



Maria Regina Catholic Primary School Avalon

2010 Annual Report



Principal: Mrs Kathy Gee

Address: 42 Central Road
AVALON NSW 2107
Phone: (02) 9918 2608
Fax: (02) 9918 6318
Web: www.mradbb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

Our annual school report provides information to the community about the progress of our school during 2010. Maria Regina Catholic Primary School Avalon is a welcoming, inclusive school where staff, parents and parish work towards providing our children with happy, yet challenging learning experiences. Our School's motto "**Making a Difference**" is lived out in the community by embracing and celebrating the uniqueness, creativity and achievements of each individual. Maria Regina is committed to the provision of quality learning experiences that are relevant, stimulating and developmental. At Maria Regina we have a team of dedicated, highly qualified professionals who bring with them a variety of educational and personal experiences. Our curriculum, instructional practices and intervention programs are all designed to enhance student success. The commitment of our staff to support each student is central to their achievement. We offer many successful programs including the "Starfish" Preschool to Kindergarten Transition Program, Student Leadership Program, Band, Japanese and "Dance Fever". Information Technology is an integral part of the school day for all students with interactive whiteboards and laptops available to all classes. We value working with the parents, parish and wider community to prepare our children for learning in the 21st century.

1.2 Message from the Parent Body

The Parents & Friends Executive Team has a very close working relationship with the school's Leadership Team and staff members. The Executive Team on behalf of the Parents & Friends meets regularly with the Principal to discuss their commitment to helping the school achieve its strategic plan. The Executive Team will raise any issues or concerns which have been brought to them from the school community.

The Parents & Friends is responsible for any fundraising efforts for the school as well as organizing school social events such as Mothers Day, Fathers Day and Grandparents Day through the Class Parent Network.

1.3 Message from the Student Body

The Student Representative Council reported that the students love the new facilities that were built this year. The year 5 and 6 students were very excited to move into the new classrooms which have interactive whiteboards, laptop computers, great views of both the school and the ocean. The students like the way classrooms also have a folding wall which allows them plenty of room to work in different groups. All classrooms have new furniture and students like going to the spare classroom for Japanese lessons. The new Art room is well used by all students and the school is now more accessible when it's raining with new covered walkways across the top field.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
95	84	7	0	179

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

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

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail 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
15	0	0	15

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

Teachers reported high levels of satisfaction in the school and the school's leadership. Teachers expressed pride in their commitment to working as a team for the benefit of each student. They also value pastoral care and professionalism in their teaching and learning environment.



They feel the core business of teaching and learning is supported with opportunities for staff to undertake professional learning. The staff also indicated that pastoral care and the building of community were strengths of the school.

The generosity of the parent community in providing financial support for purchasing teaching resources and technology was greatly appreciated by the teaching staff.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	93
1	93
2	93
3	92
4	92
5	96
6	92

The average student attendance rate for 2010 was 93%.

Management of 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 Education Act 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 in students, a sense of wellbeing and belonging
- 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, the Catholic Schools Office and the relevant Department of Education and Training 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.

The Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Students feel they belong to a close knit community where everyone gets along and cares for one another. All students commented positively on the improvement of facilities including the refurbishment of the hall, art room, the new 5/6 classrooms and covered walkways. They enjoyed the school Musical, Dance Fever program, school camp, inquiry learning, challenging maths tasks, sporting competitions and working with their kindergarten buddies. Many also commented on the importance of student leadership opportunities and that they valued the student leadership training day for School Captains, Vice Captains, Colour House Captains, IT Team, Liturgy Team, Library Team, Student Representative Council and year 6 students as leaders.



3. Catholic Life and Mission

3.1 Catholic Heritage

Maria Regina Catholic Primary 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 Religious Life of the School

A strong emphasis on prayer, liturgy and Eucharistic celebration is evident within the Maria Regina community. Students attend parish and school Masses and Reconciliation each term. Whole School Family Masses have been celebrated each term providing a rewarding opportunity for both school and parish to celebrate together. Maria Regina is actively involved in the parish sacramental programs of Confirmation, Reconciliation and Eucharist.



This year the new school buildings were officially opened and blessed by Bishop David Walker in November. The students, staff, school community and dignitaries from the Catholic Schools Office and Pittwater Council participated in a beautiful liturgy and reflection which was held in the refurbished school hall to commemorate the event.

Teachers and students focused explicitly on the life and work of Saint Mary of the Cross this year in preparation for the canonisation of Mary MacKillop in October. A whole school liturgy was celebrated to honour this event. The graduating class of Year 6 donated a beautiful statue of Saint Mary of the Cross to the school.

