



# 2012 Annual Report

TO THE SCHOOL COMMUNITY

OUR LADY HELP OF  
CHRISTIANS PRIMARY  
SCHOOL  
Brunswick East

REGISTERED SCHOOL NUMBER: 0931



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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 discos 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 School is a vibrant school community catering to inner-city families looking for that something extra. With a current enrolment of just over 280 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.
- Dynamic Parents Association
- Dedicated Parent Reps for each class
- Bi-annual school concert
- Bi- annual Arts Exhibition showcasing students' talents in visual arts
- Uniform Shop on premises
- Student Representative Council – Prep to Year 6
- At least three computers in each classroom and a computer of 28 computers with an interactive whiteboard and other ICT hardware for the children to use
- Camp program.
- Weekly whole school assemblies
- Implementation of the 'Making Jesus Real' Program from Year Prep to Year 6
- Sacramental Program – Year 3 Reconciliation, Year 4 First Eucharist, Year 6 Confirmation
- Secure entry and perimeter fencing to our school with CCTV cameras filming 24 hours a day

## Principal's Report

### **2012..... CHAMPIONS IN EDUCATION....OUR LADY HELP OF CHRISTIANS SCHOOL**

The 2012 year started later than usual this year with a return to school in February. With an additional twelfth classroom at our school student numbers continued to grow and being an Olympic year we took on the challenge of being "Champions In Education". The theme was chosen to inspire the children onto greater efforts in the classroom, in the playground and on the sporting field. As a school we rose to the challenge through the year with history making results in our 2012 NAPLAN results in Year 3 & 5. This was the culmination and product of four years of school improvement, analysis of results, and the development of annual Educational Priority Lists that guide our teaching from Prep to Year 6.

Some of the events of 2012 were as follows:

- Making Jesus Real Conference in February. So as to induct all teachers within this program Ms. Bernadette, Ms Meg, Ms Oxley, Ms. Caitlin and Mr. Cachia attended this professional development that was conducted by Catholic Education Office Hobart. It was seen to be important that all teachers were familiar with the ethos of the program.
- A new Thursday morning Playgroup began in the Community Room. Lead by Francesca Mercuri this group used the facilities and became familiar with the sights and sound of primary school. These children could be the future Preps at our school in a couple of years time.
- Sister School Visit to Our Lady's in March. With great fanfare and Aussie pride we welcomed Ibu Lanny, Ibu Elvira and Ibu Rosalina from Maria Bintang Laut School Bandung Indonesia to our school. We opened our new Sister School Garden and Indonesian Hut as part of their visit to Australia. The children showed school spirit in their dances, their songs and their actions.
- Sister School visit to Bandung in September by Ms. Chantelle, Ms. Caitlin, Ms. Rinaldo, Ms. Oxley, Ms. Kodaih and Mr. Cachia. We were treated like royalty by the children and teachers of our Sister School having the privilege of teaching in their classes, often through an interpreter. One of the teachers described the visit as a "life changing experience". It was great to see our teachers excel in an unfamiliar and challenging environment
- The school led a successful Clean Up Australia Day in March, cleaning the yard, nearby streets that we use and nearby parks. It is good to see our children being good community citizens and doing something positive about the East Brunswick environment.
- We had two successful Working Bees through the year saving the school many thousands of dollars in costs. About 70 families attended over the two working bees gaining themselves a \$100 rebate on their school fees.
- Having concluded CTLM (*Contemporary Teaching and Learning in Maths*) at the end of 2011, the staff moved into Phase 2 of the program and took on Contemporary Learning In Catholic Schools Program. This was mainly trialled by the Senior School teachers, but gained more traction within other areas of the school when presenter Michael Pohl presented a 'Thinking Skills' inservice day in June
- In Term One a further cohort of parents were trained as part of our Parent Helpers course. Following three informative sessions led by Literacy Leader Anna Yorston, these parents graduated and were able to assist in the classroom commencing Term Two.
- The Learning Enrichment Centre jointly conducted with Ivanhoe Grammar changed to a holiday program this year. The program received greater patronage than when it was run as an afterschool program. Children enrolled in the program enjoyed being challenged and the interest levels in the subject matter was high.
- There were various incursions and excursions through the year. These are paid for through your Student Levy. Such events as the CSIRO visit, CERES, Chesterfield Farm, Immigration Museum and the Year 6 Big Day Out is taking learning outside the traditional classroom walls.
- NAPLAN – Year 3 & 5 participated in the NAPLAN English and Numeracy tests in May. The result was the best results for Our Lady's School in testing history with our students outperforming the Victorian average in all 5 Year 3 areas of assessment and all 5 Year 5 areas of assessment. We rightly claim the title of "Champions in Education"
- Our Lady Help of Christians Feast Day was in May. Following a beautiful celebration Mass with Father Michael the children participated in a Jump Rope hour raising money for the Parents Association. There were some great prizes on offer and Prep C won the prize for greatest money raised. In total almost \$6500 was raised. Our new outdoor PA system helped us and the neighbours jump along for the hour.
- Our children participated in varied Sporting competitions including the AFL Multicultural Cup, Oz Tennis Foundation lessons for all children in Year 3 – 6, the Year 4 Soccer Gala Day, SEDA Soccer training sessions, Interschool sport, running onto the MCG at half time in the Carlton Hawthorn game. Thanks to Ms. Oxley for always being resourceful and getting the children involved in these great community and school building activities.

