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1 WHAT WE BELIEVE

1.1 MARONITE CATHOLIC ETHOS

Our Lady of Lebanon College seeks to promote the values of Jesus Christ. These values are both taught and exemplified in all areas of the curriculum, not just in religion lessons.

They include treating all people with dignity, service, forgiveness, working for justice and peace. They can be summed up in the exhortation of Jesus to love God with your whole heart, soul and mind and your neighbour as yourself.

All Maronite Catholics are inspired by the life of St Maroun who lived a life devoted to prayer and to the Catholic faith. We wish our students to grow in their relationship with God through regular participation in Mass and the Sacraments, retreats and reflection days, prayer, and through what they learn in class.

We want our students to put their faith into practice because “faith without works is dead”. They are therefore encouraged to serve the broader community in which they live through charitable works and fund raising activities.

The College was founded and is run by the Maronite Sisters of the Holy Family whose charism is to promote life in imitation of the Holy Family. This means promoting the values of faithfulness, simplicity, hard work, unity and love. The College is not only seen as an educational institution but a community which promotes a sense of family amongst staff and students.

The Maronite Catholic ethos of the school means that the college is concerned with the education of the whole person, mind body and soul. We want both staff and students to grow in their relationship with God, in Christ and through the intercession of Mary Mother of God.

1.2 MISSION STATEMENT

Our Lady of Lebanon (O.L.O.L.) College is a co-educational school administered by the Maronite Sisters of the Holy Family serving the educational needs of the Lebanese-Australian Maronite community of Western Sydney.

The mission statement of the College is:

- To build a College community of nuns, lay staff, students, parents and Church in which the Gospel values of faith, justice and charity are reflected in all aspects of school life, upholding our Maronite Catholic tradition.
- To identify the unique needs of each student so as to allow each one to develop their fullest potential – spiritually, academically, physically, emotionally and socially.
- To encourage each student to take pride in their identity as Australians of Lebanese heritage living in a multicultural society.
- To recognise and affirm the pre-eminent role of parents in the education of their children and to encourage their active involvement in, and support of, the College community.
2 WHO WE ARE

2.1 HISTORY
O.L.O.L. College was founded originally in 1973 by the Maronite Sisters of the Holy Family as an infants/primary school. The secondary department of the College was not established until 1988. The foundation Principal of the College was Sr. Constance Bacha who remained as Principal until 1995 when she was succeeded by Sr. Irene Boughosn who was in her turn succeeded as Principal in 2005 by Sr. Marlene Chedid. The College commenced with an enrolment of 153 students. The College first presented students for the HSC in 1991. In 2007 both the primary and secondary departments of the College underwent a full scale inspection by officers of the Board of Studies. It was the first time that an inspection of the College had been carried out on a K-12 basis. As a result the College’s registration and accreditation was extended to 2012.

2.2 LOCATION
Centered in Harris Park the College draws its students from suburbs within a radius of 5 kilometres. Students from areas such as Granville, Harris Park, Guildford, Merrylands and Parramatta attend the College. The majority of the students of the College worship regularly with their families at Our Lady of Lebanon Church which is situated next to the school in Harris Park.

2.3 STUDENT POPULATION
The majority of the students at the College attend the school from Kindergarten to Year 12. There are some new enrolments from other schools in both the primary and secondary departments and there are regular, but small, numbers of new enrolments from overseas, mainly Lebanon. A comparison between the numbers of students sitting for the SC and HSC over the years will give some indication of the College retention rates.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HSC</td>
<td>68</td>
<td>81</td>
<td>82</td>
<td>77</td>
<td>67</td>
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<td>62</td>
<td>52</td>
<td>54</td>
<td>51</td>
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<tr>
<td>SC</td>
<td>89</td>
<td>102</td>
<td>80</td>
<td>95</td>
<td>104</td>
<td>93</td>
<td>86</td>
<td>87</td>
<td>71</td>
<td>58</td>
<td>73</td>
</tr>
</tbody>
</table>

In July 2009 there were 691 enrolled in the primary and 499 enrolled in the secondary department. There were 23 classes from K-6 and 23 Homeroom Groups from 7 to 12. The number of girls and boys is identified in table below.

