

Maria Regina Catholic Primary School Avalon

2012 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 2012. 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.

During 2012 Maria Regina underwent a School Review. The panel particularly commended the school on quality of educational experiences offered by highly professional and committed teachers.

1.2 Message from the Parent Body

The Parents and Friends Association (P&F) endeavours to build positive relationships between all members of the School and Parish community.

In 2012 Maria Regina continued to enjoy a positive and effective partnership between the Parents & Friends Association and the school. 2012 was a wonderful and successful year for the P&F. Many social opportunities were provided for the parents and families and these were very well attended and supported. The P&F was also pro-active and successful in raising funds for the school.

The P&F committee would like to thank parents for the high level of support it received in conducting its work during 2012.

1.3 Message from the Student Body

As members of the Student Representative Council we would like to report on behalf of all the students.

We have had many opportunities to:

- work together to create strong learning environments;
- show our talents at A3 and Dance Fever;
- learn in exciting ways especially in Science and Information Technology;
- give back and reach out to others especially our friends in Soibada Timor Leste; and
- represent our school at Gala Days, Liturgies, Public Speaking, Debating, Sporting events at Peninsula, Diocesan State and National level.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
76	84	3	1	160

*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	0	0	14

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 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 100%.

2.5 Teacher Satisfaction

The teachers express a high degree of satisfaction with:

- the professional climate and positive culture;
- working together to support each other's goals and achievements; and
- professional learning opportunities and support with external study.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	96
2	96
3	94
4	96
5	94
6	95

The average student attendance rate for 2012 was 95%.

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; and
- 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 nonattendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, nonattendance of a chronic nature, or reasons for nonattendance 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 nonattendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

As leaders of our school for 2012 we have had many opportunities to extend our learning of how to be a responsible leader and a good role model to others. At the beginning of the year Rob Stokes, our local member of parliament, came to our school to talk to us about what makes a good leader and how we can learn from other leaders. We all enjoyed this experience very much.

Being leaders this year involved many roles and responsibilities which included running weekly assemblies, welcoming school guests and assisting with events such as Book Week, Liturgies, swimming and athletics carnivals. A highlight for the School Captains was the visit to Parliament House to meet Rob Stokes and receive a Certificate of Appreciation in honour of their contribution to the community as a school 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 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 the presence of distinctively Catholic symbols and practices as part of the daily life of the school. Each classroom and the school foyer has a dedicated sacred space reflecting the cycle of the Liturgical year.

At Maria Regina there is a strong emphasis on prayer, sacraments and Eucharist. Students attend Parish Masses, 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 2012 families were invited to participate in Parish Reflection Days for the Sacraments of Confirmation and Eucharist as a way to connect Catholic families to the life of the local church.

The Year 6 students participated in the Peninsula Cluster Mass and members of the Student Representative Council attended the Diocesan Mission Mass. The Year 6 students responded to Bishop David Walker's invitation to share their thoughts on Catholic Discipleship and how this can be lived as a Year 6 student.

The Parish Priest is involved in many aspects of our school community including the commissioning Mass for teachers at the beginning of the year, celebrating class and parish Masses 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 2012 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, the parish Social Justice Co-ordinator and a number of parents, continues to be a strong force at Maria Regina. In 2012, the Year 6 mission team attended a Mission Project Workshop 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. The school Social Justice Co-ordinator 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 and Wrapped with Love.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) 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 2012, one staff member completed the Graduate Certificate in Theology and two teachers are continuing their Masters in Theology through the Broken Bay Institute/Newcastle University.

In 2012 the teachers continued working on prayer which was facilitated by a member of the Diocesan Mission Services team. The Religious Education Co-ordinator communicates regularly with members from CSO Mission Services team to ensure the staff is 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 including Student Welfare and Anti-Bullying, 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 schools Discipline and Pastoral Care Policies were reviewed and adhered to throughout 2012.

The schools Positive Behaviour for Learning Program (PBL) continues to be implemented and ensures an atmosphere where children feel safe, secure and happy and where they have a maximum opportunity to learn successfully.

4.3 Pastoral Care of Families

The culture of support and the belief of putting the needs of others before their own confirm that the pastoral care of families is a high priority.

Our Parent and Friends committee, class parents and staff work together to co-ordinate support for families in need in our community.