- The school ran a Family Life Night in August. We ran three sessions, Junior-Middle and Senior, and the attendance by children and their families was excellent. There was some great feedback from parents on the night and they were comfortable in the fact that someone with an educational background was leading them through the process.
- Book Week was celebrated in August and the theme of "Champions Read" matched our own school theme. We had guest writer and illustrator Lee Fox speak to the children about her works in particular "Ella Kazoo will not brush her hair". They children participated in many Book Week activities.
- The Inquiry Unit on Culture boomed through East Brunswick when the Salaka African Band visited our school with their drums and percussion instruments. The children loved this day....they could make as much noise as they wanted.
- LOTE Day 2012 went so smoothly as the children devoured pizzas and gelati for lunch. The Italian Day dress up was a crowd favourite with staff and students all getting involved and looking "Bellissimo"
- We welcomed our new 2013 Prep families in October. We tried something different this year with wine and cheese, prior to Informative presentations from the 2013 Prep teachers
- Thank you to the Parents Association for once again holding a wonderful World Teachers day Lunch and to the class reps for organising cards and flowers for their classroom teachers.
- The beginning of November saw our bi-annual Art Show in our Centenary Centre for the first time. With over 700 pieces of Art displayed, our school choir performing and the Santa Maria String Quartet playing the night was one of the highlights of 2012. Congratulations to Ms. Kate our Visual Arts specialist on an outstanding effort.
- Our Year 5/6 children attended their annual school camp at Cowes Phillip Island. Co-ordinated by Mr. Lagreca the children were beautifully behaved and they put 100% into the three days. The Penguin Parade, the Kangaroo feeding (watch out for those emus) and Cowes beach were the highlight. We were very fortunate with the weather!
- The Annual Athletics Carnival was held at Harold Stevens Reserve Coburg. The weather was kind to us .... the smell of 550 sausages made us ravenous...and the children yelled and cheered for their team mates. Parents were very impressed by how smoothly the night ran. Parents showed their support by ducking away from work a little early to be there for their child's first event at 5pm.
- We concluded the year with our traditional Carols Liturgy and Year 6 Graduation Mass. These two events always round out the year.
- We had some staff movement through the year. We welcomed Pia McLeod and Mia Ziovas into the world, daughters of Ms. Jess and Ms. Natasha. Both staff are to be congratulated on teaching the children right up until their period of confinement. Both Pia and Mia have been offered scholarships to Our Lady's School in 2018!
- Over the course of the year we ran three successful Sacramental Programs for children in Year 3,4 and 6. Thanks to Mr. Jack, Faith Leader and to Father Michael Casey for running these important programs at our school.

This is by no means a complete list of events for 2012. It is little wonder we need January holidays to recover from a year at school. That is the thing I most love about Our Lady Help Of Christians School....there is something going on every minute of the school year. If it is not happening, it is being planned for. The children are the ultimate beneficiaries of this endeavour, drive and zeal that comes from the teachers and staff of our school.

Philip Cachia  
Principal





## Parish Priest's Report

Last year, in my Report for the year 2011, I suggested that, for Our Lady's School East Brunswick, it had been a year of celebration and a year of expectation.

For the year of 2012, I suggest that it has been a year of consolidation.

In the area of the preparation for, and celebration of, the Sacraments – First Reconciliation, First Communion, and Confirmation - I believe that we have consolidated a good program of preparation, which not only involves the class room preparation, but also parent meetings, the catechist class for Government school children, and, for First Communion and Confirmation, a retreat day off the school campus.

With regard to the relationship between Our Lady's School and Maria Bintang Laut School in Indonesia, there has been a year of consolidation of this very worthy project. During 2012, there was a visitation time for teachers from both schools to come and experience the sister school.

While there has been some change of staff, for key staff members, 2012 has been a year of consolidation and the maturation that this can bring.

Consequently I am able to state that Our Lady's Parish Primary School is playing an important role, not only in general education, but also in the mission of Our Lady's Parish to proclaim the Good News of Jesus Christ, and to nurture faith and practice.

Yes, it has been a year of consolidation.

Fr Michael Casey

Parish Priest



## Parents Association Report

2012 was another busy year for the Parents Association and the school community. A number of improvements to the school grounds were made possible due to the money raised in 2011 and this included new outdoor games areas, line marking for sports and improvements in the playground areas.

The year commenced with a very successful Welcome BBQ which was attended by many of our school families and gave us all the opportunity to welcome new families to the school and get together as a community early in 1<sup>st</sup> term. A number of events were planned for the year, each designed to promote '*connectedness*' within the school community and to enable school families to participate in a range of ways within the activities.

As the year progressed, a number of key events occurred:

The Easter raffle was held with much excitement with an excess of prizes generously donated by families within the school. A number of our families enjoyed some extra Easter treats as a result of this fundraiser.

The annual Jump Rope for Our Lady's was embraced by the school community in celebration of Our Lady Help of Christians Feast Day and to provide an opportunity to raise much needed funds to further improve our school environment.

The annual Mothers' Day and Fathers' day stalls provided all students with an opportunity to purchase a gift for their Mum, Dad or special person in their lives. These stalls are not focussed on fund raising, but more about *connectedness* and enabling the students to show appreciation to those special people in their lives.

Once again, World Teachers Day enabled us to celebrate and thank the many efforts of our dedicated teaching staff. A beautiful lunch and gifts were enjoyed by the teachers and enabled the parent community to show their appreciation for their efforts over the year.

The Parents Association supported the Annual Art Soiree held in the Centenary Centre. This event provided an opportunity for families to get together over a drink and food while appreciating the art show.

The annual Twilight Sports Carnival was again a great success. The Parents Association provided catering for the event and it was a great opportunity to enjoy the children's sporting achievements on a balmy Melbourne evening.

The ever popular Family Disco and then the Children's Disco were held later in the year and enjoyed by many of the families at the school. Many families came along to the Family Disco to get together, have a dance and win some raffle prizes. Parents enjoyed the opportunity to have a few hours out together while their children.

The Parents Association supported the Year 6 Graduation committee with a donation of funds towards the end of year celebration for our graduating classes.

None of these events are possible without the ongoing efforts of the Parents Association committee members, the parent representatives and the volunteers who come along and give their time and effort to the events. Many families supported the events via donations of goods and prizes for raffles. Many parents supported events by volunteering their time and other resources to ensure the success of events such as the sports night, the discos and the Jump Rope event. Thanks to all who have continued to support the school community in these ways.

Thank you also to the Principal, teachers and support staff of the school. Invaluable coordination and support is provided by Cathy and Debbie in the school office for events such as the Mothers' Day and Fathers' Day stalls and other fundraising events. Teachers also play an integral part of making events a success and provided much needed help during a number of events throughout the year.

Finally, a thank you to the outgoing executive members and welcome to our new President and Vice President.

Brenda Hughes

President – Parent Association 2011 – 2012





# Education in Faith

## Goals & Intended Outcomes

### To strengthen the Catholic culture of the school community

## Achievements

#### 1. Increase involvement of all members of school community

Throughout 2012, all members of our school community were presented with opportunities to increase their involvement in the Liturgical, Sacramental and Spiritual life of the school. To acknowledge the events of Holy Week, our Year 6 students presented a dramatised *Way of the Cross* celebration to the whole school community outdoors which proved to be prayerful and reflective experience. On this occasion three teachers from our Indonesian sister school were present during their inaugural visit to Australia.

Parents of children preparing to receive Sacraments of Penance, Eucharist and Confirmation attended family information evenings prior to each Sacrament. These were facilitated by Fr Michael Casey, Parish Priest and well attended by parents, students and Confirmation Sponsors including those families from the parish catechist program. Feedback from these occasions indicated that the sessions were helpful for parents and children in preparing to receive the Sacraments.

In May we celebrated as a school community along with members of the parish, marking the Feast Day of Our Lady Help of Christians. The whole school attended Mass where students and staff were actively involved in roles such as Readers, the Offertory Procession, leading the singing and Eucharistic Ministers. As a celebration on our Feast Day, we had a whole school excursion to IMAX cinema.

#### 2. Develop active & reflective learners / positive actions in light of faith tradition

Students participated in three to four Education in Faith lessons per week facilitated by classroom teachers. The core program used for planning, teaching and assessing Religious Education is *Coming To Know Worship and Love (CTKWL)* as mandated by use in Catholic schools within the Melbourne Archdiocese. Years 3-6 classes undertake the CTKWL exemplar units using an "Inquiry" approach to learning whilst Foundation – Year 2 classes use CTKWL utilising the "Good Shepherd" approach which encourages children to ask questions and wonder when engaged in storytelling or hands on play. We enjoyed the opportunity of having a Second Year seminarian working across the school for one morning each week. He was involved in working with children in classroom, and in particularly contributing to Religious Education lessons working in conjunction with classroom teachers.

Receiving Sacraments for the first time is a highlight of primary schooling for many of our students. Our Sacramental program included Year 6 students preparing for and receiving the Sacrament of Confirmation which was celebrated by Very Rev. Martin Ashe, Episcopal Vicar for the Northern Region in March. Our Parish Priest, Fr Michael, celebrated two First Eucharist Masses over a weekend in August when 29 of our Year 4 students received this Sacrament. In September, 30 of our Year 3 students received the Sacrament of Penance for the first time. At each of these Sacramental occasions, children from the parish, prepared by volunteer Catechists, also received the Sacraments.

This year we continued the retreat days for both Years 4 and 6 children prior to receiving the Sacraments of Eucharist and Confirmation. These occasions were valuable and enjoyable days where students spent the day in East Melbourne preparing and celebrating a Mass at St Patrick's Cathedral, completing activities and deepening their understanding of the Sacrament.

In June we hosted Sr. Julianne Murphy RSJ at OLHC as part of the “Travelling Sisters Road Show.” Sr. Julianne is a Josephite sister involved in the Mary MacKillop Foundation “Make a Difference Project.” Working her way across Australia from west to east, Sr. Julianne visited hundreds of schools and parishes spreading the good news. Sr. Julianne presented several interactive workshops with the students at Our Lady’s “eating out of her hand” with her engaging and energetic presentations.

Each Wednesday morning a class from Our Lady’s School attended the 9:15 a.m. parish Mass on a rostered basis. Classes were encouraged to participate in the Mass as age appropriate and included roles such as Offertory Procession, composing and reading Prayers of the Faithful and Reading the daily Scripture.

