

# Maria Regina Catholic School Avalon

## 2006 Annual Report



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## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

At Maria Regina I am very fortunate to be working with a team of dedicated highly qualified professionals who bring with them a variety of educational and personal experiences. Maria Regina is a community where staff, parents and parish work towards providing children with a happy, challenging environment. We strive to make a difference as a community by embracing and celebrating the uniqueness, creativity and achievements of each individual. We have a successful preschool to Kindergarten Transition Program and cater for gifted and high achieving students from Kindergarten to Year 6. Information technology is an integral part of the school day for all students.

### **1.2 Message from the Parent Body**

At Maria Regina we really love the small caring environment, the great community spirit and the dedicated and caring teachers. We have plenty of opportunities to be involved and are kept well informed. We like the way we are welcomed and included, the quality teaching and learning, the use of technology and the opportunity that every child has to "shine".

### **1.3 Message from the Student Body**

Maria Regina is a very special school. We like the buddy system, the laptops, the games we have for sport and the wonderful equipment. Our school is small but it is very easy to make friends. The teachers are kind, friendly and understanding and we get a good education.



## 2. School Profile

### 2.1 Introduction

Maria Regina Catholic School is a single stream K to 6 co-educational school, located in the Broken Bay Diocese on Sydney's northern Peninsula at Avalon Beach.

Students are primarily drawn from the surrounding areas of Avalon, Bilgola, Whale Beach, Palm Beach, Clareville and Newport.

The school enjoys a positive reputation for academic standards, a nurturing, pastoral environment and the engagement of students in a range of key learning opportunities.

The school Vision and Mission Statement is evident in all classrooms and reflected in all aspects of school life.

### 2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
80	76	17	0	156

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment\\_Apr2006.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf)

The implementation of this policy is monitored by the Catholic Schools Office and administered within the school through the school's enrolment committee comprising the Principal, parish priest, a teacher and a parent.

### 2.4 Staff Profile

The School Leadership Team consists of the Principal, Assistant Principal and the Religious Education Co-ordinator. Teaching staff jointly contribute to the implementation

of the Annual Strategic Management Plan. This year there were seven classroom teachers with part-time Physical Education (0.2), Music (0.2), Teacher-Librarian (0.4), Learning Support (0.2), Literacy Facilitator (0.2), one Learning Support Assistant and Senior Office Administrator (1.0).

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
14	0	0	14

### 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 92.5%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 75.0%.



There have been some significant changes in the staff and leadership team with the commencement of a new Principal, a new Religious Education Co-ordinator, a new Beginning Teacher in a permanent position and an experienced teacher taking up a maternity leave position. Also a new teacher librarian commenced this year. The induction for new staff members has been a priority to ensure stability and consistency.

## **2.6 Teacher Satisfaction**

Teachers commented on the sense of community and the cohesive staff. Several staff have been teaching at the school for many years and are very positive about the academic standards and the collegial support they receive. Teachers are happy with the facilities and working conditions. They feel that the children are generally well behaved and motivated to learn and the parents are very supportive.

## **2.7 Student Satisfaction**

Some significant aspects that would contribute to student satisfaction this year were:

- Grandparents' Day
- Gala Days
- Carols Night
- Talent Quest
- School Disco
- Challenge-a-thon
- Weekly assemblies
- Student awards
- Raising money for families in Peru



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

Maria Regina Catholic School has a rich past and was opened by the Good Samaritan Sisters in 1959. The school both then and today continues to "strive to make a difference."

The life of the school is based on Gospel values where the worth of each individual is recognised. Students are encouraged to respond to the invitation of the call to Catholic discipleship. This is achieved by a reflective response to God's action in our world and particularly in our lives.

#### **3.2 Liturgical Life**

A strong emphasis on prayer, liturgy and eucharistic celebration is prevalent within the Maria Regina community. Students attend regular parish and school masses and experience the first rite of Reconciliation each term. The introduction of family masses at the end of each month has provided a rewarding opportunity for both school and parish to celebrate together. Maria Regina is actively involved in the parish sacramental programs for Confirmation, Reconciliation and Eucharist.