Parents were encouraged to meet with the class teacher, leadership team and Principal regarding any issues, clarification or support required.

If necessary, families were referred to the Catholic Schools Office or counsellor or external agencies for support.

The staff implemented the anti-bullying policy to support students involved.

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

During 2012 Maria Regina underwent a School Review. The following commendations were noted by the Review Panel.

It is evident that:

- a culture of shared responsibility for each child's learning has been engendered by a commitment to team work and collaborative analysis of assessment data;
- the development of lifelong learning skills, making connections across learning areas with real life experiences and encouragement for students to take responsibility for their own learning, are all to be commended;
- the classroom teachers and librarian are actively engaged in the provision of resources and target setting for students, supporting the commitment to meeting students' diverse needs;
- modelling and coaching indicates openness to learning from colleagues and support consistent, evidence-based classroom practice;
- a preparedness to engage with student voice was indicated in the broad use of student evaluations and reflections;
- classroom observations indicated purposeful, active learning where students were engaged and challenged;
- integrated units are well-developed and the inquiry approach is well understood by students;
- the number of teachers undertaking post graduate study at Masters level indicates a strong commitment to lifelong learning; and
- the structure of learning teams is advantageous in moving the school's curriculum agenda.

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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 25 students in Year 3 and 26 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 *MySchool* 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0	4.2	0	8.3	37.5	50.0	96.0
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0	0	4.2	8.3	41.7	45.8	96.0
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0	0	8.3	33.3	16.7	41.7	96.0
Gr. &Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0	0	12.5	4.2	33.3	50.0	96.0
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0	0	16.7	12.5	45.8	25.0	94.0

Year 3 results reflected positively compared with results from the Diocese, State and National. 80% of students achieved in the top two Bands in Reading, Writing, Grammar and Punctuation with the exception to 70% of students achieving Bands 5 and 6 in Numeracy and 80% of students achieving Bands 4,5,and 6 in Spelling. These results suggest that our learning programs from Kindergarten to Year 3 are very effective.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	4.0	4.0	12.0	36.0	36.0	8.0	100
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0	8.0	28.0	28.0	28.0	8.0	100
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	4.0	8.0	20.0	40.0	16.0	12.0	100
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	4.0	8.0	20.0	20.0	24.0	24.0	98
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0	12.0	32.0	32.0	20.0	4.0	100

Year 5 results indicate that more than 88% of students achieved Band 5 and above in Writing, Spelling, Grammar and Punctuation and Numeracy. The scores in Numeracy indicate room for improvement with strong performances in the middle Bands but Scope for Movement in the top two Bands.

The Year 5 results reflected improved learning growth since year 3.

Reading results indicate this cohort group has responded well to specific support in comprehension. Number results show significant growth however more intense work is required for this cohort.

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 Billy Hyde Band and Dance Fever competitions. As well as participation in weekly sport and Physical Education with a specialist teacher, students participated in athletics, swimming and cross-country. Primary students participated in interschool sport gala days including 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 levels. A variety of extra curricula opportunities were offered in 2012. These included band, choir debating and public speaking. Year 6 participated in the Peninsula Public Speaking and Diocesan Public Speaking and achieved third place. The Year 6 debating team won the Peninsula Debating Competition after being undefeated in the lead up rounds.



5.4 Professional Learning

Our teaching staff is highly qualified and shares a willingness to participate in activities that can further develop themselves 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 2012. The weekly staff meetings held each Thursday afternoon for one hour were dedicated to professional learning. The Leadership Team attended several forums in 2012 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.



Each year the CSO provides for pupil free staff development days for schools to pursue specific school based professional development and professional learning goals. These days focused on areas of our School Improvement Plan including assessing students in Mathematics, differentiating the curriculum to meet the needs of all students and leading quality teaching and learning. Also, in preparation for the School Review, there were many professional learning opportunities as teachers reflected and worked collaboratively to provide documentation and evidence. Staff also attended Occupational Health and Safety training, Child Protection training, technology in-servicing and First Aid training.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

Maria Regina identified the following priorities during 2012 as part of its School Improvement Plan:

In Catholic Life and Mission the goal was to increase the engagement of staff, students and parents in their prayer experiences. This was evidenced by:

- Religious Education Curriculum consciously designed to expand the horizons of students and challenge them to 'make a difference' in the world;
- students participating in outreach activities in the local community;
- strong links with the parish in the initiation of a partnership with the parish and school in Soibada, East Timor;
- teachers using Diocesan Religious Education modules to build their own classroom programs differentiated to the learning needs of the students.
- effective use of ICLT in Religious Education learning, assessment and Home Link dimensions; and
- increased participation of parents and students in regular Weekend Masses and other parish activities.