<table>
<thead>
<tr>
<th>Stage</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Girls</td>
<td>47</td>
<td>50</td>
<td>47</td>
<td>62</td>
<td>41</td>
<td>47</td>
<td>57</td>
</tr>
<tr>
<td>Boys</td>
<td>49</td>
<td>46</td>
<td>46</td>
<td>56</td>
<td>44</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>96</td>
<td>96</td>
<td>93</td>
<td>118</td>
<td>85</td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

2.4 POST SCHOOL DESTINATION 2009

<table>
<thead>
<tr>
<th>Year of Cohort</th>
<th>Number of students</th>
<th>University Offer</th>
<th>Apprenticeships (Including TAFE)</th>
<th>Private Colleges</th>
<th>TAFE Courses</th>
<th>Others (Including Overseas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>68</td>
<td>42</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>
3 STAFFING ANALYSIS:

3.1 PRIMARY REVISED (PRIMARY)
As from October 2004 all beginning teachers are to undergo a process of accreditation for Professional Competence.
All beginning teachers at Our Lady of Lebanon College are mentored through the accreditation process.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Teachings</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Education in Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Diploma of Education</td>
<td>8</td>
</tr>
<tr>
<td>Diploma of Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Grad Diploma –TESOL</td>
<td>2</td>
</tr>
<tr>
<td>Grad Diploma –Special Education</td>
<td>1</td>
</tr>
<tr>
<td>Grad Diploma – Education</td>
<td>1</td>
</tr>
<tr>
<td>Master of Educational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Master of Educational (Librarianship)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate in Counselling</td>
<td>1</td>
</tr>
<tr>
<td>Registered Psychologist</td>
<td>1</td>
</tr>
<tr>
<td>B.A Resource and Environmental Management</td>
<td>1</td>
</tr>
</tbody>
</table>

3.2 SECONDARY

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>18</td>
</tr>
<tr>
<td>Bachelor of Arts in Arabic Literature</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Arts in French Literature</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Business</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Computer Science</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Education/Teaching</td>
<td>18</td>
</tr>
<tr>
<td>Bachelor of Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Technology</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Theology</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in Education/Teaching</td>
<td>14</td>
</tr>
<tr>
<td>Diploma of Languages</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate in Education (Cand)</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate of Ministry</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Diploma Education</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Diploma in Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Honours Degrees</td>
<td>4</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>1</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>1</td>
</tr>
<tr>
<td>Master of Education</td>
<td>9</td>
</tr>
<tr>
<td>Master of Music</td>
<td>1</td>
</tr>
<tr>
<td>Master of Science</td>
<td>1</td>
</tr>
<tr>
<td>Masters of Theology</td>
<td>2</td>
</tr>
</tbody>
</table>
3.3 **Enrolment Policy**

Parents who intend to enroll their children at the College are asked to make an appointment to see the Principal.

Students wishing to enroll are asked to bring with them their Birth, Baptismal/Confirmation and Immunisation certificates, passports or visas if relevant as well as copies of their most recent reports from their current schools.

Because the study of Arabic is compulsory up to Year 10, this is made clear to all prospective students when they apply for enrolment. The Maronite Catholic Religious Ethos of the College is emphasized at the point of enrolment; the College has enrolment preference for Maronite Catholics, members of the Orthodox faith and Melkites; non-Catholics are accepted but only if there are enrolment vacancies. Because of the strong religious dimension of the school students of other faiths must be able to support and fully participate in the religious activities of the school.

3.3.1 **Primary**

During Kinder Orientation the students will undergo a series of basic assessments in literacy and numeracy to provide teachers with information to cater for the individual needs of the children when they begin school. Literacy/Numeracy support staff provides both extra assistance or enrichment activities for students as they require.

3.3.2 **Secondary**

Because the vast majority of the secondary students have in fact been at the College since Kindergarten, the enrolment policy for the secondary is relatively straightforward:

- During term 2 students from Year 6 are asked to indicate enrolment options for the following year; the parameters for the number of students to be accepted into Year 7 are between 100 and 110; based on the expressed options from current Year 6 students, the College then determines the number of places available for outside enrolments for the following year; these outside applications are processed in strict chronological order with emphasis being placed on Basic Skills results and recommendations from other schools; students deemed to be ‘at-risk’ in terms of behaviour and attitude are counselled during the year with the College reserving the right to withhold enrolment offers from any of its students; students who receive an enrolment offer sit for grading tests in English, Mathematics and Arabic to determine levels in those subjects for year 7 but no student is excluded on the basis of academic ability; all students receiving an enrolment offer undergo an enrolment interview with their parents conducted by a member of staff
- Applications for enrolment other than for Year 7 are determined by such factors as the availability of space, academic ability and references concerning behaviour
- Enrolments at Stage 6 are determined by existing vacancies, results in the School Certificate and references concerning behaviour.

