

OUR LADY HELP OF CHRISTIANS PRIMARY SCHOOL

REGISTERED SCHOOL NUMBER: E1078



2013 Annual Report

TO THE SCHOOL COMMUNITY

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Minimum Standards Attestation

I, Philip Cachia, attest that Our Lady Help of Christians School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

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 soccer/football 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 310 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
- Mini lab of 9 computers in the senior area of the school
- 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
- Leadership roles for all Year 6 students
- Secure entry and perimeter fencing to our school with CCTV cameras filming 24 hours a day



Principal's Report

2013 – DETERMINING OUR DESTINY



2013 was another great year for the children, families and teachers at Our Lady Help of Christians Primary School. In a year when our main theme was *"Determining your Destiny"* there were many highlights that will make 2013 a memorable one like no other.

- For the second year in a row our school outperformed the Australian averages in all ten NAPLAN assessment areas in Year 3 and 5. This was a particularly pleasing result as the school focus was to **consistently** achieve higher than the Australian average. It is this same average that we use as the benchmark of our comparisons from year to year. We are obviously doing something well in the teaching of Maths and English.
- This year we showcased our Performing Arts program as we staged our bi-annual school production "NGV – The Musical" at the Clocktower Theatre in Moonee Ponds. Directed by our Performing Arts teacher, Ms.Faye Nardella, the musical endeavoured to blend the visual and performing arts into a stage musical. Following visits to the National Gallery and ArtPlay, each class chose a famous work of art and this was compiled into an inspiring school concert. A group of our choristers also performed at the Warm Winter Voices Concert at the Melbourne Town Hall in June and our school participated in Music Count Us In, a national simultaneous singing event.
- Inquiry Learning – Following a professional development day and two years of analysis of Contemporary Teaching and Learning, Dr. Jenni Wilson assisted our teachers in developing their four Inquiry units of study for the year. Dr. Wilson sat with each level and planned where their Inquiry unit would head for the term. The process challenged teachers to listen to student voice in planning the content of their units. Various immersion days, guest speakers and excursions were planned around the interest or 'passion' areas of the children
- CASEA Program – The school worked hand in hand with Dr. Emma Wade from the CASEA program at the Royal Children's Hospital. Following a whole school professional development day, teachers were taught to look for the tell-tale signs of children who are experiencing behavioural difficulties and how these can be best dealt with in the classroom situation. In working with the children or the "CASEA Knights" as they called themselves, and their parents and their teachers, a whole school program was implemented in Term 4. The CASEA themes fit so well alongside the Making Jesus Real values that are already taught at our school
- In January the school had a major computer server upgrade. The school server in today's terms is the engine of the school. When it stops...everything stops! Due to the fact that so much of the work the children do in their Information Technology classes is now multimedia, photos and video, a new, faster, larger capacity server was urgently needed to cater for our computing needs for the next five years. Thanks to the St. Vincent De Paul Parkville Conference, we took delivery of 7 new Galaxy Tab 2 tablets later in the year. These are portable devices that can be used throughout the school building

- In November we had a most successful Twilight Athletics Carnival. This year we were forced to change our venue to the George Knott Athletics Track in Clifton Hill due to the Coburg track being unavailable. The weather was a perfect 21 degrees, 280 children participating, hundreds of cheering parents, 600 sausages cooking, the new Dads/Mums/Toddlers Dash, the chook throw as a new event. Ms. Oxley put on a wonderful event. Winners on the night were: Barkley (Overall) and Xavier (Team Spirit). But the real winner was Our Lady's School.
- LOTE Day was another huge cultural and gastronomic success. The weather was kind to us once again and the children dressed as their favourite Italian Artist. Thank you to Signora Piovesan our LOTE Italian teacher for organising the day and especially for bringing the "Le Vacanze" Show to our school. It was truly hilarious! Did Ms. Meg and Ms. Harriott really get married on LOTE day???
- We had three School Community Consultations during the year: Student Safety, Student Motivation and Engagement and Parent Input. We received some good written feedback from parents in these three areas. We also commenced our inaugural Principal Forums. These forums were designed to act as focus groups where parents could ask the Principal about "everything and anything" that pertains to Our Lady's School in an informal setting over a cuppa. We had three afternoon forums and one night forum. Attendances at these forums were generally less than a handful of parents. In 2014, now having tested the afternoon and the evening, we will host Principal Forums straight after morning assembly to see if we can attract more parents
- The Parents Association had another brilliant year. Thanks to our Parents Association Executive (Alison, Katie, Ross and Michael) who work so hard for all children during the year. During 2013 the Parents Association paid for our new \$24,000 Shade Sail over the Northern Playground. Their next savings target is to renew computer equipment in the V.I.C Centre in mid-2015. "Connectedness" between families is the other objective of the Parents Association and this was marked by events such as the Welcome Picnic and the most memorable 70's /80's Trivia night. Why was the 'mullet' so popular in the 80's? It was such a fun night attended by parents, teachers and parish.
- We had great support at both of our School Working Bees held through the year. We had around 80 families in attendance and after three hours of scrubbing, digging, painting and cutting our school looked brand new.
- The faith dimension of our school was once again a major emphasis. With the Making Jesus Real program being such an important part of our core modus operandi, we invited back Peter Fearnley to lead our senior children on their MJR Leadership days. MJR families, Big Buddies, Social Justice and Fundraising for our Sister School and other community causes (Typhoon in the Philippines) put the Gospel values that we learn about in our Religious Education classes into day to day practice. Thank you to Mr. Jack, our Faith Leader who once again co-ordinated the three sacramental events of Confirmation, Eucharist and Reconciliation through the year, once again brought John Burland to our school and organised a great OLHC Feast Day that featured "Our Lady's Has Got Talent" for the first time.
- Our Sister School relationship with Maria Bintang Laut School in Bandung Indonesia continued to grow and prosper when Ibu Ana, Ibu Emi and Pak Agus visited our school in March and then Ms. Bernadette, Ms. Meg and Mr. Jack paid a return visit in September. Our school leads the way in Catholic Primary education as through our example, St.