### **3. Staff opportunity for Professional Learning**

As in previous years, teaching staff attended a two day *Making Jesus Real* conference at the Catholic Education Office Hobart. This year it was attended by the Principal and teachers new to our school who had not previously attended the conference.

In August the whole staff attended a two day “retreat style” professional learning conference focusing on spirituality. The two days were facilitated by Ms Jill McCorquodale, an internationally well respected Spiritual Director. This was a wonderful and most welcomed opportunity for all staff to learn more about themselves and those they work with. Much positive feedback followed this professional learning initiative.

In September the Principal and five class teachers made a return visit to our sister school SD Maria Bintang Laut (St Mary Star of the Sea) School in Bandung, West Java, Indonesia. As two schools both under the patronage of Mary the Mother of God, the staff shared in professional discussion regarding Religious Education lessons and nurturing the Catholic identity of the school, each within a vastly different context. A highlight was sharing a liturgical celebration with our Sister School teachers joining our staff for Mass at St Patrick’s Cathedral in Melbourne in March.

On the final day of the school year, Fr Michael celebrated a Mass for the school staff. This was a relaxed and informal opportunity to gather as a whole school staff to give thanks for the year and celebrate a common shared faith.

### **4. Increase profile of RE within East Brunswick community**

School Captains and Year 6 representatives attended the annual St Patrick’s Day Mass for schools at the Cathedral during Catholic Education Week in March.

Our school has continued to strengthen links with the parish community. In particular this has been evident through working closely with parish catechists and musicians at Sacramental times. The school has periodically contributed to the parish newsletter *The Parish Voice*.



2012 Confirmation Candidates.



Staff portrait prayer cloth.



Mackillop Travelling Sisters Road Show.



Year 6 "Way of the Cross" presentation during Holy Week.



Indonesian sister school teachers attend Mass with OLHC staff at St Patrick's Cathedral.



Whole staff spirituality conference



Year 6 "Way of the Cross" presentation during Holy Week.

MR. JACK RENDLE  
FAITH EDUCATION  
LEADER



## Learning & Teaching

### Goals & Intended Outcomes

**To provide a contemporary and engaging learning environment**

### Achievements

**Proportion of Students meeting National Minimum Standard**

	Year 3			Year 5		
	2010	2011	2012	2010	2011	2012
Reading	96.3%	100%	97.1%	100%	96.8%	100%
Writing	100%	100%	100%	96.4%	100%	100%
Spelling	100%	97.5%	100%	100%	100%	100%
Grammar & Punctuation	100%	100%	100%	96.4%	100%	89.3%
Numeracy	100%	100%	97.2%	96.6%	96.7%	100%

**Change in Proportion of Students meeting National Minimum Standard**

	Year 3			Year 5		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Reading	-3.7%	3.7%	-2.9%	5.9%	-3.2%	3.2%
Writing	0%	0%	0%	2.3%	3.6%	0%
Spelling	0%	-2.5%	2.5%	0%	0%	0%
Grammar & Punctuation	0%	0%	0%	8.2%	3.6%	-10.7%
Numeracy	0%	0%	-2.8%	2.5%	0.1%	3.3%

### NAPLAN 2012 REPORT TO THE SCHOOL COMMUNITY YEAR THREE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	433.2	469.3	+ 36.1
WRITING	429.9	472.3	+42.4
SPELLING	423.8	446.4	+22.6
GRAMMAR & PUNCTUATION	437.9	488.7	+50.8
NUMERACY	409.7	422.1	+12.4

### YEAR FIVE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	504.7	516.6	+11.9
WRITING	490.1	510.7	+20.6
SPELLING	498.5	498.8	+0.3
GRAMMAR & PUNCTUATION	499.0	500.0	+1.0
NUMERACY	498.6	502.1	+3.5

Let us look at the Our Lady Help of Christians NAPLAN history over the past four years.

In 2008 Our Lady's School scored 3 out of 10 areas above the State average

In 2009 Our Lady's School scored 3 out of 10 areas above the State average

In 2010 Our Lady's School scored 7 out of 10 areas above the State average

In 2011 Our Lady's School scored 7 out of 10 areas above the State average

**In 2012 Our Lady's School scored 10 out of 10 above the State Average.**

The teachers and children of our school are to be congratulated on these tremendous results. In fact going back even further into AIM history (*the tests in Year 3 and 5 preceding NAPLAN*) having 10 out of 10 areas above the State average this year make them the best results in our school's testing history. The results are particularly pleasing given that we had a number of Special Needs students (*normally exempted*) also complete the test this year.

The new objective is to consistently maintain the results of above average performance by our Year 3 and 5 students over the coming years. In 2012 we continue with the process of analysing the NAPLAN results to inform our teaching, creating Educational Priority Areas for all levels of the school to work towards. This approach has continued to reinforce the view that NAPLAN is a whole school approach, and the preparation for these national tests begins on the very first day of Prep, continuing on a daily basis, all the way through until each child reaches their final year of schooling. As such, I attribute these results to 'total school performance': the Classroom Teachers, the Intervention Teachers, the Teacher Aides, the Specialist Programs we have in place, rather than just the Year 3 and 5 teachers.

