



CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



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

About this report

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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This annual report for Our Lady Help of Christians' Catholic Primary School celebrates the 2024 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, Class Parents and Dads in the Classrooms groups, have worked to encourage engagement of our parent body 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 continued support of the school moving temporarily offsite from 2021 - 2023 for the building of our new school as part of 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 of the school and parish community.

Student Body Message

In 2023 the students of Our Lady Help of Christian's School participated in a range of enrichment activities. They appreciated the many valued opportunities including:

- 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 Project Compassion Caritas, St Vincent de Paul
- Hamper Appeal and Socktober
- Band and instrumental programme
- PATCH Social Skills Lunch Club
- Dads in the Classroom

This was the students' second year offsite at our temporary location at Pennant Hills. At the end of the second year, all the students agreed that one of their favourite aspects with being offsite was still 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.

School Features

Our Lady Help of Christians Catholic School is part of the Parish of Epping and Carlingford located in the Broken Bay Diocese, on Sydney's North Shore, in the centre of the shopping area of Epping. Our state-of-the-art new school building is a two-minute walk from Epping metro and railway station.

The school was founded by the Parramatta Sisters of Mercy in 1908. Under the protection and patronage of Mary, Help of Christians, we value an ongoing partnership with parents in providing opportunities for students to excel within a stimulating Catholic school environment.

The school caters for boys and girls from Kindergarten to Year 6. Students are traditionally drawn from surrounding local and outer suburbs but increasingly from the Hills and Parramatta LGA's. Parents who commute to Macquarie Park and the city for work select OLHC for ease of access to a faith-based school. The school enjoys a positive profile in the local community and is proud of its reputation for excellence in teaching, learning and pastoral care.

In 2024, 112 students drawn from a range of cultural and religious backgrounds attended the school. Five class teachers and three specialist teachers supported the learning. The school competes each year in a range of Diocesan sporting events such as swimming carnivals, athletics days, netball gala days, rugby gala days and cross-country events. Swimming lessons are conducted at the Ryde Aquatic Centre for Kindergarten to Year 4 students. Years 5 and 6 students participate in surf education lessons as well as specialist sailing, paddleboarding and kayaking lessons at Balmoral.

A musical soiree is conducted each year to showcase the musical talents of children at the school. The school choir performs at this event as well as the local eisteddfod. In 2024 we again won 1st place in the Small School Choral primary section of the Ryde Eisteddfod.

Nearly a third of our students take up the option of instrumental tuition provided through our Band Programme onsite during school hours. Children have the opportunity to participate in a range of other enrichment activities such as:

- Robotics and Coding - including Spherobolts and Minecraft Education
- 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

- Broken Bay Religious Creative Arts Competition
- Catholic Schools Broken Bay Christmas Card Competition
- Year 6 Mission Mass

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
50	54	74	104

* 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 2024. 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 2024 was 93.20%. 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
92.60	91.40	92.30	94.00	94.40	93.20	94.50

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 in 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 and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	10
Number of full time teaching staff	7
Number of part time teaching staff	3
Number of non-teaching staff	2

Total number of teaching staff by NESA category

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The teaching of Religious Education and the integration of Catholic values are at the centre of teaching at Our Lady Help of Christians' Primary School. Our main goal is to ensure teachers have a thorough understanding of an authentic contemporary environment where personalised learning and high expectations engage students and promote intellectual quality.

The staff had several Professional Learning meetings focussed on the implementation of the Stage 2 and 3 CSBB Religious Education syllabus. All staff participated in the professional learning so that an understanding of the developmental nature and continuum of our school Religious Education program was embedded. The key elements explored by the staff included: Stage 2 and Stage 3 learning pedagogy; resourcing; scope and sequence; and assessment.

The staff used their new understanding of storytelling from the K-2 Curriculum PL to strengthen pedagogical approaches to promote student's engagement and understanding of scripture in Religious Education. By the end of 2024, students were better able to encounter, engage with and celebrate the word of Jesus Christ through the New Testament Scriptures. Catholic values were taught explicitly through the Religious Education program and were 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 Competition along with the other 44 Diocesan schools. We were very proud to have a winning OLHC entry - 2nd Place Stage 3 Original Music Composition Division.

Our Lady Help of Christians' Primary School has a strong partnership with the Epping-Carlingford Catholic Parish. The parish priest is actively involved in the faith formation of parents, staff and students. This partnership is fostered through classroom visits by the parish priests, class and school liturgies, the sacramental programs, Kindergarten transition and social justice initiatives.

Prayer life in the school is at the centre of the Religious Education program. Prayer is an important part of every school day and is featured at school assemblies and liturgies and within classrooms through informal and formal prayer.

Our Lady Help of Christians' Primary School's social justice and mission programs for students are centred on the Catholic Mission. We focus on supporting Caritas, Catholic Mission and Saint Vincent de Paul by holding mufti days, theme days, liturgies and fun activities for students. These initiatives are promoted by the Year Six social justice leaders. Our social justice focus for 2024 was raising funds for Caritas, Mary Mac's Place and donating hampers for St Vincent de Paul.

Curriculum, Learning and Teaching

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 2024 teachers were involved in a number of curriculum initiatives. Professional learning for staff was especially focussed on Grammar and Punctuation. Teachers participated in professional learning (PL) sessions focussed on developing their knowledge of Grammar and Punctuation, and the application of this to students' writing. Using the Catholic Schools Broken Bay Collaborative Coaching framework, staff explored the curriculum and analysed student data and work samples, before designing learning tasks to meet the learning needs of each child.

Applying the professional learning at the Curriculum Reform Professional Learning days, staff developed their understanding of formative assessment and used the common grade scale to design rubrics and tasks to assess the curriculum standards. Through designed tasks, classroom observations and collaborative coaching discussions, staff better developed their "image of a learner" for each child.

Other weekly professional learning sessions included: data analysis, policy review, health and safety, wellbeing, child protection, employee relations and CPR.

Structured learning support programs responded to each student's point of need whether academically, physically, socially or emotionally. The learning diversity support teacher worked in classrooms implementing and supporting individual education plans.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady Help of Christians Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	93%	54%
	Reading	100%	66%
	Writing	93%	77%
	Spelling	80%	61%
	Numeracy	93%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	83%	65%
	Reading	83%	71%
	Writing	83%	67%
	Spelling	83%	68%
	Numeracy	67%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. 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 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

Community Satisfaction

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 2024, parents from Dads in the Classroom and the Class parents' group indicated:

- Parents feel welcome at OLHC
- OLHC staff are very committed
- OLHC is a safe school
- OLHC supports learning and has high expectations of students
- OLHC supports positive student behaviour
- Parents are informed

Student satisfaction

In 2024, Year 4 - 6 students at OLHC agreed:

- OLHC staff are kind and great teachers
- OLHC students have positive relationships with each other
- OLHC students value learning
- OLHC values student wellbeing
- OLHC offers students interesting excursions and programmes

Teacher satisfaction

In 2024, OLHC staff agreed with the following statements:

- OLHC teachers are collaborative
- OLHC leadership work with teachers to create a safe and orderly environment
- OLHC teachers have a strong learning culture
- At OLHC data informs practice
- OLHC teachers use effective teaching strategies
- OLHC leverages technology for learning

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$1,214,559
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$323,581
Fees and Private Income ⁴	\$406,637
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$74
Total Income	\$1,944,852

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$305,152
Salaries and Related Expenses ⁷	\$1,891,753
Non-Salary Expenses ⁸	\$346,364
Total Expenditure	\$2,543,270

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT