



# 2022

ANNUAL SCHOOL REPORT

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Our Lady Help of Christians Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Ms Dominique O'Sullivan

Web: [www.olhcdbb.catholic.edu.au](http://www.olhcdbb.catholic.edu.au)

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## About this report

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Our Lady Help of Christians Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## Message to key groups in our community

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### Principal's Message

This annual report for Our Lady Help of Christians' Catholic Primary School celebrates the 2022 initiatives of the school community.

Our committed staff continued to provide a quality learning environment, fostering academic growth and excellence whilst responding to individual student needs through differentiated learning experiences. As always, we worked in close partnership with our parent and parish community to provide a faith-filled environment supported by a strong pastoral care programme.

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

### Parent Body Message

The School Advisory Team, Mums and Dads in the Classrooms groups, have worked to encourage engagement from everybody in supporting the common goal - the quality of education for children in our school. Parental engagement in learning and education involves families and schools working in partnership to build connections between the most important environments in which young people learn. Parental engagement also involves commitment on the part of schools to valuing and engaging in that partnership with parents and recognising the significant role families play in the education of their children.

The commitment of our parents was evident in their adaptation to and support of the school moving temporarily offsite at the beginning of 2022 for our parish building project. There is a sense of continued focus in working with the school to improve standards amidst managing the logistics of our everyday routines. All of these parental groups have worked to build very positive relationships, an especially welcoming school environment, parental engagement in learning and wellbeing and have supported the strategic goals.

Robotics - SpheroBOLT, 3D printer, Lego ev3  
3D printing  
Annual Public Speaking Competition  
Chess Club  
Reading Eggs / Mathletics  
ICAS / Maths Olympiad  
School swimming carnival  
Dance Fever / taekwondo / soccer  
Social justice initiatives including St Vincent de Paul Hamper Appeal and Sock-it-to-Poverty  
Band and instrumental programme  
PATCH Social Skills Lunch Club  
Dads in the Classroom

The students also enjoyed working online through the Google Classroom and Seesaw platforms.

This was the students' first year offsite at our temporary location at Pennant Hills. At the end of the first year, all the students' agreed that one of their favourite aspects with being offsite was catching the bus each day from Epping. They are enjoying the social aspect of the bus trip - spending time with their friends and it is like an excursion every day.



Robotics and Coding - including Lego ev3, Spherobots  
Maths Olympiad competition for Year 4, Year 5 and Year 6  
ICAS Mathematics, Science and English for Years 3-6  
Chess club for Kindergarten to Year 6  
Year 5 Epping Rotary Debating Competition  
K-6 Annual Public Speaking Competition  
PATCH social skills Lunch Club - a wellbeing and social skills programme for selected cohorts, small groups and individuals.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
35	47	57	82

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2022 was 90.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.20	92.00	91.10	87.90	92.00	90.30	88.10

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal

- provides a caring environment which fosters a sense of wellbeing and belonging for all students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	16
Number of full time teaching staff	6
Number of part time teaching staff	6
Number of non-teaching staff	4

### Total number of teaching staff by NESA category

All teachers employed by the

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involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### [Summary of professional learning at this school](#)

DAY 1. English: Planning and Implementing the New NSW K-2 English syllabus

DAY 2. Catholic Schools Broken Bay Diocesan Staff Development Day - NAPLAN Data Analysis, CSBB Wellbeing Framework

DAY 3. Mathematics: Planning and Implementing the New NSW K-2



Following on from 2021, the staff PL also focussed on the continued strengthening of pedagogical approaches to promote student's engagement and understanding of scripture in Religious Education. These included: continuing to implement RENEW RE - refining learning programs to embed effective and engaging learning strategies; and implementing increased thinking routines for RE to assess student progress. By the end of 2022, students were better able to demonstrate and articulate their knowledge and understanding of scripture through comparative thinking routine assessment tasks. Catholic values are taught explicitly through the Religious Education program and are also modelled explicitly through integration across the curriculum, the prayer life of the school and in a range of social justice and outreach programs.

Each year OLHC students participate in the Bishop's Religious Creative Arts

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2022 teachers were involved in a number of curriculum initiatives.

Professional learning for staff was especially focussed on mathematics.

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## Student Performance in Tests and Examinations

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### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. F2 (below ) JETBT/F2 14.67 Tf0.75 0 0 0.75 151port

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

Our school has an embedded approach to promote student resilience and good mental health, enabling each to achieve their potential.

A number of specific programs and strategies are utilised for this purpose. Some of these strategies include: Wellbeing Week each term; PATCH social skills lunch club; use of the Smiling Minds app to develop student mindfulness; Code of Conduct outlining students' responsibilities to themselves and others; and, the annual K-6 Anti-Bullying program as part of the PDHPE curriculum.

Each year the students lead and participate in a number of outreach social justice efforts including Project Compassion, Sock-it-to-Poverty and the St Vincent de Paul Christmas Hamper Appeal.

All Year 6 students take on the responsibility of a Leadership Role / Ministry in their final year of primary schooling. Each role is a ministry of service where students share their unique talents and abilities with the wider community through such roles as School / Vice Captains, Sport Captains, Wellbeing Captains and Kindergarten Buddy Captains as an example.



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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In the area of mission, students were able to demonstrate growth in their understanding of scripture through comparative Thinking Routine assessment tasks.

In the domain of learning and teaching, all high achieving students demonstrated growth in the standardised maths score over the course of a year. Further, the significant majority of these high achieving students measured at least a year's growth.

### Priority Key Improvements for Next Year

The following targets have been developed for 2023:

In the area of Evangelisation and Catechesis: students will demonstrate growth in their understanding and application of scripture as measured by a pre and post assessment tool.

In the area of Student Achievement: students will demonstrate a year's growth in Mathematics as measured by standardised instruments.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

In 2022, parents participated in the Tell Them From Me survey

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure 0.F2 14.6ETBT/F2 14.67 Tf0.75

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$848,598
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$224,886
Fees and Private Income <sup>4</sup>	\$317,651
Interest Subsidy Grants	\$6,101
Other Capital Income <sup>5</sup>	\$408,342
<b>Total Income</b>	<b>\$1,805,581</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$621,518
Salaries and Related Expenses <sup>7</sup>	\$1,542,965
Non-Salary Expenses <sup>8</sup>	\$275,268
<b>Total Expenditure</b>	<b>\$1,818,233</b>

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END OF 2022 REPORT