Detailed Enrolment procedures are outlined in the College’s Enrolment Policy available at the College office.
3.4 **Parent Association**

Our Parent Association (PA) was established in March 2006, and has evolved as the official voice of the College parents, in line with its constitution.

Our PA meetings are attended by the College principal and executive officers. Our constitution allows for more than fund-raising, thus capitalising on the professional diversity in the PA.

The PA continues to play a crucial partnership role in the College trinity: teachers, students and parents, with Christ at the centre.

With six meetings per year and annual elections of office bearers, the PA converts parental feedback and surveys into constructive recommendations, most of which have come to fruition.

Since the last Annual School Report, the PA is pleased to summarise the recommendations that have become reality:

- Creation of a two official pick-up / drop off zones and upgrading the signage on Alice Street, thanks to Parramatta City Council and the Road Traffic Authority.
- Continued success of the ‘PA Shop’ selling used books and uniforms to students, and issuing receipts for the Education Tax Refund, thanks to the PA volunteers.
- Relocation of the sound system in the college hall to enable greater visibility of the stage and a more user friendly design for the technical team.
- Weekly and confidential appointments with the Fee Assessment Committee (FAC) for parents with genuine and demonstrable financial hardship.
- Support of the primary upper playground renovations, where children can run safely, a government-funded project that was coordinated by Mr Mark Bury.
- Researched recommendation of the electronic payment of school fees, and the consolidation of invoices to reduce paper printing and multiple payments.
- Sponsorship of the college jersey for students who participate in representative sports, thanks to our official supplier Josephs Uniforms, and thanks to feedback from the SRC.
- Review of the canteen contractors in the college so that there is customer satisfaction from students and parents, thanks to feedback from the SRC.
- Greater access to the secondary library during lunchtimes for all secondary students with genuine needs, thanks to feedback from the SRC.
- Fund raising activities for specific projects such as Smart Boards for the primary school and interactive white boards for the refurbished science lab, thanks to the PA volunteers.
- Introduction of a three month boot camp program for mothers at the college site to enhance physical fitness.
- Redesign of the boys summer shirt so that it appears tidier.
- Feedback on the primary religious education, encouraging greater parental involvement in the First Holy Communion.

We are blessed to have so many dedicated parents who regularly attend the PA meetings. As always, parents with serious commitment to advancing the quality of their children’s college experience should step forward so that their ideas are taken seriously.

Enrich your children and enhance your voice through your PA.

Joseph Wakim OAM
4 CATHOLIC IDENTITY

4.1 MARONITE CATHOLIC IDENTITY

The Maronite Catholic identity of O.L.O.L. College is manifested in many tangible ways. The College gathers as a community for the celebration of the Mass on at least 4 separate occasions during each term, with the major feast days being days of special observance. The students are also provided with the opportunity to attend the local church on several occasions before school each week for specific religious practices, namely the Rosary and the Stations of the Cross. In Year 3 students celebrate their First Reconciliation and their First Holy Communion. Students are also given the opportunity to receive the sacrament of Reconciliation several times during the year, again as a College community.

In the secondary department each year group has at least one ‘Reflection Day’ throughout the year when, as the name suggests, the students are provided with the opportunity to reflect on the path their lives are taking, but within a specifically religious context. In the primary each classroom has a sacred space around which daily classroom prayer is focused. The College Chaplain occupies an important position within the staff structure of the College, both in terms of the above activities as well as in terms of availability for counselling.

Part of the Catholic identity of the College is a concern for social justice. Students are given the opportunity to contribute to specific causes throughout each year, namely Red Cross Blood Donation, The Cancer Council, The Variety Club Xmas Appeal and Westmead Hospital. Students in each year are given an opportunity to participate in these activities which include the opportunity for the Secondary Student Representative Council (S.R.C.) to work with students from the Primary S.R.C. to organise fundraisers on a K-12 basis.