Bernard's West Coburg and St. Luke's Lalor will also be starting a Sister School relationship with two Catholic schools in Indonesia next year. They will be also linked to two other Divine Providence Order Schools. In times when relations between our countries are strained, our Sister School relationship is the lighthouse that provides friendship, love and learning between our two countries. A true example of Christ for the children we teach.

- In Literacy Ms. Yorston, our Literacy Leader organised for Ms. Deb Sukarna to run a parent workshop in the Centenary Centre on *"Helping my child to read"* It was well attended by families and parents commented on the value of her presentation. More classroom Literacy Helpers were trained this year and this is yet another way for parents to become involved in their child's learning at our school. For teachers it was professional development in the new area of 'Writers' Notebook' in Year 4 to 6.
- Sporting life at OLHC continued this year with the Carlton Players visit, Jump Rope Day, School Swimming Program, Interschool Sport and some of our children representing our school at Zone, Regional and State levels of competition
- We *"Read Across the Universe"* in Book Week this year when author Gus Gordon came to our school for a special visit. The Book Week Parade is a favourite with the children....and the staff don't mind dressing up either!
- Year 5/6 attended their annual School Camp at Mt. Evelyn. This was by far the most children we had taken away for three days. The weather threatened but didn't eventuate. The children had a fun filled time away.

Our Lady Help of Christians School has always had an exciting and event filled calendar and 2013 has been bigger than ever. We are fortunate to have teachers dedicated to the mission and vision of our school. We are fortunate to have a parent community that only wants the best for their child. When teachers and parents work in unison for the benefit of the children, then a bright and rewarding destiny for our children is determined and guaranteed.

Philip Cachia
Principal

Parish Priest's Report

From a Parish Priest point of view, as I reflect over the past year of 2013, it seems to me that it has been a year that has continued to deepen the consolidation of the previous year.

We continued the Preparation Program for the celebration of the Sacraments – First Reconciliation, First Communion, and Confirmation. It is 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.

As well, the relationship between Our Lady's School and Maria Bintang Laut School in Indonesia has continued, with teachers from each school visiting the Sister School. This exchange is valuable not only for the teachers involved, but also for the school children who experience the visit of teachers from the other school.

Also an initiative begun a few years ago, and still continuing, is the roster that brings a class from the school to the Wednesday 9.15am Mass in Our Lady's Church. This class will be involved in the Mass – reading, music, bringing up the gift procession, the Prayers of the Faithful. It is not only an important experience for the children, but also it links the school children to the parish community.

My hope is that Our Lady's Parish Primary School will continue to play 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.

Let us thank God for the good of 2013.

Fr Michael Casey

Parish Priest



Parents Association Report

Taken from the Parents Association end of year newsletter

PARENTS' ASSOCIATION 2013 WRAP UP



It is hard to believe the end of the year is almost upon us. It has been a busy and successful year for the Parents Association. During Term 4 we raised \$900 at the Sports Carnival sausage sizzle and \$1000 with the art calendar/cards. The children produced some beautiful artwork for the fundraiser and all children will receive their original artwork to take home (even if you did not order anything).

I wanted to take this chance to say a big thank you to all the parents and teachers who have helped out and contributed throughout the year. The Parents Association can only run thanks to the generous support of parents/teachers donating their time. For Katie & me this has been our first year on the Parents Association Executive and we have learnt a great deal and appreciate all the support, feedback and advice we have received along the way from parents and the school. We have learnt a lot and take much learning into next year.

Second Hand Uniform Stall

We held our first second hand uniform stall in Term 4 which was a great success. We are looking to continue this 1-2 times each year and would welcome any donations of uniforms. Please ensure that donations are clean and in good condition. They can be left at the office.

2014 Fundraising Goal

Our 2014/15 project is an IT upgrade for the school. This was last funded by the Parents Association in 2008 and is a sizeable investment! The plan is for the current computers to be re-deployed into the classrooms once new computers and software are installed. Our goal is to have the funds for this by Term 2 2015.

2014 Parent Contribution to the Parents Association:

The Parents Association can only be successful through the generous donation of time from parents and in many instances the teachers. Being a part of the committee or donating your time is also a great way to socialise with other parents and connect to the school. While we all lead busy lives with many parents working part and full time, there are many ways you can contribute to the Parents Association both during and out of school hours.

For 2014 we would like to ask all families to contribute 5 hours of their time to the Parents Association over the course of the year. This will help to spread the load over many, rather than a few! This is considerably less than many schools ask and there are many ways you can contribute! Attached is our current calendar for 2014 so you can start planning ahead for when you can help!

AGM

The AGM (Annual General Meeting) will be Monday 17th March at 7pm and we would like to see as many families as possible attend.

Parents Association Committee Positions 2014

To assist with the running of the Parents Association and also provide opportunity for more parents to get involved we have created a number of committee positions for 2014. If you volunteer for one of the roles you will be required to coordinate your event, organise volunteers, assist with communication and attend 1-2 Parents Association meetings prior to your event (excluding tuck-shop and school banking roles). The Parents Association Executive will provide support and guidance to these roles, so you will not be on your own! We are looking for volunteers to take on the following roles:

- Tuck-shop coordinator (ongoing through year)
- School Banking (ongoing through year)

- Easter Raffle Coordinator
- Second Hand Uniform Stall (position filled)
- Mothers & Father's Day Stall (could be separated)
- Major Fundraiser Coordinator (event TBC i.e. Family Disco, Trivia Night – scheduled early Term 3)
- Lunch Order Co-ordinator (run once per term)
- Major Fundraiser Coordinator (term 4)

Please email the PA on olhcpa@gmail.com if you are interested.

Many people through the year have asked about the Parent Association running a fete or similar event. While these types of events can raise significant funds, there are a vast amount of hours required to make an event of this type successful and there are significant risks involved. It is also worth considering that while a fete may raise \$15K or more, we were able to raise \$6K through a simple skip-a-thon that required a lot less time commitment from families. Currently the Parents Association Committee is stretched just running the current schedule and given the challenge we face getting enough parents to help just run a sausage sizzle at the Sports Carnival, we would need to see a significant commitment from a large number of parents to consider an event such as a fete. However there are many other fun things we can do that do pose less financial risk and less hours and we would encourage parents who are passionate about an idea to come along to a meeting to discuss.

