show trust and respect for what the school stands for, with students who always aim to show their utmost potential, there is no reason why our school cannot be the best school in the inner city area.

Philip Cachia

Principal