4.2 PROGRAMS AND ACTIVITIES RELATED TO PASTORAL CARE

The College has a long-standing pastoral care program in place focusing on the development of each student outlined in the College Student Development Policies K-6 & 7-12. This is not to be seen primarily as a discipline program although the imposition of discipline by an agency external to the student can sometimes be part of the program. The College takes every opportunity to highlight the efforts of its students and in numerous cases their achievements can be viewed with a great deal of pride. Teachers monitor the development of each student and any concerns are quickly picked up and dealt with at a number of levels. Special programs such as Peer Support for Years 3 and 7, Buddy systems between Kindergarten and Year 6, Seasons for Growth Program Years 3-6 and leadership activities for Years 6, 10 and 11 provide further opportunities for the pastoral care of the students.

In the area of student management/welfare/discipline the College follows a program that is designed to track difficult students through their school career and to monitor (and hopefully to change) their patterns of behaviour. At each step along the way this program benefits greatly from the full time presence of a College Psychologist.

The College fully supports and implements all aspects of the Child Protection Legislation. Structures and policies are in place to maintain professional behaviour into the staff culture of the College, thus lessening the chances of major problems to occur. Complaints from whatever source – parents, students, the general public – are dealt with at the most appropriate level in line with the procedures outlined in the College Complaints & Grievance Policy. The Pastoral Care issues are generally dealt with by the relevant Coordinators, class teachers; Curriculum issues by the relevant Studies Coordinator and all issues requiring reference to a higher authority by the Executive Officer-Primary and Secondary or, in the final analysis, by the College Principal. The preferred method of dealing with complaints is on a personal, face-to-face basis after sufficient time has elapsed for all aspects of the problem to be thoroughly investigated. There is a firm commitment by the College to pursue all matters such as these to an appropriate conclusion.
4.3 RELIGIOUS EDUCATION

Religious education is a compulsory subject in the curriculum of O.L.O.L. College, reflecting the importance of the religious dimension in the education of the students.

Students from K-10 follow the ‘Sharing Our Story’ document from the Diocese of Parramatta. This program has been modified to ensure that it reflects the specific Maronite ethos of the school.

Values education plays an important part in the curriculum life of the College. The work that is done in the context of the Religious Education program is reinforced by studies in such subjects as Physical Development Health Physical Education (P.D.H.P.E.) and English. In P.D.H.P.E. the emphasis is on the development of a healthy lifestyle with healthy Christian attitudes while in English texts are selected which deal with the major issues of the day and these are presented in an overtly Christian context.

5 TEACHING AND LEARNING

5.1 ANNUAL SCHOOL PRIORITIES

1. Primary

Our Lady of Lebanon primary curriculum works on a three year rotation of review and development. In 2009 our third rotation target: Integrated Units; followed the developments in the National Curriculum and looked at future implications of these changes on current programs.

2009 also focused on our prior developments in Literacy (2008) and Numeracy (2007) and how these programs effectively target learning needs of students with cognitive disabilities and those with learning difficulties experienced as a result of learning English as a second language. The College focused professional development on CELF: a screening system which distinguishes ESL learners from those with a cognitive disability.

The College hosted a Professional Development presented by guest speaker, Mary Kanaris. All our Literacy/Numeracy staff attended along with staff from St Maroun’s College and Roselea Public School. The implementation of this program has enabled teachers to:
- develop a greater understanding of the varying characteristics of ESL and Special education students
- gain knowledge in developing individual programs which specifically target ESL or Special needs students
- enhance skills to develop appropriate assessment tasks to inform teaching practices
- increase confidence to liaise with parents in order to build positive home/school relationships.

2. Secondary

In 2009 a commitment was made to provide for an in-school expansion of VET subjects. The areas targeted continued to be Hospitality and Construction, these being the main areas where many of our students seek employment. 2009 was a year when facilities in both of these areas were really tested out and the work done in bringing all programmes up to date was completed. The first cohort in these areas will commence in 2009.

The commitment that had been made to upgrade the secondary Science Laboratories to bring them into line with best-practice in teaching the various Science subjects was also continued with both planning and construction.