We currently are yet to lock in a couple of our major events for 2014 and would like to hear from families about what they would like to see happen next year. We hope to have an online survey out to parents by start of the school year so you can easily have your say, however in the meantime if you have some great ideas you would like to raise please email us at: olhcpa@gmail.com or come along to our first meeting in Feb 2014!

Finally we do have a couple of events for early in 2014 locked in that we would like to let you know about:

2014 Foundation Parents Morning Tea – Thursday 30th January @ 9am

The Parents Association will host a morning tea in the community room for 2014 Foundation Parents after morning assembly and the children are settled into their classroom. Old and new families are welcome!

2014 Welcome Picnic – Tues 18 Feb 5-7pm

The Welcome Picnic is a great opportunity for families to connect and socialise. You can bring along a picnic or enjoy a sausage from the PA BBQ or snack/drink from the canteen. We will be seeking volunteers on the night to help with the sausage sizzle and canteen.

Finally we wish everyone a safe and happy holidays and best wishes to those families departing the school and look forward to seeing returning families in 2014!

Parent Association Committee – Ali, Katie, Ross & Mick

Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic culture of the school community

Achievements

Throughout 2013, 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 our sister school's second visit to Melbourne.

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, Offertory procession, leading singing and Eucharistic Ministers. In September we had a whole school incursion where Foundation to Year 6 children enjoyed "John Burland live in concert" in Centenary Centre. John is a well-known and popular composer and performer of children's liturgical music. He works for the Catholic Archdiocese of Sydney and performed at many Catholic schools and parishes around Australia last year.

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 final 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 34 of our Year 4 students as well as children from the parish received this Sacrament. In May, 26 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.

Each Wednesday morning two classes 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.

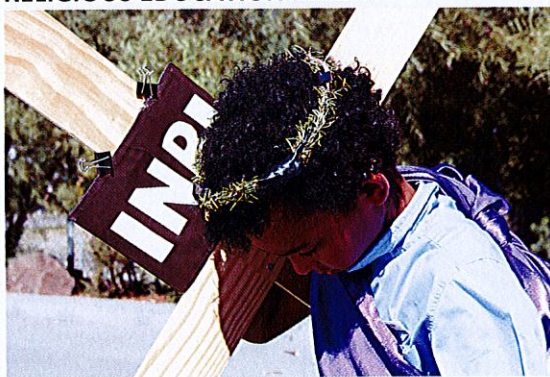
In September three class teachers made a return visit to our sister school SD Maria Bintang Laut (St Mary Star of the Sea) School in Bandung, West Java, Indonesia. As two schools both under the patronage of Mary the Mother of God, the staff shared in professional discussion regarding Religious Education lessons and nurturing the Catholic identity of the school, each within a vastly different context. Highlights including celebrating a staff Mass in the school's chapel where icons of St Mary of the Cross MacKillop were blessed. These gifts from O.L.H.C. to our sister school were placed in each classroom as an iconographic sign of our sister school friendship and shared Catholic faith. Teachers also attended a whole school Mass with over five hundred students in Years 1-6. In March when teachers from our sister school visited O.L.H.C. staff from both schools attended Mass at St Patrick's Cathedral following a tour of the Mary MacKillop Heritage Centre in East Melbourne.

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 and celebrate a common shared faith. The whole school staff also attended a professional learning day at the Catholic Education Office Hobart lead by "Making Jesus Real" guru, Mr Peter Mitchell. "Mitch" led staff through the key principles of the "MJR" program as well as provided practical teaching strategies and classroom resources. As part of this day, staff also enjoyed the opportunity of celebrating a Mass at St Mary's Cathedral Hobart. A special and intimate occasion as the staff stood around the altar and actively contributed to the celebrating of the liturgy.

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*.

JACK RENDLE RELIGIOUS EDUCATION LEADER



Year 6 students present dramatized "Way of the Cross" to whole school community



Indonesian sister school teachers, Archbishop Hart & Mr Cachia at Cathedral



**Whole school participating in John Burland concert
in Centenary Centre**



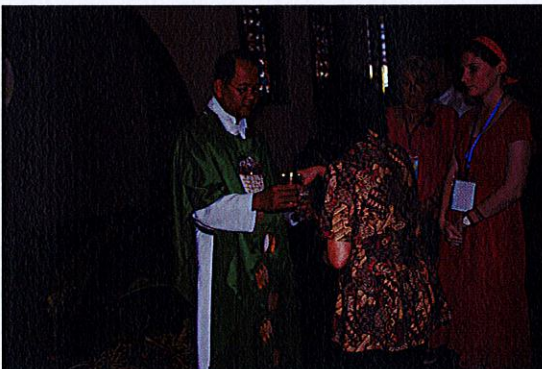
Confirmation candidates at retreat day held at Corpus Christi College



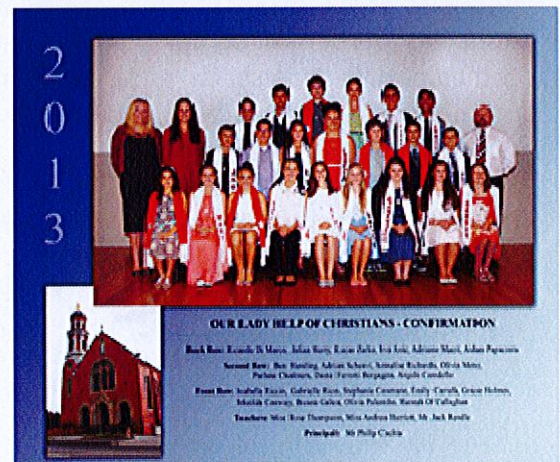
Year 3 Rite of Reconciliation candidates



Year Four Eucharist candidates at reflection day at St Patrick's Cathedral



**Mass of Thanksgiving for Sister School
relationship at SD Maria Bintang Laut (St Mary
Star of the Sea) Bandung, West Java**



Year 6 Confirmation candidates



MR. JACK RENDLE – LEADER OF FAITH DEVELOPMENT

Learning & Teaching

Goals & Intended Outcomes

To provide a contemporary and engaging learning environment

Achievements

The teachers and children of our school are to be congratulated on these tremendous results and the fact that they have been able to sustain the high standard achieved in previous years. This demonstrates the positive effect of a whole school commitment to professional learning for all teachers over the last few years focused on strengthening teacher's skills in Contemporary Learning practices.