Sacred spaces in each classroom, in the office foyer and staffroom, reflect the prayer practice that is evident within the school community. Staff prayer is valued and provides an opportunity to pray together each week. A Prayer roster encourages shared leadership amongst the staff. The introduction of Year 6 liturgy monitors has been a welcomed leadership initiative, further enriching the liturgical life of the school. Symbols and colours of the Church's seasons are given prominence throughout the school and important feast days or holy days are recognised and celebrated by our school community.

#### **3.3 The School in the Life of the Parish and Diocese**

Partnership between the school and Parish is highly valued. The formation of the Pittwater Parish (Sacred Heart, Mona Vale and Maria

Regina, Avalon) began this year and will be formalised midway through 2007. The school works closely with the parish through participation in the parish sacramental programs. Students are involved in parish celebrations such as masses and liturgies and the local catechists are also encouraged to participate in these celebrations. The formation of the Pittwater Parish Children's Choir this year provided many opportunities for the choir members to sing at school and family masses in both Sacred Heart and Maria Regina churches. Year 6 students participate in the annual Peninsula Year 6 Cluster Mass and the Diocesan Mission Mass. Our school captains accompanied the Leadership Team to a mass to celebrate the launch of the Diocesan Pastoral Plan held at St Mary's Manly. Our school annually attends the Feast of the Assumption Mass with students and staff from Mater Maria School. Staff attended the Diocesan Schools Staff Mass at the beginning of the year.

Our parish priests and Sisters of Divine Zeal with whom we work closely are a presence within our school. Occasionally the parish priest visits the classrooms to speak to the children as a way of supporting our Religious Education Modules. The parish priest plays an important role in the school's enrolment process. The ordination anniversaries of our clergy members are acknowledged and celebrated where possible. The Principal is a member of the Parish Council and attends monthly meetings to discuss school and parish issues.

#### **3.4 Religious Education Curriculum**

The staff of Maria Regina School are committed to deepening the students' faith through dialogue, meaningful experiences, liturgy and learning. Integrating information, communication and learning technologies has been an integral part of this commitment through the use of CASTnet. (CASTnet is a joint elearning initiative of the Catholic Education Office, Diocese of Wollongong, the Catholic Schools Office, Diocese of Broken Bay and the Catholic Schools Office, Diocese of Wagga Wagga and



links to religious websites that support our Religious Education scope and sequence.)

To build competence and confidence with the teaching of Religious Education, staff have participated in professional development to assist them in planning and implementing modules of work.

School assemblies have provided an opportunity for students to share their learning in Religious Education as well as being regularly featured in the school newsletter's "Curriculum Corner". The Outstanding School Spirit Award is a coveted award which is presented to a student displaying exceptional school spirit at Maria Regina. A local business sponsors the award, which is presented ten times a year forming a positive community link with the school.

### 3.5 Catholic Worldview

As a Catholic school, Maria Regina seeks to strengthen a shared understanding of the central purpose of our school by modelling the Gospel values of inclusion, compassion, human dignity, justice and service as declared in the school's Mission Statement. There is a deep commitment to working together to build a community of disciples of Jesus. We proclaim the message by promoting a Catholic worldview, which embraces the presence of God in our daily life, in the Eucharist, in the Sacred Scripture and in the living tradition of the Church. The Catholic worldview is carefully embedded in the whole curriculum promoting an obligation to work to create social and environmental conditions that promote the care and respect of every person and all of creation.

The staff further strengthened their understanding and commitment to Catholic worldview through professional development led by the Catholic Schools Office Mission Services Team. The staff of Maria Regina Catholic School will continue their professional development of Catholic worldview over the coming years.

During the year students and families have responded to community and global needs through dialogue, prayer and service. The

school has supported the St Vincent de Paul Winter and Christmas Hamper Appeals, Project Compassion during Lent, Catholic Mission during Mission Week, World Vision and needy families in Peru.

### 3.6 Parent Participation

Parents are acknowledged as the primary educators of their children. Maria Regina has an active and supportive Parents' and Friends' Association which meets regularly, providing pastoral, social and financial support. Currently two of the school's parents are executive members of the Diocesan Parent Council. Their roles include broadening opportunities for informing and engaging the Maria Regina community in professional development opportunities available to parents throughout the clusters within the diocese.

Parents and caregivers participate in the life of the school and parish through the sacramental programs, liturgies and masses, parish ministries, parent information sessions, assisting on excursions and with fundraising and by joining parent committees. Parents are always enthusiastic visitors at assemblies, as helpers in our classrooms and the Learning Resource Centre. The weekly newsletter is used as a vehicle to communicate to the community the various aspects of Catholic life and mission.

### 3.7 Professional Learning in Catholic Life and Mission

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs\\_Accrd\\_Tchrs\\_RE.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf)

Professional learning refers to the development of teachers' professional expertise. In the area of Catholic life and mission this occurs in a variety of ways. In 2006, under the guidance of the Religious





Education Co-ordinator and the Mission Team Advisor, teachers at Maria Regina further developed the Religious Education Curriculum modules.

The Religious Education Coordinator informs staff of upcoming courses offered by the Broken Bay Institute as well as inviting them to attend seminars such as social justice meetings. This year one member of staff attended the Ministry for Teachers I course.





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral\\_Care\\_Oct05.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf) and

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy\\_-\\_Student\\_Discipline\\_Policy\\_Oct05.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy_-_Student_Discipline_Policy_Oct05.pdf)

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

Maria Regina has a Pastoral Care Policy which, through its practice, respects the dignity of the individual. A clear and just Behaviour Management Policy has been implemented.

A revised Leadership Policy which promotes leadership in students from all classes was implemented this year to further support the Behaviour Management and Pastoral Care Policies. A successful "buddy" program between Kindergarten and Year 6 helped the Kindergarten children students gain a sense of belonging and settle into the pattern of school life.

The active Student Representative Council allowed students to represent their peers and to participate in decision making in school initiatives such as conservation, social justice and fundraising for charities.

### 4.3 Pastoral Care of Families

Nominated class parents supported the school community by acting as a link between the classroom, teacher and parents. Their role within the school engaged the community to promote pastoral care and school activities. A school counsellor assisted families in need. The service has proved to be invaluable for many families at Maria Regina.

There is a very supportive parent body at Maria Regina Catholic School. This is particularly evident through the display of pastoral care for families in need, for example, care for terminally ill parents or grieving families.

Several parents attended the Parent Council information meetings which were held on four occasions throughout the year.

### 4.4 2006 Initiatives

- Pink Ribbon Breakfast to raise money for the National Breast Cancer Foundation
- Grandparents' and Friends' mass and morning tea
- Class Parent role workshops
- Parent forums to gain feedback for our school review.

### 4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

[http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints\\_Handling.pdf](http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf)

The implementation of this policy is monitored by the Catholic Schools Office.





## 5. Excellence in Teaching and Learning

### 5.1 Curriculum Overview

Maria Regina offers the mandatory courses across the six Board of Studies Key Learning Areas. Religious Education is also designated as a Key Learning Area. Children in Years 3 to 6 also study Japanese.

Literacy and numeracy are seen as the key to all learning and allocation of prime time is mandated throughout the school.

In Term 2, Maria Regina undertook the Primary School Review, a comprehensive process looking at the key strengths and areas for development at Maria Regina. The teaching staff reviewed all aspects of the curriculum to ensure that programs were contemporary, challenging and relevant. A key strength identified was the comprehensive and diverse curriculum where the individual needs of students were addressed.

As part of the process the staff revisited their beliefs about teaching and learning. Data from teachers, parents and students was collected and analysed and informed recommendations in the review.

The school has endeavoured to keep parents informed about changes to the Kindergarten to Year 6 curriculum by providing parent/teacher evenings and information sessions on specific Key Learning Areas.

### 5.2 Approach to Teaching and Learning

Staff professional development was planned each term to develop and implement strategies for excellence in teaching and learning. Through professional dialogue and a shared understanding the staff implemented various strategies to support students to take responsibility for their learning.

Teachers' focussed on reviewing and consolidating mathematics and literacy teaching, learning and tracking. Consistent practices, language and processes were

investigated. Specific time was allocated at staff meetings to share practice.

In 2006 the staff were inserviced on the new reporting system. On going dialogue with other schools ensured there was consistency in the understanding of the A –E gradings

Optional three way interviews (parent/child/teacher) were carried out early in Term 3 after the Semester 1 reports were distributed. Semester 2 reports were sent home at the end of the year with an opportunity to arrange an interview with the teacher. Teachers were always available to discuss students' development throughout the year.