3.3 Catholic Worldview

The Catholic Worldview is 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 Photography Competition, 'Catholic Worldview – Through the Lens of a Child' was offered again in 2010 to all Catholic Primary Schools in the Peninsula Cluster and co-ordinated by Maria Regina School. Photos taken by students portraying a Catholic Worldview could be entered in the categories of Nature, People, Places and Animals.

The School Outreach Team consisting of the school Principal, the Religious Education Coordinator, the Parish Social Justice Coordinator and a number of parents, was strong force in 2010. This year, a Year 6 cohort joined the School Outreach Team.

These Year 6 students attended a Mission Project Workshop in Dee Why and were encouraged to apply the knowledge and skills learnt on the day to the specific Social Justice initiatives of their school. As a result, this Year 6 team organised many events to raise awareness and funds for Soibada, including activities on East Timor Independence Day, Crazy Hair and Ice-Cream Day and





Avalon Growers Market days. An Outreach Team member attended cluster and diocesan social justice meetings to broaden our knowledge and initiatives surrounding this important area.

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, the Cancer Foundation through Pink Breakfast, the ALOLA Foundation (East Timor), Wrapped with Love and Soles for Souls (A TAFE based initiative to send pre-loved shoes to Third World countries). Guest Speakers from Catholic Mission and the Sisters of St Joseph came to educate the school community about Social Justice issues around the world.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

The Religious Education Coordinator informs staff of upcoming courses offered by the Broken Bay Institute/University of Newcastle as well as inviting them to attend inservices in other religious domains such as liturgy and spirituality. In 2010 a Staff Retreat was held with the theme of the Ministry. This retreat was facilitated by the Parish Priest, the School Principal and the Religious Education Coordinator (REC). The REC also ensures that the Religious Education accreditation of teachers has been completed or is in the process of being completed for each staff member. The REC communicates regularly with members from CSO Mission Services team to ensure staff are informed of current procedures and events. One member of staff completed a Graduate Certificate in Theology through the Broken Bay Institute/Newcastle University.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

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

4.2 School Implementation of Diocesan Policy

The school's Discipline and Pastoral Care Policies were adhered to throughout 2010.

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy and Student Discipline Policy for Diocesan systemic schools in that our approach to discipline has its basis in our pastoral care for each other.

Our whole school approach to bring about positive behaviour, called Positive Behaviour for Learning PBL, continued throughout 2010 with regular PBL meetings including representation by the Catholic Schools Office, collection of data and ongoing professional development of staff particularly new staff and casual teachers. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. This policy recognises that staff, students and parents all share the responsibility for behaviour management, with a positive and pastoral outlook for all.

4.3 Pastoral Care of Families

Maria Regina has supportive and welcoming class parent representatives who support the school community by acting as a link between the classroom, teacher and parents. Their role within the school engages the community to promote pastoral care such as welcoming new families and fostering new relationships between parents and students. In 2010 a Class Parent Coordinator was elected to oversee the various roles of our class parents.

A parent representative of the school attended Parent Council information meetings which were held on four occasions throughout the year.

Maria Regina students have access to a school counsellor if required. The school can also assist parents in acquiring suitable counselling for families through Centacare. Families who may have been struggling to meet school fee payments were offered flexibility and support.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

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

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in



keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Maria Regina Catholic Primary School is committed to providing quality education that strives to meet the needs of every child. Teachers use inquiry learning as an effective way to engage learners. The inquiry learning process develops skills and dispositions for lifelong learners. It enhances independence, thinking skills, confidence, decision making, cooperative learning and other life skills. Classroom teachers follow the Board of Studies syllabus for each of the six key learning areas. Teachers work with an integrated curriculum approach to teaching and learning following the Board of Studies syllabus. The curriculum is well organised and timetabled efficiently to accommodate maximum learning time.

The Special Needs program supports the specific needs of students who present with learning challenges.

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate their strengths and achievements in all areas of the curriculum. This information on student achievement sets the direction for ongoing teaching and learning.

The reporting procedures include written reports mid-year and end-of-year and parent/teacher interviews.

Information, communication and learning technologies ICLT have been a key focus for Maria Regina School during 2010. All staff are committed to making technology integral to teaching and learning.

We continued with the implementation of the Primary Connections Science Program Kindergarten to Year 6. The teachers' and students' enthusiasm for science has involved them in many hands-on experiments.

As part of the Peninsula Community of Catholic Schools project, students had the opportunity to participate in a variety of learning experiences; a mathematics challenge program, debating, public speaking, chess, Zoomatics, Come on Kids mathematics extension program, Marana music festival and sport competitions.