In 2013 we continued 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 Foundation, continuing on a daily basis, all the way through until each child reaches their final year of schooling. As such, these results may be attributed to 'total school performance': the Classroom Teachers, the Intervention Teachers, the Teacher Aides, and the Specialist Programs we have in place, rather than just the Year 3 and 5 teachers.

These results are reflective of our commitment to creating a teaching and learning environment that is contemporary and engaging. In 2013 we continued to build on teacher's skills and understandings in *Contemporary Teaching and Learning* practices through continuous review of skills and understandings developed during our involvement in the Contemporary Teaching and Learning in Mathematics project at regular Professional Learning Team meetings throughout each term. Within these PLT's and focused Mathematics team planning sessions we continued teacher discussion about practices and planning documents developed from this important professional development.

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2011	2012	2013	2011	2012	2013
Reading	100%	97.1%	100%	96.8%	100%	100%
Writing	100%	100%	100%	100%	100%	100%
Spelling	97.5%	100%	100%	100%	100%	100%
Grammar & Punctuation	100%	100%	100%	100%	89.3%	97.2%
Numeracy	100%	97.2%	100%	96.7%	100%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Reading	3.7%	-2.9%	2.9%	-3.2%	3.2%	0%
Writing	0%	0%	0%	3.6%	0%	0%
Spelling	-2.5%	2.5%	0%	0%	0%	0%
Grammar & Punctuation	0%	0%	0%	3.6%	-10.7%	7.9%
Numeracy	0%	-2.8%	2.8%	0.1%	3.3%	0%

We celebrate the achievement of the children in Year 3 and Year 5 at Our Lady Help of Christians School as once again, for the second year in a row, outperformed the State averages in **all ten English and Mathematics NAPLAN testing**. This is a great achievement by the children and teachers as it shows that our core teaching and learning in Maths and English is solid and improving each year

YEAR THREE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	435	457	+ 22
WRITING	430	460	+30
SPELLING	420	440	+20
GRAMMAR & PUNCTUATION	440	457	+17
NUMERACY	411	414	+3

YEAR FIVE

	STATE AVERAGE	OUR LADY'S AVERAGE	
READING	511	519	+8
WRITING	490	516	+26
SPELLING	500	509	+9
GRAMMAR & PUNCTUATION	508	539	+31
NUMERACY	495	502	+7

Let us look at the Our Lady Help of Christians NAPLAN history over the past five 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 and now again in 2013, Our Lady's School scored 10 out of 10 areas above the State average.

EDUCATIONAL PRIORITY LEARNING AREAS 2014

YR	MATHEMATICS	ENGLISH
3	<u>Number & Algebra</u> <ul style="list-style-type: none"> 10/100/1000 more or less than a given number, in particular off the decade or a zero in the hundreds or thousands place; Calculates the missing number on a partially completed number chart Solves a word problem involving inverse relationships. Solves a subtraction problem involving 2 digit numbers & regrouping Solves a multi-step division problem Solves a word problem involving multiplicative thinking Solves a word problem by identifying a number which falls within a given range Counts a collection and identifies half 	<u>Language Conventions</u> <ul style="list-style-type: none"> Can identify a variety of sentence types Focus on punctuation -commas, full stops, talking marks, question marks, apostrophes, exclamation marks, ellipsis'. What is their purpose? Knows language –homophones, synonyms, antonyms, diagraphs, syllables etc., Spelling – Use off 44 sounds chart to explicitly teach spelling rules, endings, clusters, plurals, silent letters, middle vowel sounds, etc.,. Use of <i>italics</i>, bold print, use of tables, diagrams, headings, sub-headings and captions

	<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Use a calendar to determine the date of an event • Identifies the approximate length of object given a ruler as a reference (not necessarily starting at zero) <p><u>Statistics & Probability</u></p> <ul style="list-style-type: none"> • Finds the difference between 2 values shown on a pictograph • Describes the likelihood of a simple chance event. • Selects the spinner most likely to give a specified outcome <p><u>Space</u></p> <ul style="list-style-type: none"> • Identifies specific faces after rotating a 3D model • Identifies the number of edges of a hexagonal prism • Identifies the reflected image of a complex design • Identifies the effect of folding a rectangle along its diagonal 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Can identify and use figurative language • Uses background knowledge to identify where an additional piece of information belongs in an argument text / to provide the next response • Infers a character's rationale and characteristics in an imaginative text • Can infer information from an answer in interviews • Can identify and interpret the use of quotes within a text • Can sequence a series of events within a text • Links information from adjacent sentences to retrieve detail in an information text • Understands the structure and function of different text types • Comprehension: Identifying Detail, Main Idea, Sequencing, Compare & Contrast, Fact & Opinion, Cause & Effect <p><u>Writing</u></p> <ul style="list-style-type: none"> • Continue to expose students to a range of text forms and discuss the features of each • Teach students how to use proofreading and editing to refine their writing • Teach students how to find, record and organize information from texts, e.g note making, note taking • Continue to use Writer's Notebook as a way to enhance student's writing
5	<p><u>Number & Algebra</u></p> <ul style="list-style-type: none"> • 10/100/1000/10 000 more or less than a given number, in particular off the decade or a zero in the thousands/tens thousand place; • Identifies the repeating part of a special pattern • Solves a word problem involving inverse relationships. • Solves a word problem involving the difference between two 4 digit numbers • Solves a word problem involving the difference between 2 pay rates • Solves a division problem involving money (money & financial mathematics) • Identifies the value of 4 notes needed to make a given total (money & financial mathematics) • Finds the largest number of packaged items that can be bought for a given amount of money (money & financial mathematics) • Solves money problem involving subtraction and division (money & financial mathematics) • Calculates with common fractions • Interprets a representation of $\frac{2}{3}$ to identify the representation as a whole • Estimates the value of a fraction of a large number <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Identifies an angle closest in size to 45 degrees • Interprets a two way table involving distances • Solves a perimeter problem involving calculating a missing length • Interprets a graduated scale 	<p><u>Language Conventions</u></p> <ul style="list-style-type: none"> • Correct use of apostrophe – contractions/possession • Use of irregular plurals – man/men; mouse/mice • Past and present tense. Keeping it consistent throughout the text. • Identifies a simple command. • Identifies the correct word to complete a complex sentence. • Knows different letter combinations to produce the same sound – short vowels/long vowels • Has knowledge of prefixes and suffixes • Can identify spelling errors within a text and choose the correct word and/or write the correct word <p><u>Reading</u></p> <ul style="list-style-type: none"> • Can identify specific features of poetry • Interprets sequence of events in texts • Makes connections with different sections of a particular text • Recognizes contrasting themes in texts • Interprets the personality of a character in an imaginative text • Identifies literary technique to reinforce a character's behavior in an imaginative text • Infers information from an answer in an interview • Recognizes the use of phrases in an imaginative text • Can identify the writer's position in an argument text • Interprets data presented in diagrams/tables <p><u>Writing</u></p> <ul style="list-style-type: none"> • Encourage students to use writing to influence change about social issues that concern them • Teach students how to group sentences about similar information together to form a paragraph • Teach students how to represent characters and events to create specific effects in literary texts • Discuss how writers' and readers' knowledge, experiences and perspective affect the composition and interpretation of texts • Inform students what a "good" piece of writing looks like - identifying audience, text structure, paragraphing, vocabulary, spelling, sentence structure, punctuation and ideas