### 5.3 Significant Initiatives

Three teachers attended ongoing professional development which focussed on gifted education. Sharing at several staff meetings enabled teachers to identify high achieving students and how to differentiate the curriculum for these students.

A special program was implemented to support students K-6 experiencing difficulties in the area of literacy. A teacher, with a specific interest, knowledge and experience in this area, was appointed with a one day allocation to provide opportunities for planning, modelling and evaluation. She also conducted regular professional development sessions with the teachers. Appropriate tools and strategies were formulated to support, motivate and engage these students. Their progress was continually tracked with records of completion and achievement used to align programs and resources that reflected the students' needs and interests.

A significant initiative, The Starfish Program, was introduced to enable a smooth transition for students into Kindergarten. Pre-schoolers who had enrolled for 2007 were invited to attend five sessions to experience school life. While the children participated in craft, sport, library and computer experiences, their parents were able to network with other parents and were informed about many aspects of school.



## 5.4 Student Achievement

### Literacy

Literacy is a life long process. It is the ability to read and use written information and to write appropriately in a range of texts. Literacy also involves the integration of speaking, listening and critical thinking with reading and writing.

Assessment is multi-faceted and should improve the quality of teaching and learning for all students. Data from one such assessment used at Maria Regina is the Basic Skills Test. Feedback from external forms of assessment is used in conjunction with other assessments, such as running records, observation survey and continuous observation and analysis of work samples. Staff update curriculum policies and plans with resources being purchased to support teaching and learning in the classrooms.

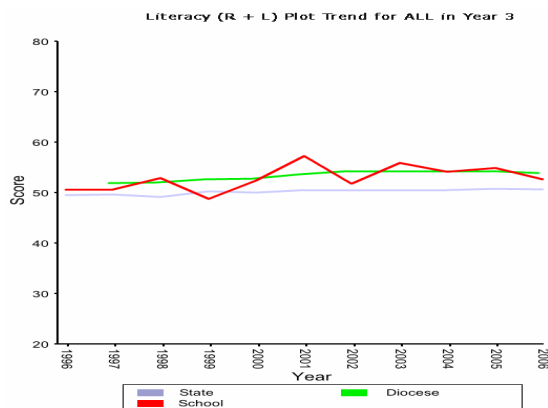
#### Literacy – Year 3

In Year 3, 2006 twelve students sat for the Basic Skills Test (BST). The table below shows the percentage of students in Year 3 who achieved each band at Maria Regina and also in the state.

Band	School	State
5	33	14
4	33	28
3	25	32
2	8	19
1	0	8

66% of our students achieved the top two bands compared to 42% across the state (Bands 4 and 5).

The following graph compares Year 3 student performance in literacy (reading and language) to statewide performance and illustrates trends in student performance over time.



Since 2002 the average scaled score for Maria Regina has oscillated around the diocesan score and been above the state average since 1999. The dip for the current year is due to the fact that several children have been identified as having special learning needs within a small class.

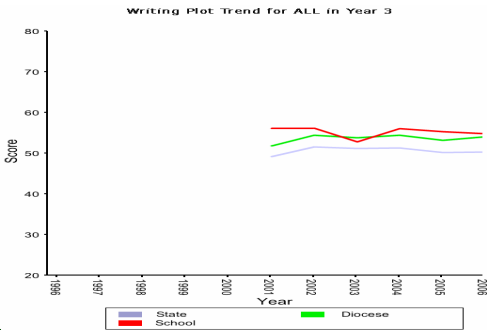
#### Writing – Year 3

In Year 3, twelve students sat the Basic Skills Test. The table below shows the percentage of students in Year 3 who achieved each band at Maria Regina and also in the state.

75% of our students achieved the top two bands compared to 38% across the state (Bands 4 and 5).

Band	School	State
5	33	13
4	42	25
3	25	36
2	0	18
1	0	7

The following graph compares Year 3 student performance in writing to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Maria Regina has been consistently above the state and diocesan scores except in 2003.