Our participation in the Peninsula community of schools mathematics professional learning sessions lead our teaching staff to further analyse how we assess students prior to teaching. In 2010 teachers will administer clinical mathematics assessments using results to guide planning and implementation of more effective numeracy blocks and rich tasks to promote optimal learning.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- In Year 3, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- In Year 5 students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are



performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 26 students in Year 3 and 22 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	12	8	27	27	27	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	4	8	27	38	23	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	19	12	42	23	4	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	12	4	15	31	31	8	85
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	4	12	27	19	35	4	93

The Year 3 results indicate strengths in reading and writing with 54% and 61% of students achieving in the top two bands which is above both the state and national average. Our targets for improvement include moving more of the students in Bands 4 and 5 in spelling, grammar and punctuation and numeracy into Band 6. Our results also identify a small percentage of students who need more explicit intervention in reading, spelling, grammar and punctuation and numeracy.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	5	23	23	32	18	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	5	14	36	32	14	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	14	5	50	27	5	100
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	9	18	23	23	27	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	5	23	32	23	18	100

In all areas of the NAPLAN testing, the percentage of Year 5 students in Bands 7 and 8 is well above the national average. 100% of our students achieved at or above the national benchmark in all areas. School results are showing consistent growth in these bands. Numeracy is an area we will target for ongoing improvement. This will be addressed by implementing diagnostic interviews to determine exact concept knowledge. The challenges ahead will be to continue explicit teaching of concepts in numeracy in the different strands.

5.3 Extra Curricula Activities

School Musical

The School Musical “When you Wish” was outstanding success and brought the whole community together. Two staff members wrote, produced and choreographed the event with all students participating.



Japanese

Japanese Lessons have proved to be a great success. A highlight of this year was The Japanese festival where the students immensely enjoyed making sushi, sumo wrestling, origami and creating banners.



5.4 Professional Learning

Maria Regina joined with the Northern cluster of schools from the Peninsula Learning Community of Catholic Schools (PLCCS) for a Staff Development Day and three twilight meetings to further develop understandings and best practice in Mathematics. Professional networks were established for staff to increase knowledge and share ideas, websites and resources across schools.

Maria Regina continued their professional learning investigating the benefits of one to one student diagnostic assessments as a powerful tool for teaching. Teachers also revisited the Balanced Literacy block and guided writing

All Maria Regina teaching staff took part in analysing the NAPLAN data identifying strengths and weaknesses and reviewed how they were taught. The staff set short and long term goals to raise standards amongst all students K-6 making optimal learning an achievable goal for all.

Teachers have attended various professional learning sessions and are using the interactive whiteboards as an effective tool to promote learning.

Teachers have been involved in ongoing professional dialogue and further courses in Positive Behaviour for Learning (PBL) which resulted in greater teacher competency in implementing behaviour management plans.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

- The links with East Timor were strengthened resulting in a friendship agreement being signed between Pittwater Parish, Pittwater Council and Maria Regina School with the village of Soibada in East Timor. This agreement not only strengthened our friendship with Soibada but also strengthened our local community affiliation.
- We have continued our development of the Positive Behaviour for Learning program with set data indicating that there was overall growth in data showing significant progress from 2nd to 3rd year implementation with 6 out of 8 areas assessed showing 100% in the answers by staff and students.
- The Numeracy plan was evaluated and assessment for learning strategies were identified and quality teaching expectations incorporated into Numeracy Block.
- The study of Japanese language and culture was introduced for years 3-6.

6.2 2011 Priorities and Challenges

- To raise awareness of the Catholic identity of parents, teachers and students within the Parish of Pittwater.
- To enhance effective means of assessment that informs teaching and learning in mathematics.
- To improve student outcomes in spelling and grammar in the context of writing.
- To improve learning outcomes for students by further developing the PBL program.



7. Parent Participation

7.1 Introduction

The Parents and Friends P&F plays a major role in helping to build a warm, friendly and positive school community by organising social events for all families to attend, assisting with any pastoral care if needed and helping to raise funds for the school.

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, and class functions, Mother's Day Stall, Father's Day Breakfast and Art Auction.

