

# Maria Regina Catholic Primary School Avalon

## 2011 Annual Report



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## 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 2011. 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 Maria Regina Parents and Friends Team (P&F) have a very close working relationship with the school's Principal, Assistant Principal and staff members. The Executive Committee meets with the Principal on a regular basis to raise any issues, concerns or suggestions which have been brought to them from the School community. Together they discuss how to address these matters and include any relevant matters in the agenda of the next Parents and Friends General Meeting.

The Parents and Friends have a sub-committee which is responsible for fund-raising and social activities. They meet monthly, or as needed, to plan and implement events and activities which were agreed to at the General Meeting.

### 1.3 Message from the Student Body

Reflecting on the 2011 school year as leaders, the Year 6 students have enjoyed all of the many experiences in their leadership roles. They believe that they have "Made a Difference" this year. They have had many leadership opportunities throughout the year which have allowed them to be good role models for the younger students at our school.

Some of the responsibilities of the leadership positions are:

#### School Captains and Vice Captains

- Representing our school at events within and outside of the school such as ANZAC Day ceremony at Avalon and NSW Parliament House to take part in the school leaders' day.
- Leading school assemblies.

#### Sports Team

- Leading and promoting school spirit and sportsmanship at all the Sports Carnivals and Gala Days.
- Organising sport equipment each day for students to play with during lunch time.
- Assisting the PE teacher with purchasing new equipment and making sure that the sports area is neat and tidy at all times.
- Creating war cries.



### Liturgy Team

- Assisting teachers with setting up the church for class and whole school masses.
- Leading school assemblies.
- Assisting with computer presentations at Parish Masses.
- Organising sacred spaces in classrooms.

### IT Team

- Organising the computer presentations at school assemblies.
- Assisting staff and students with technology within the classrooms.

### Library Team

- Assisting with borrowing and returning of books.
- Promoting and helping the librarian to organise Book Week.
- Initiating activities such as Book Swap for the whole school to promote a love for reading.

The students have a very strong Student Representative Council (SRC). They attended meetings each fortnight to discuss fund raising activities, issues and new ways to improve the school environment and loved taking turns to present our ideas to our Principal.

This year they opened up a board games room 1 day a week at lunch time for those students who wish to play a quiet game with their friends. They also made up a roster to allow extra sport equipment on the playground during lunch time. All of the students have enjoyed being involved these two new initiatives.

Throughout the year they also organised the Remembrance Day and ANZAC Day Ceremonies. This gave them an opportunity to practise speaking in front of an audience.



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
87	83	3	0	170

\*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
14	1	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 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

### 2.5 Teacher Satisfaction

The teachers value the following aspects of the school community

- friendly, positive and supportive work environment



- strong sense of social justice and outreach
- visible and positive partnership with parents
- professional learning opportunities that are provided to assist with school improvement
- transparent promotion of the Catholic ethos throughout the school
- promotion and access to Information, Communications and Learning Technologies (ICLT) to
- support for student learning
- high levels of satisfaction in the school and the school’s leadership
- implementation of quality pedagogical practices to increase student outcomes
- effective use of data to inform teaching and learning
- distributive leadership practices
- resources and physical environment
- effective staff induction process
- the opportunity for teachers to share quality practice with colleagues to improve student learning.

**2.6 Student Attendance and Retention Rates**

Year	Average student attendance rate (%)
K	92
1	92
2	90
3	94
4	90
5	94
6	94

The average student attendance rate for 2010 was 92%.

**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 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 reported

- they are happy to come to school
- they are treated fairly and are satisfied with the education they were receiving
- they valued achieving a "Gold Award" for Positive Behaviours for Learning
- they enjoy meditation as part of prayer
- the eco garden was a great addition to Maria Regina
- the school provided students with the opportunity to develop leadership skills through a Student Council and Year Six leaders
- they thought it was important to have their classroom walls displaying their work
- they felt proud of their rooms.



### 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

At Maria Regina there is a strong emphasis on prayer, sacraments and Eucharist. Students attend Parish Masses and the Sacrament of Penance once a term and School Masses are held on a regular basis throughout the year to celebrate liturgical and community events. 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. In 2011 the children received the Sacrament of Confirmation with the whole Parish community at Mater Maria Catholic College, Warriewood. The Year 6 students participated in the Peninsula Cluster Mass and members of the Student Representative Council attended the Diocesan Mission Mass.