3. Whole School: Standards and Leadership

Each year the college’s ‘Professional Standards for Teachers at OLOL College’ is revised to ensure that current practices and legislation in Child Protection policy is being adopted. Prior to the attendance of the Executive to the NSW Ombudsman’s forum a guest speaker from CCER-Kathleen Fleming was invited to the college to
in-service staff. This was followed by two PD’s offered on different days to ensure all part time staff was in-serviced.

On the 10th and 20th November both Primary and Secondary College Executives and the College Psychologist attended the Keep Them Safe PD presented by the Department of Education and Training.

5.2 **PROFESSIONAL DEVELOPMENT**
Teachers are encouraged to attend at least one off site formal professional development course which not only enhances their currency and depth of learning area and pedagogical knowledge but also fosters an atmosphere of skill sharing with teachers from other school systems.

The majority of these courses were provided either by the Parramatta Catholic Education Office or the Association of Independent Schools.

5.2.1 Primary:
Integrated KLA’s
Australian Early Development Index; Comprehension: Developing Thoughtful Literacy; NAPLAN Implementation Issues; What Beginning Teachers Need to Know and What Teachers Need to Teach; Cracking the Hard Class; CEC Profile Meeting; 24th Annual Conference; 2009 Symposium; Designing Learning Activities for Diverse Learner Groups; K-12 Implementing the Learning Outcomes of Students with Disabilities in Mainstream Schools; Teach More- Manage Less; CELF4 Screening Test Training; Successful Learning Conference & Certificate in Educational Studies; Networking Group Meeting; Catholic Independent Schools Employment Relations Committee Conference; Managing Conflict and the Difficult Conversations; Number Sense and the Four Operations.

ICT
Introduction to Using Interactive Whiteboards in the Classroom; Moodle a Connected Classroom; Integrating Interactive Whiteboards in the Classroom; Internet Safety (Government and Media; Integrating Interactive Whiteboards.

New Teachers and Mentors
Beginning Teachers are mentored through the College’s New Scheme Program. They also attend First and Second Year Teacher Workshops and Early Career Teacher Forums 1-4
Their Teacher Mentor has attended the CEO Beginning Teachers Mentor Workshop in order to fulfil her duties accurately as their mentor.

5.2.1 Secondary
Teachers in the secondary attended a wide range of inservice courses throughout the year. These courses were especially important in light of the large numbers of changes currently being made to the syllabi in Stages 4 and 5. Additional inservice courses were provided in the areas of pastoral care and student management. The majority of these courses were provided either by the Association of Independent Schools as well as many subject associations. These inservices were linked as far as possible to the various requirements of the NSW Institute of Teachers

Listed below are the main In-service Course Providers for the Secondary:
Our Lady of Lebanon College

“Know Love Serve”


Many of the same curriculum issues mentioned above were also addressed in staff meetings and on Staff Development Days. A significant amount of time was once again devoted to the introduction of a new computer-generated reporting system, ensuring that it was brought into line with the new standards and outcomes – based approach to assessment.

5.2.3 Whole Staff Professional Development

Our Lady of Lebanon College is committed to ensuring a safe and healthy working and learning environment for staff, students and visitors to our school. In order to achieve this Our Lady of Lebanon College complies with the requirements of the Occupational Health and Safety Act 2000, the Occupational Health and Safety Regulation 2001 and all relevant codes of practice.

As part of the Our Lady of Lebanon College OH&S policy the college has systems in place and delegates responsibilities to:
- ensure the College is equipped and maintained to provide for all employees’ health and safety while they are at work.
- ensure that the College has appropriate consultation mechanisms in place.

To this end the college maintains a contract with CHUBB Australasia to provide onsite FBEP Emergency Procedures training.

In 2009 all staff received Fire Warden training during the Term 2 Staff Development Day. As well as this all teacher aides received Fire Extinguisher training.

This training ensured that staff are equipped with the practical ability to fulfil their ‘Employees Responsibilities’ stated in the college OH&S policy.

The whole staff furthered their professional learning through Staff Development days focusing on Child Protection, CPR Training and Staff Reflection & Spirituality.

5.3 Teacher Attendance and Retention

Teacher attendance is carefully monitored and where necessary replacement teachers are employed from external sources or reassigned from inside the school to cover all classes. As a general rule there are no classes in any area of the College that are left unattended.