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
- and other parental involvement in classrooms;

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

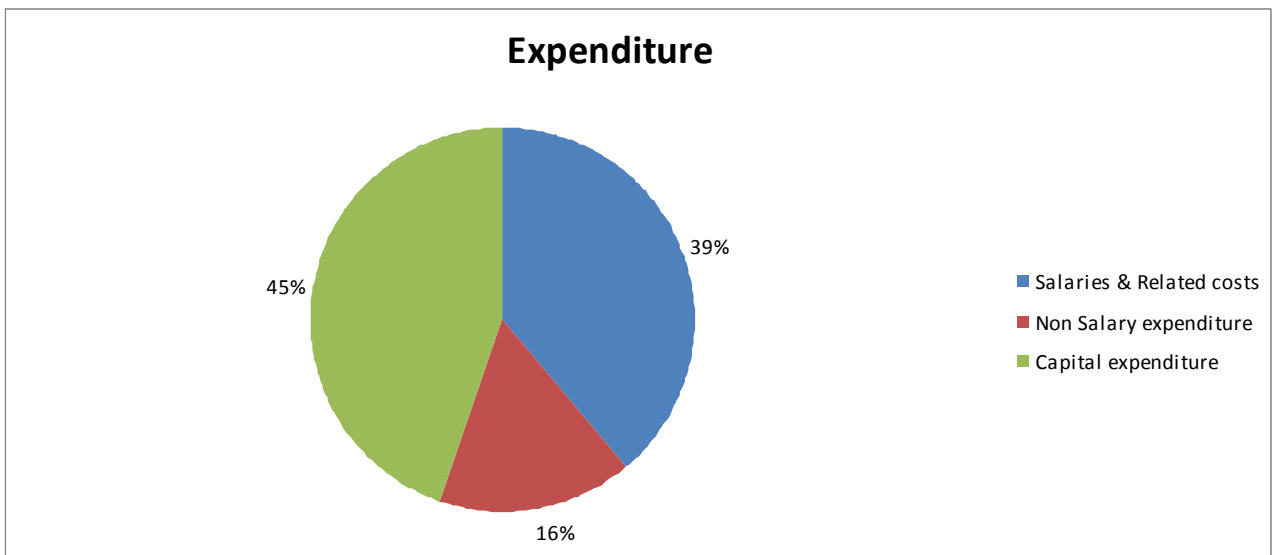
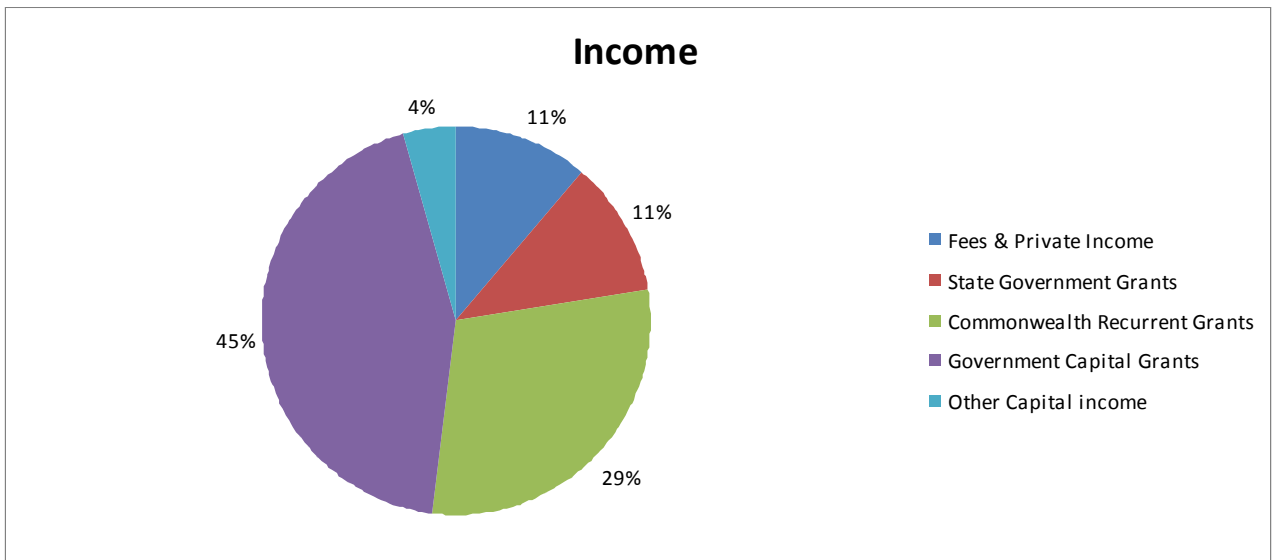
7.2 Parent Satisfaction

Parents expressed that they like the school's caring environment. They commented that the children feel safe and the staff genuinely care about each child's well being. They like the welcoming community spirit, regular communication and prompt response to any issues. They are very happy with the high quality of teachers and the wide variety of opportunities provided.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



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