Members of the school and parent community participated in “The Catholic Guy” a Parish initiative to raise our Catholic identity and to reach out and proclaim Jesus Christ. The Parish Priest is involved in many aspects of our school community including the commissioning Mass for teachers at the beginning of the year and attendance at staff spirituality days.

#### 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 2011 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 Co-ordinator, the School Social Justice Co-ordinator and the Parish Social Justice Co-ordinator and a number of parents, continues to be a strong force at Maria Regina. In 2011, the Year 6 mission team attended a Mission Project Workshop at Narrabeen and were encouraged to apply the knowledge and skills learnt on the day to 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 and Sunnies for Soibada Day. The School Social Justice Coordinator attended Cluster and Diocesan Social Justice Meetings to broaden our knowledge and initiatives surrounding this important area.

Another major focus of the School Outreach Team was our participation in “Generation One”, an initiative which brings all Australians together to end the disparity between Indigenous and non-Indigenous Australians in one generation – our generation. The school community worked together to produce a video to highlight this disparity.





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 and Wrapped with Love.

### **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 Co-ordinator informs staff of upcoming courses offered by the Broken Bay Institute/University of Newcastle as well as inviting them to attend professional learning opportunities in other religious domains such as liturgy and spirituality. 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. In 2011, two staff members began a Graduate Certificate in Theology and another commenced a Masters in Theology through the Broken Bay Institute/Newcastle University.

In 2011 a Staff Spirituality Day was held with the focus on prayer which was facilitated by a member of the Diocesan Mission Services team, the Parish Priest, the School Principal and the Religious Education Co-ordinator (REC). As a result of the Spirituality Day all teachers began to focus on Meditation as a way to involve children more fully in prayer. The REC communicates regularly with members from CSO Mission Services team to ensure staff are informed of current procedures and events in Religious Education.



## 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

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.

The school's Positive Behaviour for Learning Program (PBL) aims to ensure an atmosphere where children can feel safe, secure and happy and where they have the maximum opportunity to learn successfully. It focuses upon teachers assertively insisting upon appropriate behaviour from students, with consistent consequences and procedures when they do not and, most importantly, the implementation of a system of positive consequences when expectations are achieved.

### 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. All classes have two class parents who provide a network of contact and support for all families. 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. The class parent network supports parents when a family is in need of extra assistance, e.g. when a baby is born, illness or bereavement. The students have access to a school counsellor if required. The school can also assist parents in acquiring suitable counselling for families through Centacare.

### 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. The staff, both teaching and support, strive to provide a climate that fosters and promotes student academic growth and achievement. 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, co-operative 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. Technology is integrated across the curriculum and forms an integral part of learning in each Key Learning Area. All classrooms are equipped with laptops and interactive whiteboards providing exciting opportunities for learning.

In 2011 a variety of initiatives was undertaken to address the needs of the students, particularly in the area of numeracy: all teachers were trained in the use diagnostic interviews to inform their teaching by being able to group students according to their point of need in the number strand. Individualised intervention was introduced to support students in Years 3 and 5 to help them prepare for the NAPLAN assessment. There was continued focus on raising academic standards for all students and teachers worked together to analyse the students' work to better cater for their needs.

### 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 (SMART2), 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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 24 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
<b>Reading</b>	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	4.2	12.5	37.5	20.8	25.0	100
<b>Writing</b>	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	4.2	8.3	41.7	45.8	100
<b>Spelling</b>	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	4.2	29.2	20.8	16.7	29.2	100
<b>Gr. &amp; Punct.</b>	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	4.2	4.2	16.7	33.3	41.7	100
<b>Numeracy</b>	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	8.3	8.3	33.3	29.2	20.8	100

**Band Distributions (%) – Year 5**

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	0.0	19.0	28.6	28.6	23.8	95.0
<b>Writing</b>	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	4.8	0.0	14.3	38.1	14.3	28.6	91.0
<b>Spelling</b>	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	4.8	0.0	38.1	23.8	33.3	95.0
<b>Gr. &amp; Punct.</b>	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	0.0	4.8	19.0	47.6	28.6	95.0
<b>Numeracy</b>	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	0.0	5.0	30.0	40.0	25.0	95.0

**NAPLAN**

As in previous years, Maria Regina was above the State average in all areas. Our Year 3 results were, again, particularly pleasing with an increased number of students achieving at the very highest level (with very few students performing at the lowest end) in Grammar and Punctuation. With a majority of students achieving Bands 5 and 6 results also showed that we are continuing to challenge the students, in many cases beyond the expected performance in Writing and Spelling.