We continue our commitment to improving teacher's skills and understandings in *Contemporary Teaching and Learning* practices. After being involved in the Contemporary Teaching and Learning in Mathematics project, organised by the CEO and ACU, our focus in 2012 has been to transfer the teaching practices developed in Mathematics into other areas of the curriculum. All staff have been involved in a school closure day lead by Michael Pohl a Director of Thinking Education. The purpose of this day was to deepen teacher's understandings and skills in the thinking curriculum.

As a staff in 2012, we participated in a School-based Inquiry with a focus on how to maximize engagement through Contemporary Learning practices. This enabled us as a staff to explore the Contemporary Learning Schema and review our teaching and learning practices within our Integrated Inquiry Curriculum. This Shared Inquiry as a school is the beginning of a process that we as teachers expect of our students, the process of reflecting on our learning and identifying areas of success and improvement. We have implemented change in our practices within our Inquiry Units, encouraging student voice and choice and involving students in the development of success criteria. These practices will allow us to continue to work towards maximizing the engagement of our students. We look forward to continually building on teacher capacity in this area of Inquiry.

In 2012 we continue to show an increase in student attendance rates, and so we begin to see that this too is a key to our success. I thank all our families who have ensured that their children are at school each day, and made school attendance *Priority #1*, over-riding family holidays taken during the term and other family commitments. This sends the clear message to our children that daily school attendance is important for their learning.

Congratulations to the entire school community, particularly the Year 3 and 5 students of 2012 for their wonderful NAPLAN results. We are now the "*Champions in Education*."



# EDUCATIONAL PRIORITY LEARNING AREAS 2013

YR	MATHEMATICS	ENGLISH
3	<p>Reading and following instructions in all areas</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Strategies for solving problems.</li> <li>Multi-step problems when contexts involve Number.</li> <li>Applying knowledge of addition, subtraction, money etc to interpret and solve worded problems</li> <li>Number patterns (structure)</li> <li>Missing numbers in a number pattern (using strategies to work this out) (structure)</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>Identifying and naming 3D shapes and objects</li> <li>3D language: faces, edges, corners, etc</li> <li>Cross section of 3D shapes (linking to 2D shape)</li> <li>Visualisation: top, front, side, bird's eye view</li> <li>Line of symmetry</li> <li>Multiple representations of nets.</li> <li>Language of Space</li> </ul> <p><b>Measurement Chance &amp; Data</b></p> <ul style="list-style-type: none"> <li>Reading analogue time and comparing to digital time</li> <li>Interpreting graphs and data (reading information)</li> <li>Comparison of measurements, i.e. 3 lengths, height on a chart, etc</li> <li>Volume problems, i.e. visualising capacity of object</li> <li>Identifying the chance of an event based on given image and information</li> </ul>	<p><b>Language Conventions</b></p> <ul style="list-style-type: none"> <li>Can identify a variety of sentence types</li> <li>Focus on punctuation -commas, full stops, talking marks, question marks, apostrophes, exclamation marks, ellipsis'. What is their purpose?</li> <li>Can use CAPITAL LETTERS correctly</li> <li>Knows language –homophones, synonyms, antonyms, diagraphs, syllables</li> <li>Spelling – Use off 44 sounds chart to explicitly teach spelling rules, endings, clusters, plurals, silent letters etc....</li> <li>Use of <i>italics</i>, <b>bold print</b>, use of tables, diagrams, headings, sub-headings</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Uses background knowledge to identify where an additional piece of information belongs in an argument text / to provide the next response</li> <li>Infers a character's rationale and the characteristics of a character in an imaginative text</li> <li>Uses knowledge of narrative plot to predict the outcome of an imaginative text</li> <li>Links information from adjacent sentences to retrieve detail in an information text</li> <li>Understands the structure and function of different text types</li> <li>Comprehension: Identifying Detail, Main Idea, Sequencing, Compare &amp; Contrast, Fact &amp; Opinion, Cause &amp; Effect</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Continue to expose students to a range of text forms and discuss the features of each</li> <li>Teach students how to use proofreading and editing to refine their writing</li> <li>Teach students how to find, record and organize information from texts, e.g note making, note taking</li> </ul>
5	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Interpreting number lines to find where a value would sit, i.e.0 1000, where would 50 be?</li> <li>Given a set of digits make the closest number to a given number, i.e. 0 2 3 9 make the number closest to 3000.</li> <li>Solving multiple step problems involving money, i.e. add up a quantity &amp; finding change, finding the total value based on given information</li> <li>Interpreting language/information to solve multiple step problems</li> <li>Missing numbers in a number pattern (using strategies to work it out</li> <li>Identifying the fraction of a shaded part, e.g. 1/9 versus 8/9</li> <li>Interpreting and solving worded problems involving fractions</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>Reflection of objects/shape * Transformation</li> <li>Identifying line of symmetry (more than 1 on a design)</li> <li>Identifying a 2D shape within a tessellation, e.g. trapezium, pentagon,</li> <li>Visualisation: top, front, side, bird's eye view</li> </ul>	<p><b>Language Conventions</b></p> <ul style="list-style-type: none"> <li>Correct use of apostrophe – contractions/possession</li> <li>Use of irregular plurals – man/men; mouse/mice</li> <li>Past and present tense. Keeping it consistent throughout the text.</li> <li>Identifies a simple command.</li> <li>Identifies the correct word to complete a complex sentence.</li> <li>Knows different letter combinations to produce the same sound – short vowels/long vowels</li> <li>Has knowledge of prefixes and suffixes</li> <li>Can identify spelling errors within a text and choose the correct word and/or write the correct word</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Makes links from adjacent sentences to retrieve detail in an information text</li> <li>Interprets sequence of events in texts</li> <li>Infers the significance of a description from context (<i>of rugged mountain ranges</i>)</li> <li>Recognizes contrasting themes in texts</li> <li>Interprets the personality of a character in an imaginative text</li> </ul>