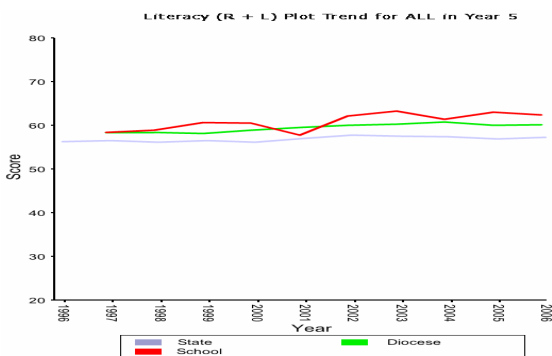
**Literacy – Year 5**

In Year 5, 2006 seventeen students sat for the Basic Skills Test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also the state.

82% of our students achieved the top two bands compared to 50% across the state (Bands 5 and 6).

Band	School	State
6	41	22
5	41	28
4	18	29
3	0	14
2	0	5
1	0	1

The following graph compares Year 5 student performance in literacy (reading and language) to state-wide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Maria Regina has consistently been above the state and diocesan trend.



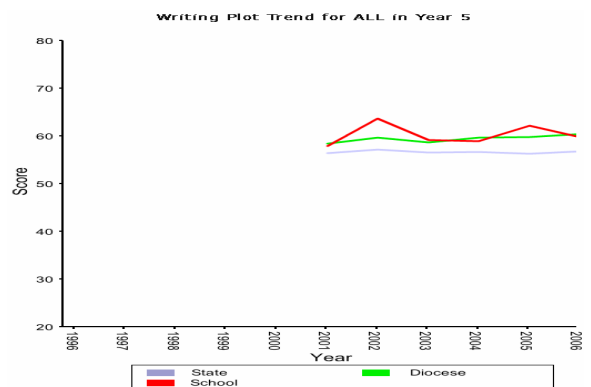
**Writing - Year 5**

In Year 5, 2006 eighteen students sat the BST writing assessment. The table below shows the percentage of students in Year 5 who achieved each band at both Maria Regina and also the state.

82% of our students achieved the top two bands compared to 51% across the state (Bands 5 and 6).

Band	School	State
6	29	20
5	53	31
4	12	25
3	6	17
2	0	5
1	0	2

The following graph compares Year 5 student performance in writing to state-wide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Maria Regina has fluctuated around the diocesan performance, but always remaining significantly above the state score.



**Numeracy**

The staff continued professional development in the mathematics K to 6 syllabus over a series of staff meetings and allocated days throughout 2006. Teachers continued to develop and modify their practice in teaching mathematics to ensure they were meeting the needs of all students.



All Kindergarten students were assessed using the "Getting to Know You Through Numeracy" kit provided by the diocese.

**Numeracy – Year 3**

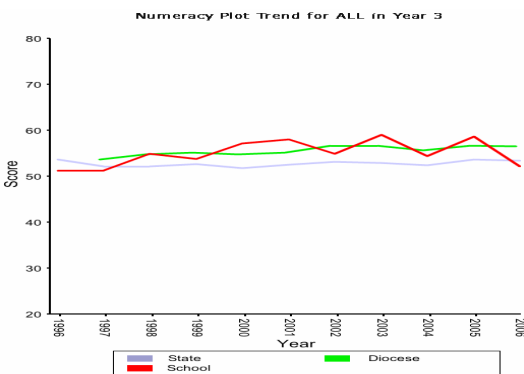
In Year 3, 2006 twelve students sat the BST numeracy assessment. The table below shows the percentage of students in Year 3 who achieved each band at both Maria Regina and also the state.

33% of our students achieved the top two bands compared to 46% across the state (Bands 4 and 5).

Band	School	State
5	8	22
4	25	24
3	42	26
2	25	19
1	0	9

The following graph compares Year 3 student performance in numeracy to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Maria Regina has fluctuated.

In 2006 Maria Regina scored below the diocesan and state results. While we are concerned about the results, there was a small sample size (twelve students) and several children have been identified with special learning needs.