In the areas of Literacy and Numeracy, Year 5 students once again achieved higher than average scores than the State and in systemic schools across the Diocese.

A high percentage of our students (70%) were placed in 7 and 8 proficiency bands for Spelling, Grammar and Numeracy. The impact of teaching and learning initiatives instigated in 2011 is evident in our students' results.

### 5.3 Extra Curricula Activities

The school has a rich tradition of excellence in Creative Arts Education and each year is proud of the recognition it receives at the Yamaha Band and Dance Fever competitions. As well as participation in weekly sport and Physical Education with a specialist teacher we participate in interschool sport gala days. This year we participated in athletics, swimming, cross-country, netball, soccer, cricket, rugby league and union and had visits from various sporting associations. Children are also given numerous sporting opportunities to represent their school at Cluster, Diocese and State level.

A variety of extra curricula opportunities were offered in 2011. These complemented and enriched the curriculum. There were various events sponsored by the Peninsula Learning Community of Catholic Schools (PLCSS) including the Primary Maths Challenge and Zoomatics.

Other Extra curricular activities included:

- Interschool sport including swimming, cross country, athletics, soccer, netball, cricket, eagle tag, rugby league.
- The opportunity for students in Years 3-6 to participate in the UNSW Assessments for Computer Skills, Spelling, Reading, Writing and Mathematics.
- Dance Fever Program K-6.
- The Primary Public Speaking Competition.
- Peninsula Debating Program Years 5 and 6.
- Japanese language and culture Years 3-6.
- Concert and Training Band.
- Choir.
- Marana Music Festival.
- Yamaha Music Competition.
- Catholic Worldview Photo Competition.
- Eco garden activities.



### 5.4 Professional Learning

Our teaching staff is highly qualified and share a willingness to participate in activities that can further develop them professionally and therefore have a positive impact on the teaching and learning of the students. An ongoing commitment to professional learning for all staff is a key strategic goal at Maria Regina. All teachers participated in a range of professional learning opportunities during 2011. The weekly staff meetings held each Thursday afternoon for one hour were dedicated to professional learning. The Leadership Team attended several forums in 2011 as part of the Leading Learning Program. This is a Diocesan Schools System initiative supported by the University of Auckland's Centre for Educational Leadership. The program explores aspects of



building leadership capabilities across teams and the school as a whole. It challenges leaders to think about what constitutes effective teaching and the importance of relational trust.

The professional learning agenda focused on pedagogy and sharing innovative learning practices to improve student outcomes and to build leadership capacity.

Another on-going area of focus was Positive Behaviour for Learning (PBL) and the monitoring of consistency of practice across all Key Learning Areas.



## 6. Strategic Initiatives

### 6.1 2011 Priorities and Achievements

- We have continued to develop the Catholic identity of parents, teachers and students by working with the parish to increase attendance at parish initiatives such as the "Catholic Guy" and encouraging involvement in parish ministries and activities.
- The restructuring of student leadership roles promoted and developed all Year 6 students as leaders.
- We continued to establish a common understanding of the Positive Behaviour for Learning (PBL) program across K-6 and within the parent community. We reviewed our reward system and its impact on behaviour and introduced a new book and sticker reward token concept.
- Staff commenced use of the Diagnostic Interview to enhance effective means of assessment that informs teaching and learning in Mathematics. The staff used this assessment tool to measure student understanding of core mathematical concepts on a continuum (growth points).

### 6.2 2012 Priorities and Challenges

- To organise and provide documentation for a comprehensive review of all aspects of Maria Regina under the direction of the School Review and Development Team from Catholic School Office.
- To build capacity of teachers to improve student achievement for all in Mathematics.
- Increase the engagement of staff, students and parents in their prayer participation.
- To develop our students knowledge of self and others in order to contribute to the well being of all members of the Maria Regina community.



## 7. Parent Participation

### 7.1 Introduction

The Parents and Friends Association 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.
- Bingo Night.
- Morning teas and class functions.
- Mother's Day Stall.
- Father's Day Breakfast.
- Christmas Party.

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.
- Technology.
- Carnivals.
- Coaching.
- Library.
- Canteen.
- Creative Arts.
- Social Justice.