<ul style="list-style-type: none"> <li>• Visualisation: Breaking up a net of a 3D shape into parts and recognising what the 3D shape is</li> <li>• Visualising a net to determine its opposite side</li> <li>• Visualisation: making a pattern of tiles using the information provided (structure)</li> <li>• Scale drawing * Language of Space</li> </ul> <p><b>Measurement Chance &amp; Data</b></p> <ul style="list-style-type: none"> <li>• Identifying the chance of an event based on given information</li> <li>• Interpreting graphs and data (reading information)</li> <li>• Making calculations based on information presented on a graph</li> <li>• Comparison of measurements, i.e. 3 lengths,</li> <li>• Calculating volume of 2 objects to identify their relationship, i.e. what is the greatest number of small boxes that can fit into the large box</li> <li>• Whilst there has been an improvement in Number, <b>Space</b>, (in particular questions involving visualisation), is an area of need. Work is needed in presenting <b>Space</b> concepts in a variety of ways and exposing children to the language.</li> <li>• Problem Solving has continued to be an issue in both Year 3 &amp; 5 over the past few years. Problem solving in Mathematics requires interpretation and making inferences. When teaching inferring in Literacy, also present Mathematical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies literary technique to reinforce a character's behavior in an imaginative text</li> <li>• Identifies an underlying social context implied in an imaginative text</li> <li>• Recognizes the use of phrases in an imaginative text</li> <li>• Can identify the writer's position in an argument text</li> <li>• Interprets data presented in diagrams/tables</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Encourage students to use writing to influence change about social issues that concern them</li> <li>• Teach students how to group sentences about similar information together to form a paragraph</li> <li>• Teach students how to represent characters and events to create specific effects in literary texts</li> <li>• Discuss how writers' and readers' knowledge, experiences and perspective affect the composition and interpretation of texts</li> </ul>
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MS. CHANTELE WEGNER

LEARNING & TEACHING  
LEADER

## Student Wellbeing

### Goals & Intended Outcomes

**To improve student well being and engagement within the school.**

*Goals and 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

- To ensure all staff receive quality professional learning with a student wellbeing focus

### Achievements

- As *Making Jesus Real*, our primary Social and Emotional Learning program, becomes increasingly visible and familiar to all members of Our Lady's school community, we are seeing evidence of improved leadership, behaviours and self esteem emerging. Using the MJR terminology has equipped students to build resilience and develop understanding of values in themselves and others.
- Cybersafety awareness and prevention continued to focus strongly, with a particularly informative and engaging incursion for all students presented by Cyber Safety.
- Collaboration between parents, school and SW Leader to monitor and address special learning needs has continued to be a positive feature of our SW sphere.
- Professional development days were provided to staff working with students who have Asperger's and Down Syndrome.
- Special staff meetings were organised to provide professional development regarding Ronald McDonald Learning Centres
- Enrolment in CAMHS Early Action Program (CASEA) for 2013, to provide early intervention for students at risk of developing Conduct Disorder.
- Students with special needs continue to be catered for via our collaborations with Autism Partnership Victoria and Western Autistic for strategic support and program management.
- Close liaison with Epilepsy Victoria resulted in staff professional development session, and parent involvement, resulting in effective management plans for our students with epilepsy.
- Regular Intervention Team Members has provided valuable data to monitor and plan for special needs and at risk students.
- We also continue to work closely with Larmenier School to provide targeted intervention for students with behavioural needs and manage.
- The system for 'Handover' meetings and transition files was upgraded, resulting in effective information sharing between teachers.
- Staff provided with the opportunity to participate in weekly yoga sessions during term 3 and 4 as the Staff Wellbeing component of the Student Wellbeing sphere

Our school average was 95.6% which is a fantastic improvement over the past 4 years.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.2
Year 2	96.8
Year 3	95.0
Year 4	96.5
Year 5	94.6
Year 6	96.0
Overall average attendance	95.6

We monitor students' attendance through the use of our Student Management program N-Forma. With this program we are able to print total days of absence over the past 2, 3, 4 or 5 years. This gives an accurate snapshot as to one of the reasons a student may not be achieving academic and social success, as the cumulative effect of this absence can be palpable. Where students are found to have had far too many days of absence in a year a meeting is called with parents to create a plan for more consistent attendance at school. In some cases where children have been overseas for extensive periods of time during the school year it may be recommended that the student repeat another year in that class as a way of consolidating learning.