5.4 College Policies

- Student Development Policy

Our Lady of Lebanon College aims to foster and encourage in our students a deep commitment to personal prayer, love and respect for the Mass and the Sacraments, and faithfulness to the Catholic Church and her teachings. We hope and encourage that this life of faith will manifest itself in works of justice, charity and service towards all those they meet and in the community in which they live.

In such a context it is hoped that a student who has completed a major part of his or her education at Our Lady of Lebanon College will develop their potential to have:
Our Lady of Lebanon College
“Know Love Serve”

- A good Christian Spirit
- Honesty and courtesy
- Respect and tolerance of themselves and others
- Commitment to justice
- Intellectual competency
- National pride in Australia and their parents homeland

The word ‘development’ implies a ‘gradual growth’ and it is the aim of the Student Development Policy to provide the students of the College with as many opportunities as possible to move towards the realisation of their potential in the areas of academic, sport, culture, social awareness and behaviour.

The College recognises the prime importance of the role of parents in the education of their children. Therefore it is essential that at all stages of the Student Development Policy, effective communication be maintained with parents.

The Student Development Policy includes:
- Students Rights and Responsibilities
- Behaviour Management Policy
- School Rules
- Homework Policy
- Student Representative Council

- Complaints and Grievance Policy

Our Lady of Lebanon College is committed to developing an educational and organisational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

We acknowledge that employees, students and parents may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable. Whilst most issues can be resolved through direct discussion with the parties, there may be instances in which this is not possible. The Grievance and Complaint policy provides a process for those receiving services from Our Lady of Lebanon College to raise concerns or complaints.

Hard copies of both the above policies can be accessed from the college administration office.

5.5 Respect and Responsibility

The college participates in a number of initiatives in order to promote respect and responsibility.

During Values Week the K-6 students are involved in class activities from the ‘Six Kinds of the Best’ program. This program reflects the National Framework for Values Education in Australian Schools. The students participated in activities to instil in them an awareness of valuing themselves, others, the environment and the wider community.

Participation in class activities during National Safe Schools Week culminates in the students receiving a ‘Safe School Certificate’ reinforcing the concept that safe schools are an individual as well as community responsibility.

Harmony Day at Our Lady of Lebanon College celebrates diversity. It provides an opportunity for our students to celebrate the diverse multicultural society in which they live, to affirm common values of respect and goodwill towards fellow Australians of all backgrounds, and to say ‘no’ to racism.
Our Lady of Lebanon College
“Know Love Serve”

Our students participate in specific based class activities which promote the idea that living in harmony means that every person living in Australia has the opportunity to enjoy a safe and happy life.

The K-6 and 7-12 College SRC program has a commitment to involvement in community service activities. Each term the primary SRC choose a community charity which they support with a fundraising activity as well as promoting an awareness of the integral community work their chosen charity supports. In the secondary section the students are involved in a wide range of activities around the theme of ‘social awareness’ and it is in dealing with the underprivileged in our society that the students learn valuable lessons about respect and responsibility.

5.6 Parent, Student and Teacher Satisfaction

Satisfaction for parents is measured by the support that they offer throughout the year in terms of their participation in a number of activities as well as their involvement with parent-teacher meetings. Parents further support the College by their continuation of enrolment with their children. Where there are matters of concern it is the policy of the College to deal with these matters promptly and directly and while the outcome might not always be to everyone’s satisfaction, at least the parents know that the issue has been dealt with. Both staff and students have various forums in which to express their concerns and the Executive of the College is always open to both of these groups in terms of communication.

Also, the evaluations, both verbal and written of meetings or events demonstrate the level of parent and teacher satisfaction with the College’s policies and procedures.
6 SCHOOL RESULTS IN STATE WIDE TESTS AND EXAMINATIONS

NAPLAN RESULTS 2009

The Our Lady of Lebanon Cohort – Number of students

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>56</td>
<td>62</td>
<td>118</td>
</tr>
<tr>
<td>5</td>
<td>56</td>
<td>47</td>
<td>102</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>44</td>
<td>82</td>
</tr>
<tr>
<td>9</td>
<td>44</td>
<td>45</td>
<td>89</td>
</tr>
</tbody>
</table>

The OLOL cohort consists 98% LBOTE students.