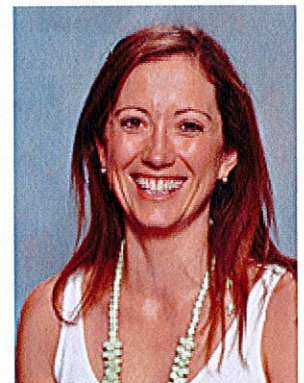
In 2012 we began the process of transferring all the skills and understandings that teachers had gained in Mathematics into other areas of the curriculum. In 2013 we continued this transfer of knowledge and skills with a focus on Integrated Inquiry. This began with a whole school closure day with Dr Jenni Wilson, Educational Consultant, expert in student centred learning approaches, personalising learning, thinking, reflection, metacognition and innovative practices. This whole school closure day was followed up with termly team planning sessions facilitated by Dr Jenni Wilson. These team planning sessions further challenged teachers thinking and skills when implementing their Inquiry units and continued to build on practices such as encouraging student voice and choice and involving students in the development of success criteria, implemented in 2012 within our Inquiry Units. This focus on Inquiry also led to the review of the Inquiry planning document so as to include all opportunities for student voice and choice. These planning sessions with Dr. Jenni Wilson challenged teachers to re-think the Inquiry process in both planning and implementation and allowed us to continue to work towards maximizing the engagement of our students. We look forward to implementing all we learnt through this process into our Inquiry units for 2014 and the effect it will have on our student engagement and therefore achievement

In 2013 our school was part of the School Improvement Program – Literacy. This \$10,000 grant allowed us to release our Literacy Leader for 0.5 (F.T.E) to work with teachers at all levels of the school.

Our 2013 results are an achievement for all to be proud of and are an outcome of much change that has occurred within the teaching and learning environment through extensive professional development over the last couple of years. Change is not something that occurs instantly but slowly develops over time and needs to be continually fostered.

MS. CHANTELE WEGNER

LEADER OF LEARNING AND TEACHING



Student Wellbeing

Goals & Intended Outcomes

To improve student well being and engagement within the school

Achievements

Our Lady help of Christians' Student Wellbeing focus for 2013 was on promoting a positive social and emotional culture in our school, encompassing continued awareness of student safety, and targeting the self management of strong emotions affecting student behaviour.

Intended Outcomes:

- 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:

- Participation in the CAMHS Early Action Program (CASEA) program provided early intervention for students at risk of developing Conduct Disorder. Two staff members were trained as co-facilitators ensuring a successful 8 week intensive program. Not only was there a targeted student group, but also a parent group to ensure consistent follow up was occurring at home. The session concepts were also taught from Foundation to year 6 and immersed school wide. The content was also made available via the school newsletter to include the wider school community.
- SW leaders from year 6 were encouraged to fully encompass the notion of 'low level good deeds' within the school environment, recognising the actions and behaviours that show our school values. The focus on including, welcoming and stepping in to help younger students, especially in the playground, showed real results, evident in our yard.
- Collaboration with the School Nursing service, to support and monitor issues of physical health with our students.
- Collaboration with Larmerier School with yet another one of our students participating in the duel enrolment.
- *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 terminology has equipped students to build resilience and develop understanding of values in themselves and others.
- SW Professional Learning days centred around social and emotional intelligence, recognising the need to make this more visible throughout the school. Thus SEL Learning Posters are displayed prominently near the office.
- Student Safety school community consultation surveys provided up to date data.
- Cybersafety awareness and prevention continued to focus strongly.

- *The Power of One* anti bullying incursion for all students, focusing on how to respond in situations, the role of the bystander and clear, simple step process for action which all students were taught .
- Collaboration between parents, school and SW to monitor and address special learning needs has continued to be a positive feature of our SW sphere.
- CASEA Professional development day was provided to all staff in preparation for the program.
- PD days were attended by teachers working with our students who have Asperger's and Down Syndrome.
- Asthma PD and Diabetes management DVD shown to staff.
- 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 meetings have 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 and manage a dual enrolment with regular school visits included.
- 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.

Average student attendance rate by year level	Year 1	94.17%
	Year 2	94.14%
	Year 3	95.32%
	Year 4	95.68%
	Year 5	95.63%
	Year 6	95.24%
	Overall average attendance	95.03%

SCHOOL MANAGEMENT OF NON-ATTENDANCE

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 snap shot 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.