### STUDENT SATISFACTION

	2007	2009	2010	2011	2012
<b>STUDENT MORALE</b>	26%	28%	65%	26%	49%
<b>STUDENT DISTRESS</b>	34%	53%	77%	63%	44%
<b>PURPOSEFUL TEACHING</b>	26%	27%	45%	36%	57%
<b>STIMULATING LEARNING</b>	27%	42%	58%	47%	67%
<b>CONNECTEDNESS TO SCHOOL</b>	34%	30%	69%	44%	43%
<b>STUDENT MOTIVATION</b>	69%	80%	85%	53%	77%
<b>LEARNING CONFIDENCE</b>	40%	22%	74%	45%	53%
<b>CONNECTEDNESS TO PEERS</b>	75%	34%	79%	44%	72%

MS. ANNE EVANS

STUDENT WELLBEING  
LEADER



## Leadership & Management

### Goals & Intended Outcomes

**To strengthen the learning culture of the school.**

### Achievements

In 2012 Our Lady Help of Christians School continued to grow and evolve as a school. We were happy to get through quite an unusual year with two staff going on parental leave, our Deputy Principal

accepting a full time role at another school, and some adjustments to staffing through the year. Thankfully through a strong Leadership team we were able to address continuity issues and give the children a stable, rewarding education. As a school we addressed this by having adequate teacher hand over so that the students were prepared for the change that was to occur.

One of the key improvements in 2012 was the increase in student attendance. Several key messages were given to parents about the importance of taking family holidays during school holidays, being at school unless the child was physically too sick, and parents not keeping children at home when they themselves were sick. To have almost a 1% increase in attendance year on year for the past 4 years has allowed teachers to teach with greater continuity and efficiency. Our feeling is that there is a direct correlation between improved NAPLAN scores and children's attendance at school. This is only natural and logical.

Over the past four years we have put great effort into improving the educational development of the children in Year 3 and 5 NAPLAN assessments. We are proud to report that for the first time in the school's history all 5 areas of Year 3 assessment and all 5 areas in Year 5 assessment were above the National average. In fact for the first time on our MYSCHOOL page there was no red....just a sea of green and white. Some of the ways that we have achieved these great results are:

- Yearly analysis of every question on Year 3/5 NAPLAN. Our weak areas become our 'Educational Priority Areas' of teaching for the following year.
- Professional development of staff, both internally and externally in all areas of Numeracy and Literacy. Provision of inhouse coaching by our Maths and Literacy Leaders during weekly planning sessions
- Current and state of the art resources such as IWBs in each classroom, texts, books , teacher resources
- Focus on preparing the children for NAPLAN so that they are not threatened by the experience but see it as just another daily activity

One of the highlights of professional development in 2012 was the two day "retreat style" professional learning conference focusing on spirituality. Although spiritual in its context, the two days allowed staff to spend time with one another, reinforcing the theme that teaching is a collaborative and co-operative endeavour. All staff from office staff, specialists, teachers and teacher aides were involved and the value of 'time together' was something that was treasured by staff. The retreat ended with a meditation and yoga session, and this is something that staff have brought back to school and now forms part of their post teaching days.

The school continues to have a good leadership structure with Positions of Leadership in:  
Religious Education  
Learning and Teaching

Numeracy  
 Literacy  
 Student Wellbeing  
 Leadership  
 With regular meetings in Week 5 and 10 of each term led

TEACHING STAFF ATTENDANCE RATE	93.04	%
STAFF RETENTION RATE	85.71	%

#### TEACHER QUALIFICATIONS

DOCTORATE	0	%
MASTERS	35.71	%
GRADUATE	28.57	%
CERTIFICATE GRADUATE	7.14	%
DEGREE BACHELOR	85.71	%
DIPLOMA ADVANCED	50	%

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2012

INTERNAL- Thinking to Learn – Michael Pohl  
 INTERAAL – Two Day Spirituality Conference – J. McCorquodale  
 CEOM - Student Wellbeing Leaders P-12 (DAY 1- ALL REGIONS)  
 CEOM - Assisting students with a hearing loss  
 CEOM - LNSLN Online 2013 briefing session Northern region  
 CEOM - RE Conference 2012 Workshop Registration  
 CEOM - Authentic and Sustainable Contemporary Spiritual Formation for Re  
 CEOM - Good News! Engaging students through religious art  
 CEOM - Storytelling in Religious Education  
 CEOM - Religious Education Conference 2012  
 CEOM - Leading for Contemporary Learning in Catholic Schools  
 CEOM - Mathematics Regional Leadership Cluster Primary Term 3 - N & W  
 CEOM - Reading Recovery Seminar  
 CEOM - Diploma of Catholic Education Primary Administration - Northern  
 CEOM - Launch of ICON School Improvement Planning Module-Eastern 9.00am

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1276.29

## STAFF COMPOSITION

PRINCIPAL CLASS

1

TEACHING STAFF (HEAD COUNT)

24

FTE TEACHING STAFF

19.48

NON-TEACHING STAFF (HEAD COUNT)

6

FTE NON-TEACHING STAFF

2.79

INDIGENOUS TEACHING STAFF

0



**TEACHER SATISFACTION**

ITEM	2007	2009	2010	2011	2012
School Morale	16%	65%	54%	62%	49%
School Distress	19%	75%	56%	53%	30%
Role Clarity	55%	61%	50%	83%	66%
Teamwork	32%	45%	38%	54%	48%
Appraisal & Recognition	51%	68%	61%	81%	57%
Curriculum Processes	43%	45%	45%	71%	61%
Effective Discipline Policy	61%	72%	62%	77%	86%
Learning & Teaching	20%	30%	32%	40%	61%
Excessive Work Demands	37%	90%	55%	61%	46%

**School Community****Goals & Intended Outcomes**

**To strengthen partnerships with parents and the wider community to enhance learning.**

**Achievements**

The sense of community connectedness is always of paramount importance at Our Lady Help of Christian's Primary School and the 2012 year brought with it many opportunities for the OLHC community to join and work together.

