

Annual School Report

2021 School Year

Our Lady Help of Christians Primary School, Lismore South



24 Rhodes Street

Lismore South NSW 2480

Phone 02 6621 5490

www.lisslism.catholic.edu.au

About this report

Our Lady Help of Christians Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2022 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6621 5490 or by visiting the website at www.lisslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Our Lady Help of Christians Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Our Lady Help of Christians Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school is committed to providing innovative and contemporary learning and teaching for all students. A learning approach that is personalised and is responding to the learning needs, interests and experiences of each student. Our aim is to empower students with the knowledge, skills and capabilities to respond creatively to the challenges of their world. We aim to provide learning environments that are safe, supportive, challenging and consistent. Our learning spaces are flexible and intentionally designed to encourage our students to be innovative, promote inquiry and help create a sense of belonging and purpose that strengthens the learning culture.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Our Lady Help of Christians Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Continued Extending Mathematical Understanding training for specialist teachers. The EMU Mathematics intervention and classroom practices contributed to significant growth in Mathematics from Kindergarten to Year 6.
- Focused on improving students' writing through our Lyn Sharratt Learning Collaborative. This, coupled with targeted and ongoing staff professional development proved invaluable in improving the depth and quality of writing that the students now produce.
- Awarded students in each class from Kindergarten to Year 6 with an Academic Excellence certificate during whole school and class assemblies. These children displayed outstanding learning behaviours and excellence across Key Learning Areas of the curriculum.
- Participated with great success in the Premier's Reading Challenge and ICAS Assessments with ten students achieving High Distinctions and Distinctions.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2021 the school:

Supported a number of charities throughout the year through various school functions and celebrations including Caritas and St Vincent de Paul. Our Mackillop Youth group also supported the Lismore Suitcases of Love initiative, to support disadvantaged youths in foster care in the Lismore area on behalf of our school community.

Our Indigenous Education Worker led and journeyed with 11 students through a cultural day as part of our NAIDOC Week celebrations and cultural awareness initiative. This included partnering with a Local Indigenous Artist and creating a mural for our school buildings.



Presented our traditional Christmas Tableau via a virtual presentation to the parish, school and wider community as part of our annual Christmas Carnival.

Supported the local ANZAC Day commemorations with a strong student, staff and parent presence.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- Our school received an Australian Sporting Schools Grant which allowed all students from K-6 to be involved in a variety of sporting experiences including Tennis and AFL skill development which gave them the opportunity to develop an active lifestyle. This grant also allowed the school to purchase sporting equipment to further develop students' skills in these areas.
- Our students and parent community enjoyed participating in our annual Swimming Carnival, Athletics Carnival and Cross Country event when COVID-19 restrictions eased. These were wonderful sporting celebrations with whole school participation.
- Students represented our school in various sporting events at both the diocesan and state level.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Our Lady Help of Christians Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Michael Piccoli
Principal

1.2 A Parent Message

Our Lady Help of Christians Parent Forum aims to strengthen our parent partnership and engagement among parents and guardians of the school whilst developing a strong sense of purpose and involvement in school improvement.

The 2021 school year was an interesting year for our school community. COVID -19 and its restrictions brought hardship to many of our families and local businesses, impacted the way that many of us live and work and disrupted our normal school routines. It was, however, a great time to investigate and embrace new ways of working and learning.

The Forum's role continued to focus on:

- Enhancing the partnership between the school and families.
- Giving parental advice and feedback on a range of school priorities.
- Representing parents of the school when required.
- Reviewing school policies and procedures.
- Assisting with parent education and community connections.

We hope that the 2022 school year will see a big focus on welcoming parents back into the school and with a continued focus on community engagement.

Kristy Hague
Forum Secretary
Parent Forum



2.0 This Catholic School

2.1 The School Community

Our Lady Help of Christians Primary School is located in Lismore South and is part of the Our Lady Help of Christians Parish South Lismore Parish which serves the communities of Lismore and surrounding areas, from which the school families are drawn.

Last year the school celebrated 104 years of Catholic education.

The parish priest Father Peter Karam is involved in the life of the school.