	2007	2009	2010	2011	2012	2013
STUDENT MORALE	26%	28%	65%	26%	49%	91%
STUDENT DISTRESS	34%	53%	77%	63%	44%	80%
PURPOSEFUL TEACHING	26%	27%	45%	36%	57%	75%
STIMULATING LEARNING	27%	42%	58%	47%	67%	75%
CONNECTEDNESS TO SCHOOL	34%	30%	69%	44%	43%	74%
STUDENT MOTIVATION	69%	80%	85%	53%	77%	85%
LEARNING CONFIDENCE	40%	22%	74%	45%	53%	76%
CONNECTEDNESS TO PEERS	75%	34%	79%	44%	72%	94%

MS. ANNE EVANS – LEADER OF STUDENT WELLBEING



Leadership & Management

Goals & Intended Outcomes

To strengthen the learning culture of the school.

Achievements

In 2013 our school continued to grow in numbers and evolve as the school of choice in the area. Over the course of the year we attracted many children from surrounding schools. Their parents were attracted by:

- Successive years of good NAPLAN results in Year 3 & 5 Literacy and Numeracy
- The offering of a 'balanced' curriculum and teaching approaches. Many parents rallied against the alternative, open learning approaches at neighbouring schools and moved to our school with more explicit teacher directed learning, whilst using the contemporary tools that assist the 21st child mind.

During the 2013 school year, we focussed on improving our Inquiry Learning topics. Beginning with a whole school closure day with Dr. Jenni Wilson, and then continuing with a one hour level planning with Dr. Wilson, we aimed to put greater depth into our Inquiry units. Teachers were challenged to think outside the square and add value to the Inquiry units being taught through elements such as Immersion days and listening to student voice. Thus a large proportion of the Professional Development budget in 2013 went into facilitated Inquiry planning with Dr. Wilson each term.

Our school took on the 'Change2' process in the second half of the year with the critical challenge being:

"How can we sustain contemporary practices in Inquiry so that they become part of regular classroom practice"

This was particularly important given the absence of our Leader of Learning and Teaching for the second semester due to illness. With no-one inhouse driving or monitoring changes to teaching practice in Inquiry Learning, how could we be sure that it was happening? Thankfully by Term 4 most classroom teachers were on 'autopilot' in the area and contemporary practices in Inquiry learning were happening.

Regular Leadership Meetings in Week 5 and 10 of each term continued in 2013. Much of the school development plan devised at the last school review is now complete. Yet Our Lady's School continues to take on opportunities and challenges as they arise so that we are always seeking to give the children at our school the best education available.

In the later part of the Consultative Committee meetings were held to discuss the schools executive structure for the following two years 2014/15. After going through many options and combinations it was decided that the structure would be

Principal

Deputy Principal (0.4 Role Release – doubled from 0.2 mainly due to increased student numbers)

Leader of Faith (POL 2 + 0.1 Role Release)

Leader of Learning & Teaching (POL 2 + 0.2 Role Release)

Leader of Information Technologies (POL 1)

Leader of Student Wellbeing (2 days per week)

Leader of Numeracy (0.1 days of Role Release)

Leader of Literacy

The Our Lady Help of Christians School brand within the local community is now strong. Enrolments for 2014 will be the strongest in the schools past history with 54 Foundation children enrolled. Parents views of the school will be further strengthened when the school moves away from a composite structure in 2014 to a 'straight' 14 class structure. We have been able to move to this structure due to enrolments growing to in excess of 310.

The school is well placed in 2013 with:

- very strong enrolments
- very strong enrolment interest
- strong finances
- well maintained facilities
- a 120 strong computer fleet that is less than 5 years old comprising of PC's, laptops and tablet technology
- a cohesive staff group that are ready to be challenged, change and learn
- a supportive parent group that is willing to pitch in and look for the positives in what we do each day
- a strong culture of wanting to be the 'best' in everything we do...and having some fun along the way.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2012**

CASEA Whole School Training Day for dealing with the early identification of children with challenging behaviours

Whole School Inservice with Dr. Jenni Wilson

Clarisse Data Design – Use of N-Assess module

Making Jesus Real – CEO Hobart for all staff

Down Syndrome Professional development

Facilitated Inquiry Planning with Dr. Wilson – Term 1,2,3,4 – One hour per level

CEOM – Larmenier – Autism and Aspergers

CEOM - Aspiring to Principalship Course

CEOM – Change2 Course

CEOM – Attendance at Network meetings for Leaders and Specialist networks Eg REC, Deputy, Learning and Teaching, Reading Recovery, Literacy, Maths, Special Needs

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

35

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$687.60

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	27
FTE Teaching Staff	25.106
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	3.734
Indigenous Teaching Staff	0