The NAPLAN results are reported in 10 bands, the upper bands for each cohort have been summarised and compared to the state in the table below.

YEAR 3:
Overall Literacy
% in Skills band 3, 4, 5 and 6 State – 91%
% in Skills band 3, 4, 5 and 6 College – 99%

Overall Numeracy
% in Skills band 3, 4, 5 and 6 State – 85%
% in Skills band 3, 4, 5 and 6 College – 93%

YEAR 5
Overall Literacy
% in Skills band 5, 6, 7 and 8 State – 86%
% in Skills band 5, 6, 7 and 8 College – 85%

Overall Numeracy
% in Skills band 5, 6, 7 and 8 State – 84%
% in Skills band 5, 6, 7 and 8 College – 86%

YEAR 7
Overall Literacy
% in Skills band 6, 7, 8 and 9 State – 85%
% in Skills band 6, 7, 8 and 9 College – 89%

Overall Numeracy
% in Skills band 6, 7, 8 and 9 State – 81%
% in Skills band 6, 7, 8 and 9 College – 83%

YEAR 9
Overall Literacy
% in Skills band 7, 8, 9 and 10 State – 78%
% in Skills band 7, 8, 9 and 10 College – 74%

Overall Numeracy
% in Skills band 7, 8, 9 and 10 State – 82%
% in Skills band 7, 8, 9 and 10 College – 81%
# Summary of Results

## 1. Year 3

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Areas of strength: Identifying alternative title. Identifying pronoun reference.</td>
<td>• Areas of strength: Spelling</td>
<td>• Areas of strength: Reading numbers. Reading calendar. Subtraction.</td>
</tr>
<tr>
<td>• Areas of need: Making inferences. Identifying context</td>
<td>• Areas of need: No identified areas stated.</td>
<td>• Areas of need: Capacity. Chance. Fractions and Decimals. Digital time.</td>
</tr>
</tbody>
</table>

## 2. Year 5

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Areas of strength: No identified areas stated</td>
<td>• Areas of strength: Spelling</td>
<td>• Areas of strength: Fractions and Decimals. Angles</td>
</tr>
<tr>
<td>• Areas of need: Making inferences. Interpreting information. Interpreting figurative language. Connecting ideas.</td>
<td>• Areas of need: No identified areas stated.</td>
<td>• Areas of need: Addition and Division of 2 digit numbers. Length. Converting cm to m. Addition – multi step problems</td>
</tr>
</tbody>
</table>

## 3. Year 7

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Areas of strength: No identified areas stated.</td>
<td>• Areas of strength: Spelling.</td>
<td>• Areas of strength: reading protractors</td>
</tr>
</tbody>
</table>

## 4. Year 9

<table>
<thead>
<tr>
<th>READING</th>
<th>LANGUAGE</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Areas of strength: No identified areas stated. Areas of need: Interpreting ideas and details. Locating details. Using evidence.</td>
<td>• Areas of strength: No identified areas stated. Areas of need: Spelling</td>
<td>• Areas of strength: Area. Properties of solids</td>
</tr>
</tbody>
</table>

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6.1 2009 HSC RESULTS

[Histograms showing percentage of students in different bands for Chemistry and Business Studies]
Our Lady of Lebanon College
“Know Love Serve”

Percentage of Students

Band

Percentage of Students

Band

Percentage of Students

Band
6.2 2009 School Certificate Results

[Bar chart showing percentage of students for Mathematics Test and English Literacy Test by band for 2009.]
7 SPECIAL PROGRAMS