In the Pastoral Care and Community domain, our goal was to sustain and develop processes within Positive Behaviour for Learning (PBL) to improve pastoral outcomes for all.

This is evidenced by:

- consistent teaching of PBL expectations;
- greater awareness of PBL;
- weekly expectations;
- teachers following PBL procedure;
- consistent strategies used on the playground for inappropriate behaviours;
- PBL captains leading student PBL assemblies every Monday;
- inducting new teachers and mentoring them throughout the year with Positive Behaviours for Learning Program;
- well established PBL team and routines; and
- Policy documentation updated to reflect current practice in school (Staff Handbook, PBL and Pastoral Care Policy and Casual Teachers Handbook).

In the Curriculum, Teaching and Learning domain our goal was to build capacity of teachers to improve achievement for all students in mathematics. Evidence of this included:

- a shared understanding about our beliefs about teaching and learning which has been developed and owned by all teaching staff;
- Literacy and Numeracy plans that are continually being revised and revisited to ensure consistency and currency;
- systematic analysis of assessment data to inform reflection on practice as well as identification of learning needs;
- ongoing professional learning in use of assessment data to inform program design in order to meet the needs of all learners;
- integrated curriculum model is linked to beliefs about teaching and learning. Consistent classroom and management strategies are owned and shared by all teachers;
- shared approach to pedagogy informs differentiation of the curriculum; and
- Parent Education is offered in a range of modes to meet the differing needs of parents.



6.2 2013 Priorities and Challenges

Three goals for 2013 have been established as part of our School Improvement Plan. These align with the goals of the Diocese and come under the headings of Catholic Life and Mission, Pastoral Care and Wellbeing and Curriculum Teaching and Learning.

Our School Improvement Goals for 2013 are:

- to deepen students prayer experiences by strengthening their knowledge of scripture;
- to identify the 'point of need' for each student to inform teaching and learning through the analysis of assessment data in reading and number; and
- to promote school expectations related to student wellbeing.



7. Parent Participation

7.1 Introduction

In 2012, parents involved themselves in the School and Parish in diverse ways including:

- School Masses and the Sacramental Program and Soul Kids;
- School fundraising events:
 - Fit and Fun Run;
 - "Biggest Garage Sale EVER";
 - Chocolate drive and sausage sizzle;
 - Melbourne Cup Lunch;
 - Annual events for New Parents: Mothers' Day, Fathers' Day, Grandparents' Day, Pink Breakfast and Year 6 Graduation;
 - Slushies for Project Compassion, Timor Leste Independence Day and Christmas Hampers for St Vincent de Paul;
 - Book Week, Maths Challenges, Public Speaking and Debating;
 - Volunteer fathers building new decking;
 - School Swimming and Athletics Carnivals and Gala days and in the Canteen and Community Garden;
 - Dance Fever and inter-school Choir and Band events; and
 - School Musical Performance Night, Christmas Party and other events.

Additional information about parent involvement at the School can be found on the School's website.

