

School Name Our Lady Help of Christians School

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## Principal's Foreword

### Introduction

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 all 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 176 Girls 105 Boys 74

## 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 their parents 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 diverse learning needs. A small percentage of 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, Humanities and Social Sciences and Technology. Pedagogies used reflect John Hattie's research into what most improves learning outcomes. HPE and Music are taught by specialist teachers. Mandarin is taught in the upper school and the early years classes, with the intention of taking that through all year levels. Students have swimming lessons and compete against other schools in Swimming, Athletics, Cross Country and Winter sports like NRL 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, chess, performance arts and French onsite. The lessons are mostly held out of school time. Students may participate in our school choir and compete in competitions.

Our Outside School Hours care programme offers 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 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 pastoral care 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 parental engagement enriches 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

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	17	14
Full-time equivalents	10.77	6.08
Aboriginal and Torres Strait Islanders		

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	8
Post Graduate Diploma/Certificate	1
Bachelors Degree	7
Diploma/Certificate	1

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 27000

The major professional development initiatives were as follows

Religious Education - Spirituality, Old Testament and the teaching of RE

LIFE Learning Management system and the use of 'My Site'

Visible Learning, especially knowing teaching impact and giving effective feedback

Contemporary Learning Spaces and Facilities

Numeracy and Mathematics

You Can Do It Resilience Programme

## School Income by Funding Source

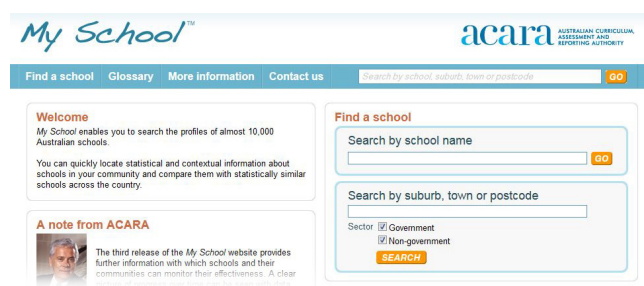
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.

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 97.19 % in 2015.

## Proportion of staff retained from the previous school year

From the end of the 2014 school year, 75.0 % of staff were retained by the school for the 2015 year.

## Key Student Outcomes

Whole School Attendance Rate	96.00 %
Prep Attendance Rate	96.00 %
Year 1 Attendance Rate	91.00 %
Year 2 Attendance Rate	96.00 %
Year 3 Attendance Rate	96.00 %

Year 4 Attendance Rate	97.00 %
Year 5 Attendance Rate	94.00 %
Year 6 Attendance Rate	97.00 %

## 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 or by completing a form on the parent portal. From this record, the secretary passes the information to teachers each morning.

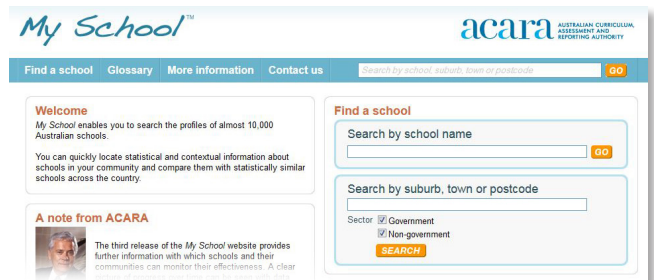
If no notification has been received, the parents are contacted to ascertain the reason for the absence.

Parents wishing to take the children from school for short or longer periods for appointments through to holidays, must write to the Principal and be granted permission for that withdrawal.

## 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/>.



The screenshot shows the My School website interface. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located on the right side of the navigation bar, with the text 'Search by school, suburb, town or postcode' and a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right of the welcome section is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these search boxes are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

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.

Type in the name of the school whose NAPLAN results 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 able to access our NAPLAN data.