7.1 PRIMARY

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Psychologist</td>
<td>Provides staff and students with professional support.</td>
</tr>
<tr>
<td>Literacy/Numeracy Support</td>
<td>Each grade has a Literacy/Numeracy support teacher who works collaboratively with teachers offering extra assistance either in withdrawal classes or in team teaching situations.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Each grade from Years 1-6 attend specialist Technology classes in our Information Technology room which is equipped with 18 computers and a data projector. Kinder access the Technology facilities through the use of an Interactive Whiteboard once a week with a specialist teacher. Each classroom from K-6 has a computer all of which have internet connectivity. There are 10 interactive whiteboards in the primary section. There is at least one per grade and every year 6 class has an interactive whiteboard. Priority is given to classes which have a student or students with a particular disability such as hearing impairment. There is also an interactive whiteboard in the primary conference room which can be booked by classroom teachers. The Library is also equipped with a multi computer work station.</td>
</tr>
<tr>
<td>Music</td>
<td>A K-6 school program offered by a specialist music teacher.</td>
</tr>
<tr>
<td>Enrichment program</td>
<td>Selected students from K-6 are withdrawn to expand skills in the areas of English, Mathematics, Science and Research Skills.</td>
</tr>
<tr>
<td>Count Me In Too</td>
<td>Is a K-3 hands on Mathematics program.</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>Targets Year 4 students and encourages them to read independently.</td>
</tr>
<tr>
<td>Life Education</td>
<td>Supports the Personal Development, Health and Physical Education Syllabus in promoting healthy living. The external production is seen every odd year. (In even years, an anti-bullying production supports the college’s commitment to the National Safe Schools Framework.</td>
</tr>
<tr>
<td>Maronite Family Planning</td>
<td>Is a Year 6 program which supports the Personal Development, Health and Physical Education Syllabus in the areas of Growth and Development and Interpersonal Relationships</td>
</tr>
<tr>
<td>Seasons for Growth</td>
<td>The Seasons for Growth program is run by Sister Josephine. Seasons for Growth takes students on a journey through a series of workshops which fosters the wellbeing of young people who have experienced significant change or loss. It is a valuable and memorable experience equipping students with positive strategies and skills for coping, problem solving, and decision making.</td>
</tr>
<tr>
<td>CARS and STARS</td>
<td>Is a Year 3-6 program which focuses on enhancing students’ current and developing comprehension skills.</td>
</tr>
</tbody>
</table>
7.2 SECONDARY
In the secondary section of the College the work of the School Psychologist continues and is augmented by the work of a Careers Advisor. There are two teachers funded to work in the areas of Special Education and ESL. While there is no extension program as such in the secondary students at the top end of the academic scale are provided with every opportunity within the mainstream program to access courses for their intellectual enrichment.

The Pastoral Care program of the secondary section of the College operates as a specific time each Friday morning as topics of interest are presented to the students. This program is augmented by guest speakers from outside of the College dealing with topics of interest to the students, eg an annual visit from the Police Liaison unit to present material on mobile phones and cyber bullying. The Peer Support programme, which links students in Year 7 with those from Year 10 is a valuable adjunct to the Pastoral Care program.

Co-Curricular Activities

The College has long since recognized the importance of co-curricular activities in the education of its students.

7.3 PRIMARY
Each year the primary students take part in a variety of community initiatives including: ANZAC Day; Remembrance Day; St Vincent de Paul Competition; Clean up Australia Day, Keep Australia Beautiful Week; Walk Safely to School Day, The Rosella Festival, Harmony Day and The Parramatta Rotary Breakfast and Lebanon Independence Day. In sport the students from Years 2, 4 & 6 participate in a ‘Learn to Swim’ program. All students in Years 1, 3 & 5 participate in gymnastics lessons provided by a qualified instructor. In Kindergarten students participate in station activities to develop their gross motor skills. In the area of Music, the college has a specialist music teacher and students from Years 4-6 also have the opportunity to join the choir. All the children have the opportunity to participate in group keyboard lessons which are run by a qualified instructor.

7.4 SECONDARY
The College offers involvement in a broad array of sporting activities, taking great care that there are equal opportunities for both boys and girls. The College fields representative teams in the Thursday afternoon PDSSSC competition which provides a variety of sports for the entire year. Debating, drama and public speaking are further areas where the students can develop their talents in competition with students from other schools.

In the secondary area the College recognizes the importance of the opportunities provided by co-curricular activities for the social and intellectual development of each student. Extensive opportunities are provided for students to represent their school in a wide variety of sporting competitions, mostly under the aegis of the Parramatta Diocesan Secondary Schools Sports Association. These sports cater equally for girls and boys. Opportunities are also offered for students to compete against other schools in cultural areas such as debating and public speaking. There is also a strong focus on drama and music, giving the students the opportunity to perform in both Arabic and English.
Our Lady of Lebanon College - Parramatta
Recurrent & Capital Income - 2009

- Commonwealth: 55%
- State: 23%
- Fees: 9%
- Interest & Other: 3%
- Other Cap: 10%