Our Lady Help of Christians Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Strong involvement in our Parish Sacramental Programs, including adult formation evenings.
- Support for our Parish Liturgy Roster eg altar serving, computer, reading, offertory etc and enhancement of Feast and Solemnity Masses through provision of music/singing and active participation in Palm Sunday procession.
- Student led Holy Week initiatives and celebrations, including the Passion Play that engages our school community.
- Increased community partnerships with our Christmas Tableau.
- Involvement with special events throughout the year; Opening School Mass, Feast days and liturgies.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

Our Lady Help of Christians Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	20	19	22	25	10	15	20	131	108
Female	13	12	16	13	21	17	8	100	107
Indigenous *	0	0	5	4	2	1	0	12	14
EALD *	0	0	1	0	0	0	0	1	1

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
94.0%	94.0%	94.0%	94.0%	94.0%	93.0%	91.0%	93.4%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 18 teacher(s) accredited with NESA, 14 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 7 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.0%. This figure is provided to the school by the CSO.

In 2021, we welcomed Mr Zachary Denny to our teaching staff. We also celebrated the retirement of Mrs Maureen Armstong after 36 years of teaching at Our Lady Help of Christians.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:



The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's Catholic Schools Office Diocese of Lismore commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2021, the school held a parent forum to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

Our School Expectations were refined after staff, student and parent consultation. Our new expectations now sit under the following headings: Be Respectful, Be Responsible, Be Grateful and Be a Learner.

Making Jesus Real is lived daily in our Parish School and MJR awards are presented weekly acknowledging the evidence of our school values in student behaviour. Our students also complete 'Gotcha' cards for moments in our school day in which they see the Face of Jesus in those around them.

Behaviour management focuses on opportunities for our students to learn and accept guidance in understanding acceptable behaviour and accepting responsibility.

We implement Restorative Practices to strengthen and improve student relationships and positive behaviour choices.

At all times students, staff and parents are expected to be respectful of each other in their everyday interactions.

Our Year 6 Leadership Teams work closely with our younger students to develop positive and respectful relationships and promote and model positive behaviour.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

Our Parent Forum offered many opportunities for all parents to be involved in key decision-making processes and have their voice heard in relation to the direction of our school.

Parents are encouraged to be in regular communication with teachers at any time to discuss student learning needs and wellbeing.

Parents were encouraged to meet with school staff or the school's leadership team if they had a concern about their child or children. This is regularly communicated via our school newsletter, class SeeSaw platform and at our Beginning of Year Parent Information Session.

Our school Grievance Policy is implemented and available to parents. The support of the Catholic Schools Office was also sought when required.

Parents had the formal opportunity to meet with teachers as part of our Parent/Teacher/Student Learning Conferences which were held during Terms 1 and 3.



3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

Our school provides intensive intervention programs to support identified students in their learning. Students needing intervention to assist them with success have opportunities to be involved in LLI-Levelled Literacy Intervention, EMU-Extending Mathematical Understanding, STAR Reading, MiniLit and MacqLit. All intervention programs are implemented by specialist teachers and occur four to five times per week to allow maximum impact on student learning. During 2021, we also engaged a specialist COVID Intervention teacher to support students whose learning was impacted due to COVID-19.

The school has a rigorous approach to implementing Literacy and Numeracy and is well-supported through a full-time Instructional Leader and Assistant Principal Learning and Teaching. Our teams meet regularly in their professional learning teams with a clear focus on the four critical questions that drive learning and teaching. Student learning is tracked using the Learning Progressions and teachers are highly accountable for student learning and growth in their classrooms.

Our school has specialist teachers driving a rich and engaging Health and Physical Education program in the school. Students are engaged in many opportunities to experience and develop new skills in accordance with the NSW Education Syllabus and have opportunities to make connections with local sporting establishments to further develop their interests and abilities.

The school is extremely well-supported through a one-to-one device for each student and classrooms being equipped with the latest technology to support student learning. Technology is seen as a powerful tool to enrich the learning experience and allow students the opportunity to become global citizens in an ever-changing digital world.

