Our Lady Help of Christians School is a growing, family-friendly school on the inner northside of Brisbane. The school caters for Prep - Yr 6. The school is situated in a quiet street in the leafy suburb of Hendra, which is best known for its horse racing industry and its proximity to the airport. The school is rapidly developing a reputation as a centre of ‘Excellence in Contemporary Education’. It is a single stream school, moving towards a double stream provision for its students.

A close relationship exists between school and parish, and the school is well-supported by its active P&F and School Board. Outside School Hours Care and Vacation Care exist to support parents who work long hours and in school holidays.

The Australian Curriculum is being fully implemented at OLHC, as soon as new key learning areas become available. The curriculum is well supported by technology and our students are asked to bring to school a device to support their learning. Christian values are strong in our school and in our families, and the Religious Education Programme promotes both the formal learning about religion and the way people live their lives as Catholic Christians.

The school is staffed by outstanding professionals, working in collaboration for the development of each child. The staff work in a professional learning team to plan, teach, assess and report on the educational progress of each student.

School Profile

Our Lady Help of Christians School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ✔ or Single Sex ☐

Year levels offered: Primary ✔ Secondary ☐ P-12 ☐

Total student enrolments for this school 166

Total Enrolment 166 Girls 93 Boys 73
Characteristics of the student body

Students attending Our Lady Help of Christians are mostly from the local area, although with our provision of before and after school care, there are some who live further afield and work in this area. Students at the school are for the most part high achievers, and our Naplan results demonstrate this. Students are grouped across Prep - Yr 6 in 7 classes. After year 4, many boys go to the local colleges, but may stay and our school is well equipped to cater for them, with spacious green playing areas. Special needs students are supported at OLHC through collaboration between their teachers, the Support Teacher: Inclusive Education and the school officers who work in the classrooms. Regular meetings are held with parents to discuss ways to support students, especially those with different needs. Some students are from a background other than English speaking, and an ESL teacher supports these students in their learning. A positive behaviour support programme is in place, which has high behavioural expectations of all students, and students are coached and supported to become self-disciplined individuals. Strategies are proactively taught against bullying and cyber-bullying.

Our distinctive curriculum offerings

Our classroom teachers provide excellent development in the Key Learning areas of Mathematics, English, Science, History and Geography. Pedagogies used reflect John Hattie’s research into what most improves learning outcomes. HPE and Music are taught by specialist teachers. Japanese is taught in the upper school and Mandarin to Prep. Students have swimming lessons and compete against other schools in Swimming, Athletics, Cross Country and Winter sports like AFL or Netball. One term a year we have dance skills and in another we have Visual Art, both taught by visiting specialists. Our school has an emphasis on sustainability, and we participate in various initiatives e.g. rubbish reduction, school garden, bore water, solar panels, and Active School Travel to promote healthy bodies in a healthy environment.
Extra curricula activities

Our students can learn tennis, piano, guitar, drums, violin and other stringed instruments, chess, performance arts and French onsite. The lessons are mostly held out of school time. Students participate in our school choir and compete in competitions. Our Outside School Hours care programme offer excellent sporting and creative activities to keep students active and occupied.

How Information and Communication Technologies are used to assist learning

Our students in years 3-6 have 1-1 notebooks, which are parent owned. They collaborate with each other and their teacher using a range of Web 2.0 tools and email. They have learning tailored to their needs by using online learning programmes. Printing is kept to a minimum. Our early years students have iPads, provided and managed by their parents. These are used in a variety of ways in the classroom, especially in literacy and numeracy activities. E-reading is being taught, with access by students to Brisbane Catholic Education’s e-library, and a teaching subscription to online reading schemes. The LIFE learning management system is being implemented across all grades by our teachers. This platform allows all students to engage in a safe online learning space with each other and their teachers. A fast, efficient wireless network throughout the school allows all students to be online at the same time and delivers reliable connectivity.

Social climate inclusive of pastoral care and our response to bullying

Because of the small size of the school, teachers know all the students, students know each other, and parents know each other. Shared values ensure the students feel safe in the school environment. A buddy system supports the youngest children by partnering them up with older students. The buddies do activities together fortnightly, and the older children look after their buddies in church. The school has a virtues programme in place, and these virtues are taught at fortnightly assemblies. The school has a fully-implemented Positive Behaviour Support Programme, which has high expectations of all students for good behaviour. Good behaviour at our school is taught, coached and then expected. At times, some students may need a higher level of intervention and a behaviour plan is followed to help them become a student with appropriate behaviour. The programme includes strategies for dealing with both bullying and cyber-bullying. There is zero tolerance for these behaviours, and if bully-like behaviours are starting, intervention is swift.
Parent, student and teacher satisfaction with the school

Feedback received from the parent body indicates that we have:

- Caring and approachable teachers who know their children and teach them well
- Students who feel safe because of the buddy system
- Support staff who assist the teachers and children with special learning needs
- Information communication and learning technologies integrated into teaching and learning
- Supportive, committed and enthusiastic parents
- Air-conditioned classrooms with resources required for learning
- Outside school hours and vacation care
- A sense of pride in our tidy school
- Clean and tidy, fresh-looking facilities and grounds

Parent involvement in their child’s education

At OLHC, we believe that parent involvement enriches their children’s education. Parents are involved through:
- School Board
- P&F attendance, sub committees, working bees and social functions
- Cuppa and chat morning teas
- Liturgies and special event assemblies, including Class Masses
- Tuckshop, school fete, sporting events
- Reading support, excursion support
- Involvement in the school’s cyclical review programme
- Communication via school website, newsletters and social media

### Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>23%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>65%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>6%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $20,000.

The major professional development initiatives were as follows:

- Religious Education - Spirituality, Old Testament and the teaching of RE
- Geography and History
- LIFE Learning Management system
- Visible Learning
- Catering for diversity - Gifted and Talented students
- Teaching Reading - First Steps
- AITSL teaching standards

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

- ‘Find a school’ text box.
- Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was ________ 97% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, ________ 85% of staff were retained by the school for the 2014 year.

Key Student Outcomes

| Whole School Attendance Rate | 94% |
| Prep Attendance Rate | N/A |
| Year 1 Attendance Rate | 96% |
| Year 2 Attendance Rate | 95% |
| Year 3 Attendance Rate | 96% |
| Year 4 Attendance Rate | 95% |
| Year 5 Attendance Rate | 95% |
| Year 6 Attendance Rate | 87% |
| Year 7 Attendance Rate | 94% |
Policy and practice to manage student attendance

Student rolls are marked twice daily online in our eMinerva attendance record. Teachers record late arrivals and early departures, as well as reasons for absences. Parents record student absences on the school’s absentee line. From this record, the secretary passes the information to teachers each morning. If no notification has been received, the parents are contacted to ascertain the reason for the absence.

Student Achievement - NAPLAN for Years 3, 5, 7

National Assessment Program - Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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