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

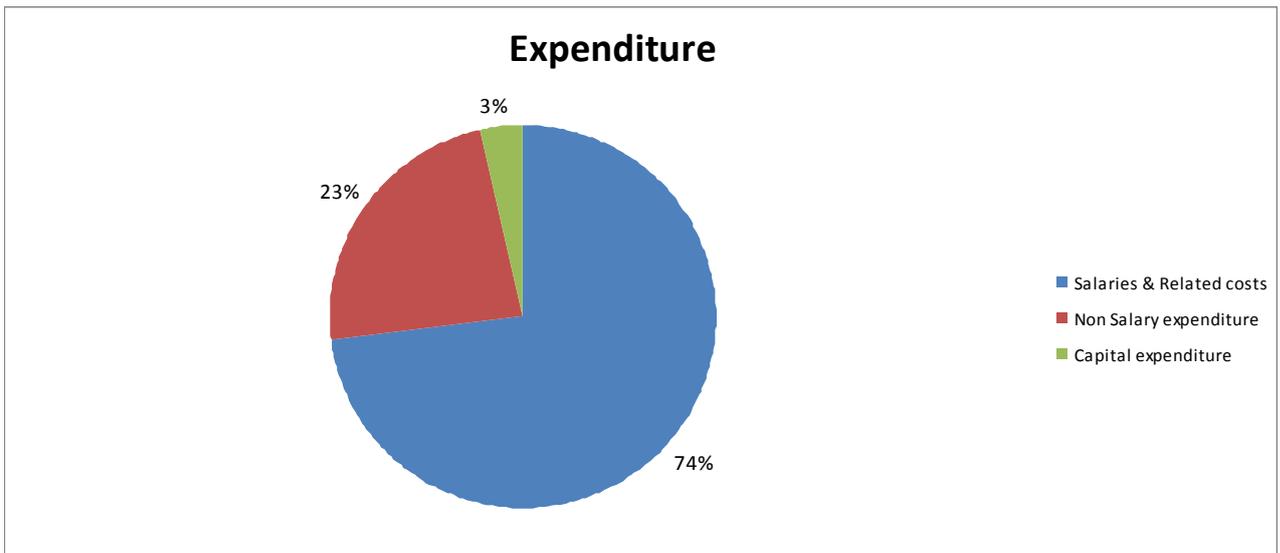
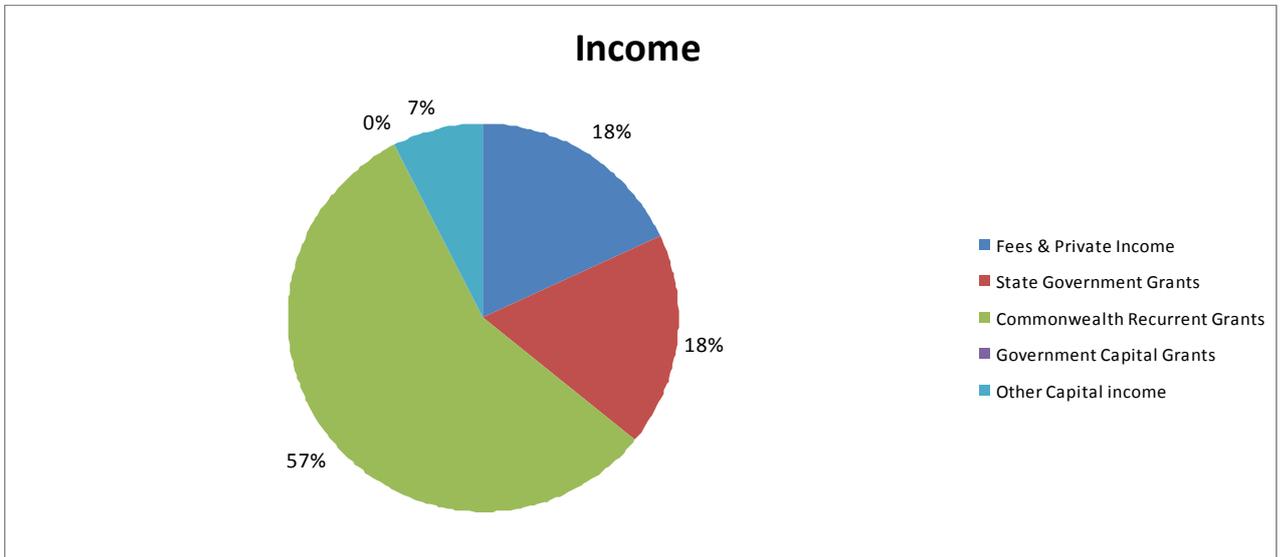
### 7.2 Parent Satisfaction

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.