TEACHING STAFF ATTENDANCE RATE

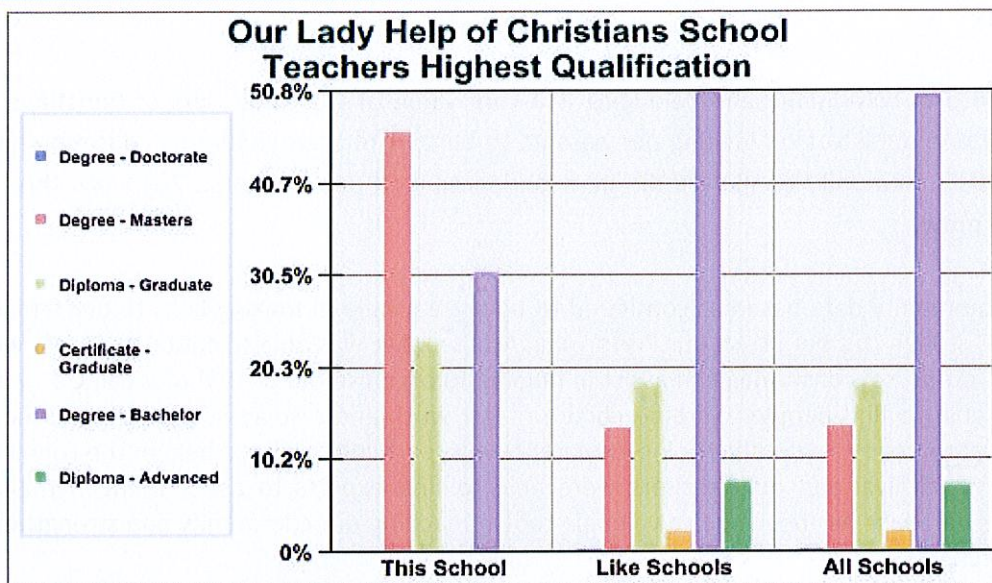
Teaching Staff Attendance Rate

90.79%

STAFF RETENTION RATE

Staff Retention Rate

85.71%



ITEM	2007	2009	2010	2011	2012	2013
School Morale	16%	65%	54%	62%	49%	58%
School Distress	19%	75%	56%	53%	30%	49%
Role Clarity	55%	61%	50%	83%	66%	57%
Teamwork	32%	45%	38%	54%	48%	48%
Appraisal & Recognition	51%	68%	61%	81%	57%	46%
Curriculum Processes	43%	45%	45%	71%	61%	44%
Effective Discipline Policy	61%	72%	62%	77%	86%	84%
Quality Teaching	20%	30%	32%	40%	61%	50%
Excessive Work Demands	37%	90%	55%	61%	46%	48%

MR. PHILIP CACHIA

PRINCIPAL & LEADER OF LEADERSHIP AND MANAGEMENT



School Community

Goals & Intended Outcomes

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

Achievements

Building a sense of community and belonging is a core value of Our Lady Help of Christians Primary School. We pride ourselves on inviting our parents to be part of their children's education and invite members of the community to share their life experiences with our students. 2013 saw this tradition continue and grow.

Our school community data base has continued to be a great help in making links to our families skills and talents. Through this data base our Performing Arts teacher was able to contact parents who were able to make props, sew costumes and assist in helping to organise our school musical. Our Visual Arts teacher was able to find people to frame children's Art work and display it around the school. Our Physical Education teacher was able to locate parents with particular skills to help in the running of our Twilight Sports Carnival and our teachers were able to find experts to assist them in their inquiry learning. This database has been such a valuable tool in reaching our community and strengthening our students learning.

NGV - The Musical was written by Ms Faye Nardella with the assistance of a group of teachers and presented by the students at the Clocktower Theatre, Moonee Ponds on 5th September 2014. Parents and members of the school community were taken on a journey through the National Gallery by a family of mice and entertained by the singing, dancing and performing of the students of OLHC. It was a lovely night to gather as an OLHC family and watch our students as they joined together to highlight their talents and the benefits of having a Performing Arts program at our school. The Clocktower Theatre was sold out, with additional seating needing to be installed.

This year also saw the introduction of 'experts' as part of our Inquiry units. Many family members, as well as members of our local community, came to share their knowledge with the students about history, multiculturalism, healthy lifestyles and more. Students participated in such things as Meditation, Yoga, Old School Games and Lunch Making to enhance their learning in various areas. This may not have been possible without members of our community giving up their time to come and share their knowledge and expertise with our students.

The 20th March 2013 saw the arrival of 3 teachers from our Sister School, SD Maria Bintang Laut school, Bandung Indonesia. Pak Agus, Ibu Ana & Ibu Emi arrived to a welcoming ceremony conducted by various members of our school community. During the ceremony not only did the students of OLHC sing both the Australian and Indonesian National Anthems but they also excelled themselves by performing a variety of Hip Hop dances. Over the week of their visit, the SD Maria Bintang Laut teachers observed lessons and planned with teachers, as well as teaching traditional stories from Indonesia to our students. At the conclusion of their visit, the school community gathered for a Farewell Mass and presentation of gifts.

In September, Ms Bernadette Harney and Ms Meghann O'Connor, led by Mr Jack Rendle (Religious Education Leader) visited Bandung Indonesia. This time, the teachers from OLHC observed lessons at our Sister School, visited the homes of some of the students, taught lessons about Australian culture and were part of a judging panel to assess the display boards produced by various teachers at SD Maria Bintang Laut. Prior to visits to OLHC, classrooms at SD Maria Bintang Laut did not feature display boards. During their visits to OLHC, SD Maria Bintang Laut and OLHC staff engaged in professional discussions about the importance of display boards in introducing new materials, displaying students work and providing students with a means of recalling information as they go about their work. It was great to see the new learnings of SD Maria Bintang Laut being shared with our teachers back here in Melbourne!

As a Making Jesus Real school we believe that we are the face of Jesus and bring God to life in our everyday interactions - Almsgiving is a part of this. In 2013, we continued to raise funds for our Sister School Breakfast Club, collected food for St Vincent de Paul and raised funds for the Cancer Council. The OLHC school community has truly taken on Mary MacKillop's famous quote: 'Never see a need without doing something about it' to heart, as the children learn about social justice in the classroom.

Our Parents Association provide many opportunities for our school families to connect. The trivia night, compared by Sally-Anne Upton on the 22nd June was no exception. Teachers and families joined together to compete against one another to see who truly had the most knowledge about Sports, Music, TV and film from the 70s and 80s. A great night was had by all, whilst raising funds to support our students learning.

As always, 2013 has highlighted the importance of connectedness as a school community. We thank our parents and grandparents who have helped us in our classrooms, filled in surveys to help us build on and improve on what we do and have given up countless hours to cover books, run canteens, hold BBQs, support working bees etc. We look forward to continuing to establish connections with our community and enhancing our students' experiences at OLHC.