**Numeracy – Year 5**

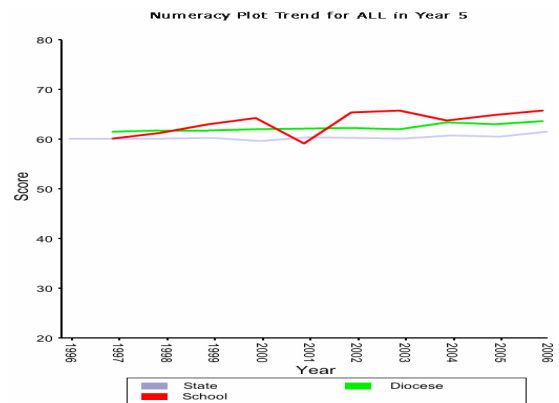
In Year 5, eighteen students sat the BST numeracy assessment. The table below shows the percentage of students in Year 5

who achieved each band at both Maria Regina and also the state.

88% of our students achieved the top two bands compared to 56% across the state (Bands 5 and 6).

Band	School	State
6	41	30
5	47	26
4	12	24
3	0	15
2	0	5
1	0	1

The following graph compares Year 5 student performance in numeracy to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Maria Regina has been above both the diocesan and state results.



**Reporting Value-Added (Learning Gain)**

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students, in literacy, writing and numeracy at Maria Regina and for the same cohort of students in the state. The expected growth in BST scores is between 6-7.

Table 1: Average growth

2006	School	State
Literacy (Reading & Language)	8.7	6.81
Writing	3.3	5.56
Numeracy	11.8	9.3



The value added score for writing amongst this group indicates that these students were significantly above the state and diocesan averages in 2004 and remained consistent.

The Commonwealth Government has developed national benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for reading, writing and numeracy.

The following two tables outline the percentage of students in Year 3 and Year 5 who have surpassed the national benchmarks since the school has had access to this data.

*Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data*

	Reading	Writing	Numeracy
2006	92%	100%	100%
2005	100%	100%	100%
2004	100%	100%	100%

The reading, writing and numeracy percentage for achieving the national benchmarks in Year 3 has remained at 100% over the last three years, the exception being that in 2006, one student out of the twelve who were assessed, scored below the national benchmark in reading. This student was identified with a learning disability in Year 1 and receives appropriate assistance.

*Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data*

	Reading	Writing	Numeracy
2006	100%	100%	100%
2005	100%	100%	100%
2004	100%	100%	100%

The number of students achieving 100% over the last three years has remained the same. No Year 5 students have scored below the national benchmark in reading, writing and numeracy.

### Targets for 2007

Opportunities will be given for teachers to work together for planning, modelling and evaluation of curriculum initiatives.

Specific time and finance will support the literacy and mathematics co-ordinators in their role to improve standards K-6.

The Assistant Principal role has been broadened with a time allocation to provide mentoring, coaching and strategies for teachers, particularly for students who are high achievers or gifted.

Staff meeting time has been allocated to share practice and enrich the learning team. Content will be aligned with the Strategic Plan.

A model of input, sharing, commitment to action and feedback will be established for staff meetings. Quality teaching, pedagogy and reflective practice will be the priority areas for the cycle of the Strategic Plan.

### 5.5 Information, Communication and Learning Technologies

Information, communication and learning technologies (ICLT) were a significant area of development at Maria Regina in 2006. There was considerable capital expenditure on hardware (including ten laptops, digital cameras, data projector and screen in the hall), software (including *Adobe Photoshop Elements 5*, *Microsoft Office 2003* and *AB Tutor*) and professional development programs (including joint staff meetings with Sacred Heart Primary School at Mona Vale).

A timetable was structured to ensure maximum usage of the computers across all stages. Parents with computer expertise assisted teachers with student education with various software programs. Computers were also available in each classroom as a resource.

An ICLT coordinator and a technician ensured regular maintenance of computer hardware and software. The ICLT coordinator attended the Diocesan ICLT Learning and Teaching Conference at



Mingara on the Central Coast and informed staff of new initiatives or programs.

There was significant capital expenditure on hardware, and professional development programs.

The diocese provided professional development for teachers in the use of the new on-line student reporting system. This was followed up at staff meetings.

Teachers were given professional development in *Adobe Photoshop Elements 5*. Stage Three students were shown its application and given a Visual Arts project to complete for the term. The impressive results were displayed to the whole Maria Regina community at our weekly assembly.