In 2011 a Sister School relationship began with SD Maria Bintang Laut, Bandung Indonesia and the 22<sup>nd</sup> March 2013 saw the arrival of the School Principal Lanny Yuniarti and two of her teachers Rosa and Elvira. The visit was made possible through OLHC fundraising and sponsorship of the staff and highlights the Sister School partnership motto *'from the seed of an idea has grown a tree of limitless possibility'*. Over their six day visit, the SD Maria Bintang Laut teachers took part in a Welcoming Ceremony, visited classrooms, taught lessons about Indonesian culture and attended Mass at St Patrick's Cathedral, being personally welcomed and greeted by Archbishop Denis Hart.

To further enhance the relationship, Our Lady Help of Christian's Principal Philip Cachia and five staff members from Years Prep to Three flew to Indonesia in September. During their one week stay, teachers observed lessons, participated in teacher and student conferences and taught a variety of lessons including Mathematics and English. The cross cultural exchange of teachers and learning about a country of Asia, their culture, traditions and way of life has broadened both the staff and children's perspective about the global community and their needs. In term 4, \$1200 was raised by the OLHC school community to supply breakfast for one year for

children at our Sister School, SD Maria Bintang Laut who would otherwise not eat breakfast due to their financial situation.

Building a sense of community awareness and almsgiving for those less fortunate is important to the community of Our Lady Help of Christian's. A number of fundraisers were organised by the S.R.C to provide both financial assistance and food to others. These included a 'Green and Gold day' to raise money for the Mary Mackillop Foundation, a food drive for St Vincent De Paul run by the Parish, a footy colours day and a Christmas stall for our Sister School Breakfast Club.

Our Lady Help of Christians School is proud to have a Parent Association who strive to provide a variety of activities throughout the year to build a sense of community connectedness. Some of these initiatives have included the OLHC Feast Day Skip-a-thon Fundraiser and hot dog lunch, Mothers' Day and Fathers' Day stalls, Family and Children Disco, and the Fathers' Day Golf Tournament. As well as these, the school staff have worked together to gather the school community through events such as Italian Day, Twilight Sports Carnival, Christmas Liturgy and the Art Show.

The 2012 Art Show was the culmination of a years' worth of art pieces created by the students during the Visual Arts Specialist classes at Our Lady Help of Christians School. The show, held in November, attracted not only families from OLHC School, but also parish and members of the Brunswick community. The night provided the community with an opportunity to meet and socialise whilst viewing the children's art work and listening to the beautiful singing voices of a choir established for the night by one of the Our Lady Help of Christians school parents.

2012 was also the year that a School Community Database was established. Our Lady Help of Christians School trains a number of parents in Literacy each year who are involved in various classrooms on a daily basis. Whilst this is of great benefit to the children, we felt that it did not tap into all the other skills and talents of our community. Therefore we distributed the 'Establishing Community Connectedness' survey to family members, both immediate and extended. Families could offer the skills and talents that they would be happy to share with the school community at large. Through this we have had parents come in and garden with the children, make props and assist with a number of Inquiry units.

2012 was a busy year and it is with great anticipation that we at Our Lady Help of Christians School look forward to further developing lasting connections with our community to provide authentic and engaging learning opportunities for our students.

## PARENT SATISFACTION

	2009	2010	2011	2012
Transitions	9%	45%	17%	38%
Homework	17%	52%	49%	53%
General Satisfaction	12%	26%	39%	51%
Student Motivation	33%	66%	43%	28%
Social Skills	18%	36%	66%	52%
School Connectedness	37%	59%	44%	59%
Stimulating Learning	32%	40%	46%	50%

MS. PATRIZIA RINALDO  
DEPUTY PRINCIPAL



## FINANCIAL PERFORMANCE

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	134,389
Other fee income	130,636
Private income	54,000
State government recurrent grants	532,816
Australian government recurrent grants	1,531,582
<b>Total recurrent income</b>	<b>2,383,423</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	1,764,065
Non salary expenses	356,788
<b>Total recurrent expenditure</b>	<b>2,120,853</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	
Capital fees and levies	106,041
Other capital income	8,530
<b>Total capital income</b>	<b>114,571</b>
<b>Total capital expenditure</b>	<b>61,360</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>279,570</b>
<b>Total closing balance</b>	<b>245,558</b>

*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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

## Future Directions

### **CONTEMPORARY LEARNING, TEACHING AND THINKING**

In 2013 we will take the elements of the program trialed in our senior school, and move it through the middle and junior school in the area of Inquiry Learning. The objective is to achieve a balance of direct and traditional teaching methods, and those where contemporary learning is suited such as Inquiry.

### **CASEA PROGRAM**

The staff will be involved in the CASEA Program. Conducted by the Royal Children's Hospital this program trains staff in the early intervention of young children with challenging behaviours and emerging conduct disorders. It was a great opportunity to good to refuse as it will help not only children, also students and parents who struggle with the consequences of challenging behaviours including Oppositional Defiance Disorder, ADHD and Disruptive Behaviour Disorder.