	2009	2010	2011	2012	2013
Transitions	9%	45%	17%	38%	47%
Homework	17%	52%	49%	53%	40%
Student Motivation	33%	66%	43%	28%	74%
Social Skills	18%	36%	66%	52%	89%
School Connectedness	37%	59%	44%	59%	83%
Stimulating Learning	32%	40%	46%	50%	64%

MS. PATRIZIA RINALDO

DEPUTY PRINCIPAL & LEADER OF SCHOOL COMMUNITY



Financial Performance

REPORTING FRAMEWORK	MODIFIED \$	CASH
Recurrent income	Tuition	
School fees	161,842	
Other fee income	137,341	
Private income	32,533	
State government recurrent grants	561,144	
Australian government recurrent grants	1,706,298	
Total recurrent income	2,599,158	
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses	1,947,889	
Non salary expenses	381,266	
Total recurrent expenditure	2,329,155	
Capital income and expenditure	Tuition	
Government capital grants	0	
Capital fees and levies	115,755	
Other capital income	22,399	
Total capital income	138,154	
Total capital expenditure	82,280	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance	245,555	
Total closing balance	211,546	

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

We look forward to the 2014 school year in particular completing the final aspects of the School Development Plan. This will ready us for our next School Review in 2015.

CASEA PROGRAM 2014

Following the successful implementation on the CASEA program at our school in 2013, we 'go it alone' in 2014 when we do not have Dr. Emma Wade and her team onsite at our school. They will still be available for consultations with the two teachers who have now been trained in the area. In 2013 the focus was the early identification of children with challenging behaviours. In 2014 we will move the CASEA program into another area identified by our School Improvement Surveys that of 'child anxiety'. Having a different CASEA focus each year gives the program a sense of reinvention and 'new-ness'

SCHOOL BUILDING

In 2014 we will be looking to continue our school facility refurbishment by:

- Interior Paint Program – The building was last painted internally and externally 5 years ago and although it has been well kept, some high traffic areas are beginning to show signs of normal wear and tear. As such we will commission a paint team to restore some of these areas so that they complement the rest of the building
- There will also be a major refurbishment of the upstairs toilet facility and Visual Arts area. This area was built in 1989 and has seen better days. The increase in student numbers means that:
 - In 2008 there were 3 classes downstairs using the downstairs toilets and five classes upstairs using the upstairs toilets (consist of one male pan and one female pan)
 - Next year in 2014 there will be 3 classes down stairs and 11 classes upstairs. Consequently there has been more than a doubling of the amount of children using this amenity
 - The Visual Arts area is now a high traffic area and is a main route of passage from inside to outside. Many of the floor tiles and lighting need repairing. Thus a major renovation is necessary
 - The increased student numbers and additional programs have also placed pressure on 'break out' or Intervention rooms. Thus we need to further 'open up' the small room space in this area.

NEW LEADERSHIP STRUCTURE 2014/2015

The 2014 year will begin with a new leadership structure reflective of where the school would like to go over the next two years. Some of the changes to the structure:

Principal – Philip Cachia – Completing an Executive MBA sponsored by Catholic Education Office Melbourne

Deputy Principal – Patrizia Rinaldo – Time allocation increased to 2 days per week due to student numbers

Leader of Faith – Jack Rendle – Time allocation ½ day per week

Leader of Learning and Teaching – Kathryn Bruty – Time allocation one day per week

Leader of Student Wellbeing – Ann Evans – 2 days per week

Leader of Information Technologies (NEW) – William Sederino – POL 1

Leader of Numeracy – Patrizia Rinaldo – ½ day per week

Leader of Literacy – Anna Yorston

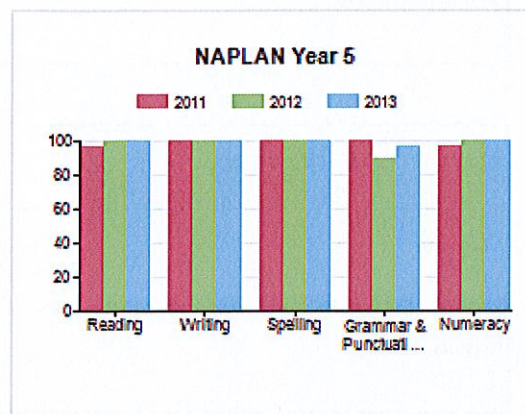
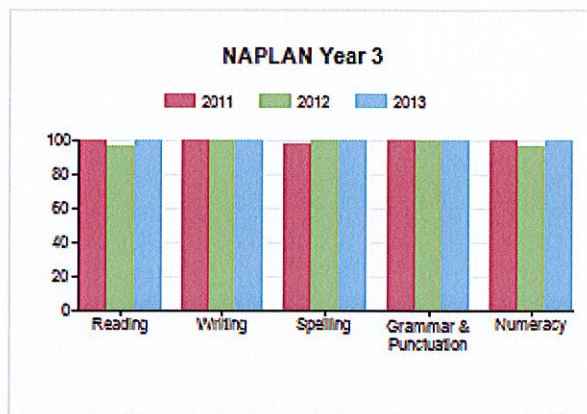
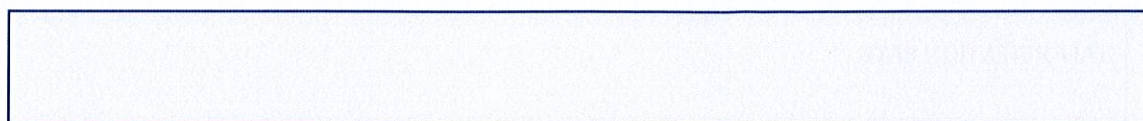
VRQA Compliance Data

E1078

Our Lady Help of Christians School, Brunswick East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 03 Reading	100.0	97.1	-2.9	100.0	2.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.5	100.0	2.5	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	97.2	-2.8	100.0	2.8
YR 05 Reading	96.8	100.0	3.2	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	89.3	-10.7	97.2	7.9
YR 05 Numeracy	96.7	100.0	3.3	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.17
Year 2	94.14
Year 3	95.32
Year 4	95.68
Year 5	95.63
Year 6	95.24
Overall average attendance	95.03

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.79%

STAFF RETENTION RATE	
Staff Retention Rate	85.71%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	46.15%
Graduate	23.08%
Certificate Graduate	0.00%
Degree Bachelor	30.77%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	27
FTE Teaching Staff	25.106
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	3.734
Indigenous Teaching Staff	0