Two student representatives from Year 5 attended *Kids Congress*, a two day diocesan initiative for students who showed aptitude in information technology.

## 5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

Teachers were encouraged to engage in professional learning to enhance their educational knowledge and skills.

The Leadership team met weekly for professional reading and dialogue. They also participated for three days, in professional development provided by the Catholic Schools Office on *Quality Teaching*.

The Leadership Team each participated in two day conferences for Principals, Assistant Principals and Religious Co-ordinators.

A staff development day in preparation for School Review, involved all staff members and parent representatives. The day was facilitated by a consultant from the Catholic Schools Office. During the day we revisited the school's vision, beliefs about teaching and learning, reviewed the evaluative process, validated the data collected and looked at future strategic directions.

Maria Regina staff joined with several other schools to attend a Religious Education professional development day on the *Catholic Worldview and The Church*. Several

staff meetings focussed on pedagogy in the teaching of religion, with time allocated for learning teams to develop Stage programs for Term 4.

Our school literacy co-ordinator conducted regular sessions with teachers to provide strategies to support motivate and engage students in Literacy. Two staff members attended two days' in-service to enable them to understand and use the *Observation Survey*.

Three teachers attended professional development to enhance their ability to differentiate the curriculum for gifted students.

Other areas of participation included Teacher Induction, Occupational Health and Safety training, First Aid Course, Library Athena, child protection training and various technology related opportunities.

A series of days were allocated for all teachers to become familiar with consistent standards and related technology to complete the new student reporting system.

Teachers with particular curriculum responsibilities had the opportunity to participate in subject related in-service provided by the Catholic Schools Office.

The average expenditure on professional learning per teacher in 2006 was \$2,410.





## 6. Extracurricular Program

### Visual Arts

- Students participated in gifted art classes with several students entering *Operation Art* and *Artfest*.

### Music

- Private music lessons were available and students regularly had an opportunity to perform for the community. The school band participated in the Yamaha Primary Schools Band Competition.
- Music evenings gave music students the opportunity to perform in Term 1 and Term 3.
- The band performed at school events such as Grandparents' Day and Open Day.

### Transition to High School

- Stage Three students participated in a transition to secondary school program at Mater Maria Catholic College, Warriewood called the "Links" program. The children experienced science, drama, gymnastic and music activities at the high school.

### Sport

Sport is a significant aspect of school life and the students had many opportunities to participate.

- Students represented the school at swimming, athletics and cross country cluster and diocesan carnivals.
- Students were able to participate in a variety of sporting events, gross motor program, netball, rugby league, soccer, basketball, touch football and eagle tag.
- Senior students were sponsored by the NSW Cricket Association to attend a Pura Cup cricket match at the Sydney Cricket Ground in November.
- Talented students had the opportunity to participate in summer and winter sports with several students progressing to Polding trials.

### Excursions

- The students in Stage Three experienced a two day excursion to Bathurst to complement their unit of work on *How Did the Discovery of Gold affect the Lives of Australians?*
- All other classes participated in one day excursions which enriched their understanding of their units of work.

### Incursions

- Guest presenters were invited to enrich the curriculum, for example, an Antarctic explorer provided a valuable insight into his experiences and the drama students from Mater Maria performed a play about bullying.

### School Assemblies

- Weekly assemblies led by Year 6 enabled recognition of individual achievements and class presentations, Class Merit Awards, Friendship, Uniform and Environment Awards and Outstanding School Spirit Award. The weekly assembly also provided the opportunity for individual musical performances.

### Liturgical Events

- All classes attend parish daily masses on a rotating basis. All classes co-ordinate a parish family mass which is celebrated on the last Saturday evening of each month.
- All classes participated in Mother's Day, Father's Day and Grandparents' Day liturgies.

### Community

- The students, parents and friends were involved in many community building activities, such as the Fathers' Day Breakfast, Pink Ribbon Day, Challenge-a-thon and Christmas Carols Evening.

### Leadership

- Year 6 and Kindergarten "Buddy Program".
- School Captains visited State Parliament House.



- Student Representative Council met twice a term.

**Premier's Reading Challenge**

- Students from K-6 had the opportunity to participate in The Premier's Reading Challenge.