As a Professional Learning Community, our school continues to work towards embedding effective, evidence based pedagogical practices with a particular focus on assessment that drives instruction. This pedagogy underpins learning across the school, Kindergarten to Year 6. Our classrooms are equipped with furniture that allows for intentional, flexible learning that supports individual student learning styles. It includes sit to stand space, group learning spaces and a variety of seating options to support contemporary classroom design.

All students have access to up-to-date ICT resources and contemporary pedagogies that encourage successful participation in all learning activities. We have an extensive intervention support structure with a direct focus on individual student learning needs driven by student centred Professional Learning Team meetings held weekly. Our teachers are committed to providing engaging and challenging learning opportunities for our students as we look to strengthen our learning agenda and improve student outcomes.

In 2021, the school continued to engage in learning conversations focused on improving our school learning culture and feedback processes. Learning Walks and Talks were used as a means of identifying our impact throughout the school.

Throughout the year, staff continued to develop their understanding and skills in embedding evidence-based practices into their learning programs. Through tailored professional learning, teachers are provided opportunities to enhance their knowledge and understanding of best practice pedagogy.



The embedding of Lyn Sharratt's 14 parameters for school improvement continues to be our work as we strive to improve student outcomes.

The parish primary school offers a strong co-curricular program including student participation in:

- Annual Dance and Creative Arts Concerts within our school.
- Speech, Drama and Dance Eisteddfods.
- A variety of school clubs including Art, Coding, LEGO, Dance, Science and sports.
- Faith-based activities, retreats, liturgies involving students, staff and parents.
- Charity works including Suitcases of Love, social justice and care for creation initiatives within our school.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 32 students presented for the tests while in Year 5 there were 29 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At Our Lady Help of Christians Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of Our Lady Help of Christians Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	22.0	22.0	22.0	37.0	19.0	12.0	13.0	25.0	8.0	3.0	3.0	0.0
Writing	20.0	9.0	37.0	31.0	23.0	40.0	9.0	15.0	4.0	3.0	2.0	0.0
Spelling	23.0	21.0	23.0	18.0	20.0	28.0	13.0	18.0	7.0	9.0	5.0	3.0
Grammar and Punctuation	22.0	24.0	24.0	37.0	19.0	25.0	10.0	0.0	6.0	12.0	4.0	0.0
Numeracy	14.0	21.0	22.0	15.0	27.0	46.0	19.0	9.0	10.0	6.0	3.0	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.0	24.0	25.0	25.0	27.0	35.0	18.0	10.0	8.0	3.0	3.0	0.0
Writing	8.0	3.0	17.0	10.0	33.0	46.0	27.0	21.0	10.0	10.0	3.0	7.0
Spelling	15.0	14.0	28.0	21.0	24.0	28.0	17.0	21.0	8.0	10.0	4.0	3.0
Grammar and Punctuation	13.0	3.0	21.0	28.0	27.0	32.0	20.0	21.0	9.0	14.0	5.0	0.0
Numeracy	10.0	3.0	21.0	35.0	29.0	28.0	24.0	25.0	10.0	7.0	3.0	0.0

Year 5 NAPLAN results demonstrated a strong Reading focus with 82% of students achieving at or above the expected growth level from Year 3 to Year 5 and 50% of students achieving results in the top 2 bands. Grammar and Punctuation is an area for future focus and growth.

The data for Year 3 indicates that results are steadily improving with 90% of students achieving at or above the national minimum standard in all areas. This improvement can be attributed to professional development that led to improving classroom pedagogy and our work with the Lyn Sharratt Collaborative. In addition, intervention programs and strategies targeting students at risk in literacy and numeracy coupled with ongoing tracking of student growth and achievement can be linked to these results. Writing will continue to be a focus for our school as we look to improve student growth and performance.