7.2 Parent Satisfaction

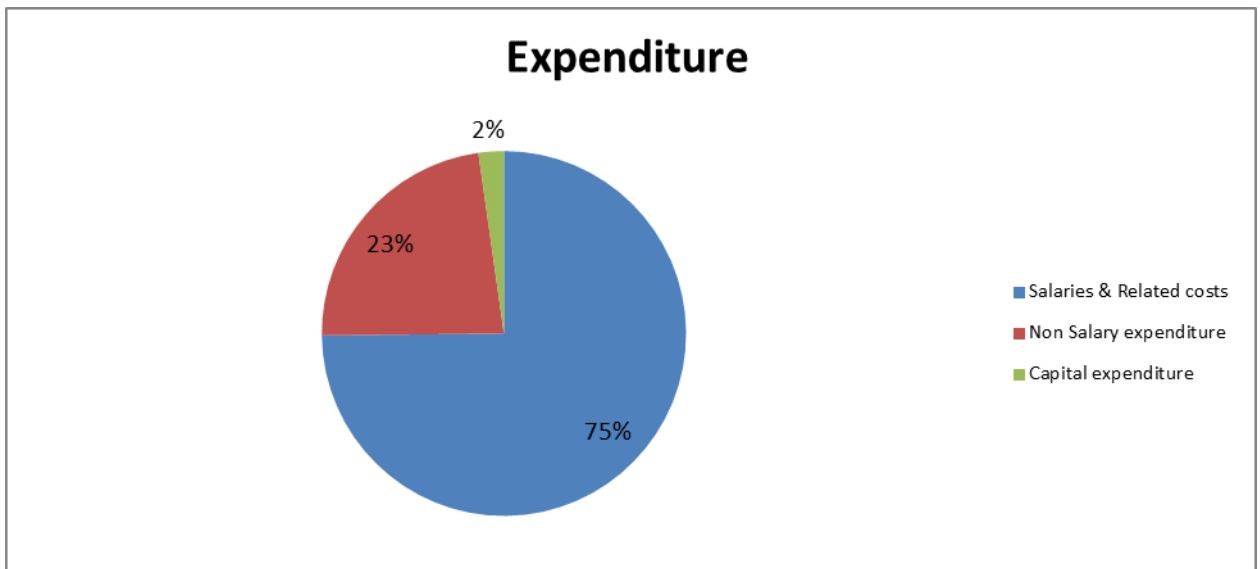
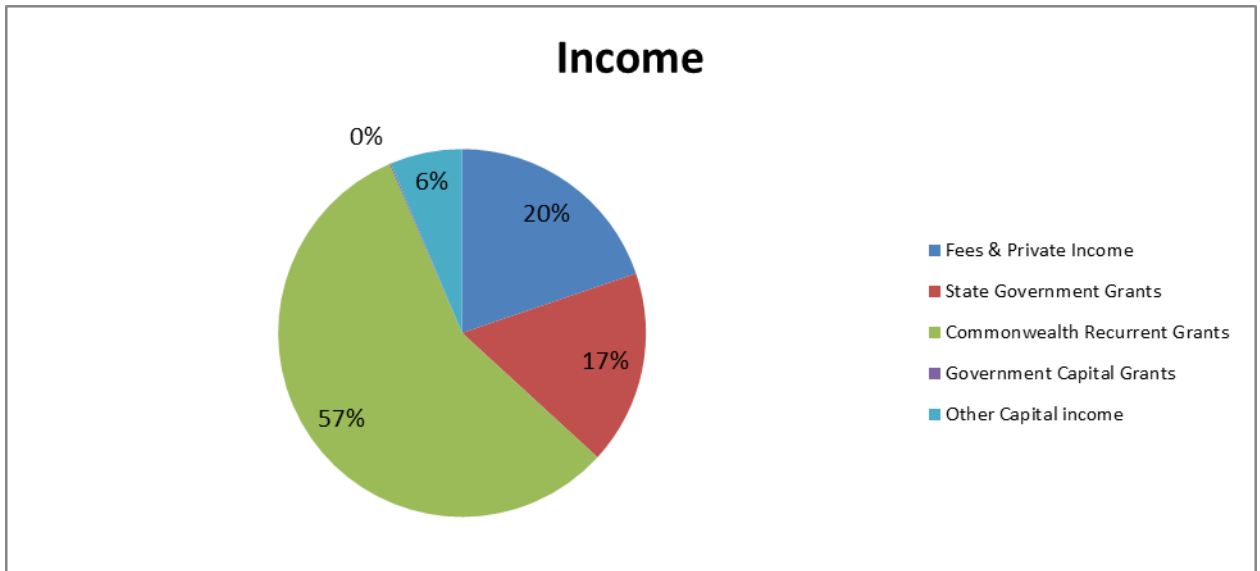
Throughout the year parents have expressed great pride in the School.

The very generous and caring spirit of all the teachers and staff at the School and of the whole parent community is a blessing that has been rewarded by many achievements and wonderful progress by all the students this year.



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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