## **7. Strategic Initiatives**

### **7.1 2006 Priorities and Achievements**

- School Review - including data gathering, analysing, preparing documentation
- Writing new Strategic Management Plan for 2007 – 2010
- Running Records – review and consistency
- Learning Support Role Description

### **7.2 2007 Priorities and Challenges**

- Continue to strengthen the links between school and parish
- Assessment requirements and tracking in literacy and numeracy
- Develop integration using the Quality Teaching Framework
- Continue to build and develop shared leadership opportunities within the staff to ensure sustainability
- Literacy
- Numeracy
- BST benchmarks
- Extended use of technology within class programs
- Review of homework
- Develop an overall professional learning framework with goals that are informed by the needs of students, parents and community
- Gifted education



## 8. Parent Participation

### 8.1 Introduction

Maria Regina Catholic Primary School has a very active parent community who are interested and supportive of the school and their children's education.

This group met each term providing pastoral, social and financial support. The financial support was provided by parents who contributed to a non-compulsory Parents' and Friend' levy. Parents contributed towards the purchasing of student resources and the refurbishment of the multi-functional centre.

Class Parents are an integral part of the parent community. Social and fundraising events included Welcome to New Parents Cocktail Party, the Trivia Night, morning teas, class functions, Mother's Day Stall, Father's Day Breakfast, and Christmas Party.

A group of nominated class parents, K to 6, liaised with class teachers and the Parents' and Friends' Social Committee to organise parent support in the classroom, including excursions, fund raisers, pastoral care, literacy, art, numeracy and social events. These groups provided a network of opportunity for valuable community interaction throughout the school.

Parents involve themselves in the life of the school by assisting in numerous ways such as:

- attending parent forums;
- attending school and class masses as well as special liturgies;
- reading groups;
- technology;
- carnivals;
- coaching;
- assisting in the library;
- gross motor;
- creative arts;
- parental involvement in classrooms;

- parental support of school based events such as sport, excursions.

Parent participation is highly valued at Maria Regina. Parents contribute to the consultation process including policy development and strategic planning.

The generous support and assistance from fundraising in 2006 has enabled the school, to purchase new laptop computers and literacy resources.

### 8.2 Parent Satisfaction

Through discussions and feedback from parents, it has been noted that they value the open communication between staff and the availability of staff to discuss needs and concerns. From data gathered for the school review parents identified the following as strengths:

- Core Catholic values modelled and evident;
- Opportunities for student leadership;
- Holistic approach to education;
- Curriculum which caters for the individual;
- Great community spirit;
- Every child has a chance to "shine";
- Dedicated and caring teachers;
- Small caring environment;
- Comprehensive teaching and learning;
- Personalised attention;
- Opportunities for all children;
- Quality leadership and staff;
- Communication between parents and the school;
- Approach to behaviour management;
- Use of technology;
- Teachers are dedicated and approachable;
- Pastoral care.



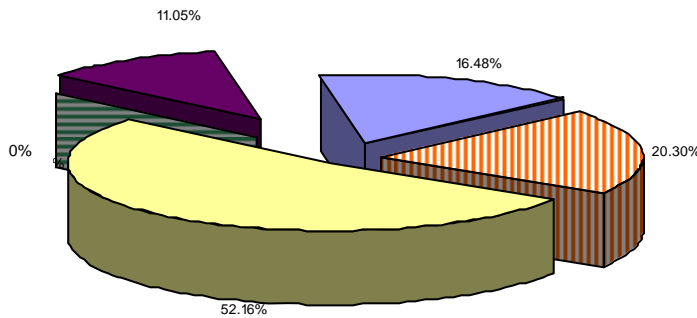
## 9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

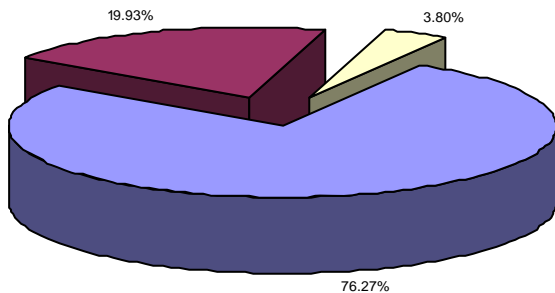
### Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



### Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the School's consultant, Michelle Smith.