NAPLAN results will be further analysed to inform and guide the direction for future improvements. The high percentage of students achieving [A1] above minimum standards, is testament to the focus on curriculum, differentiation strategies and a robust focus on improving the quality of teacher effectiveness in every classroom.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Developing Consistent teacher Judgement in Writing and Descriptive Feedback	11/06/2021	Lyn Sharratt Learning Collaborative
Proclaim Staff	05/05/2021	Lismore Catholic Schools Office/ School Leadership Team
Unpacking the Assessment Waterfall Model	05/03/2021	Lyn Sharratt Collaborative
Lyn Sharratt Assessment Strategies	17/09/2021	Lyn Sharratt Learning Collaborative

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Learning and Teaching Domain-Powerful Cultures	20	Leadership Team
Unpacking the Assessment Waterfall	20	Lyn Sharratt Collaborative
Adjustments and Differentiation	20	Leader of Inclusion
Assessment Instructional Strategies	20	Lyn Sharratt Collaborative
Programming-Backward Design	15	Education Officer
Collaborative Approach to Student Learning	15	Assistant Principal Learning and Teaching
Embedding ABTSI perspectives and Traditions	20	Danny Rankin/Doreen Flanders
Literacy and Numeracy Strategy	17	Education Officer
Effective Mathematics Pedagogy	18	Assistant Principal Learning and Teaching/Instructional Leader
Graduate to Proficient Teacher	4	CSO
EMU-Extending Mathematical Understanding	2	CSO

Case Management Meetings	20	Lyn Sharratt Learning Collaborative
Parish Spirituality Modules	26	Bishop Homeing and Assistant Principal Mission

The professional learning expenditure has been calculated at \$3313 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at Our Lady Help of Christians Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

[Enrolment Policy](#)

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

[Pastoral Care](#)

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.



The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

[Discipline](#)

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

[Anti-Bullying](#)

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

[Complaints and Grievance](#)

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ Mission of Jesus Christ Goal: OLHC Parish School has a strong Catholic identity and culture. Evangelisation: Students had meaningful opportunities to encounter Jesus Christ. Catechesis: ReNEW - High quality Religious Education Curriculum (Curriculum Design) provided a deeper understanding of the Scriptures and their importance to our lives.</p>	<p>Mission of Jesus Christ Mission of Jesus Christ Goal: OLHC Parish School has a strong Catholic identity and culture. Evangelisation: Students' understanding of the Scriptures will influence their behaviours towards their peers. Catechesis: Students will have a deeper understanding of the Scriptures and their importance to their lives.</p>
<p>Learning and Teaching Learning and Teaching Goal: All staff utilise powerful, contemporary and rigorous</p>	<p>Learning and Teaching</p>



<p>approaches to learning that improve student learning outcomes.</p> <p>Improved pedagogy for the teaching and assessment of writing that lead to improved student writing skills.</p> <p>Professional Learning Teams (PLTs) effectively planned for and responded to a repertoire of formative assessment strategies to target student learning needs in our Mathematics block.</p>	<p>Learning and Teaching Goal: At OLHC we use quality Assessment to Inform Instruction.</p> <p>Increase student growth and achievement in writing.</p> <p>Increase student growth and achievement in place value, multiplication and division.</p>
--	---

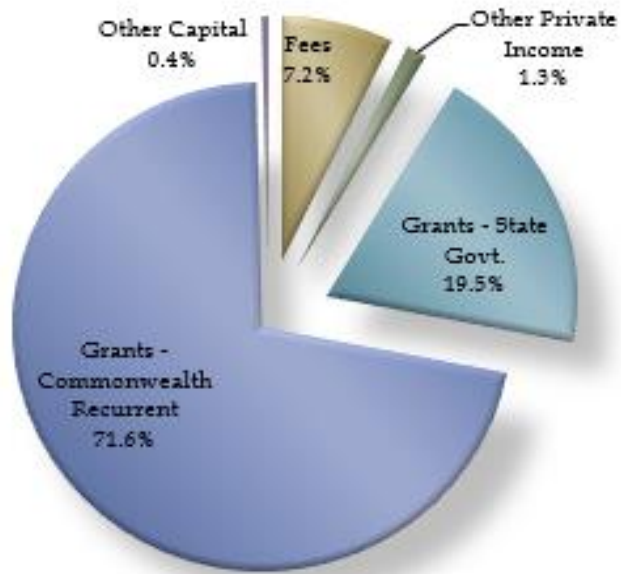
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 INCOME - Our Lady Help of Christians Primary School LISMORE SOUTH



2021 EXPENSE - Our Lady Help of Christians Primary School LISMORE SOUTH

