



# Maria Regina Catholic Primary School Avalon

## 2013 Annual Report



Principal: Mrs Kathy Gee

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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 2013. 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.

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

During 2013, the Maria Regina Parents and Friends Team continued to work closely with the school leadership, utilising the many talents and gifts of the parents of the school. This parent body again has assisted with hospitality, social opportunities, educational and fundraising opportunities and continued to build school community.

### **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 fun learning experiences;
- show our talents at "The Dance Fever Challenge" and our school concert "The Reggies";
- learn in exciting ways embracing technology with our new laptops and iPads;
- help others and celebrate our faith. We especially enjoyed the Year of Faith Mass; and
- represent our school at Gala Days, Liturgies, Public Speaking, Debating, and Sporting events.



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
70	81	22	1	151

\*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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



## 2.5 Teacher Satisfaction

The school offers a supportive environment and the staff is committed, caring, responsive and respectful of students and parents.

The teachers express a high degree of satisfaction with:

- the professional learning especially in the areas of Mathematics, Pastoral Care and Religious Education;
- strong positive attitudes about teaching;
- positive relationships between staff and students; and
- feeling supported and trusted to fulfil their responsibilities in the context of their work.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	96
3	96
4	93
5	96
6	94

The average student attendance rate for 2013 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 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

School captains reported how they value:

- the Kindergarten and Year 6 Buddy System;
- Feast Day Celebrations;
- Mufti Days;
- Gala Days;
- Dance Fever;
- Debating;
- Public Speaking;
- The School Musical;
- Leading Assemblies;
- Bathurst Camp; and
- Special Year 6 T Shirts.



### **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 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 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. The Year 5 and 6 children participate in the Pittwater Parish SOUL Mass where they join with students from Sacred Heart Catholic Primary School, Mona Vale, to celebrate together as members of the Pittwater community.

Maria Regina is actively involved in the Parish Sacramental Programs of Confirmation, Reconciliation and Eucharist. In 2013 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, attendance at staff spirituality days, and leading the Parish Reflection Days for children and their families.

#### **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.

In 2013 the Photography Competition, ‘Catholic Worldview – Through the Lens of a Child’ was offered 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 2013, the Year 6 Mission Team attended a Mission Project Workshop where the theme was "Education – A Right for All". The students were encouraged to apply the knowledge and skills learnt on the day to specific Social Justice Initiatives at their school. As a result, the 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 (REC) 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 2013, two teachers are continuing their Masters in Theology through the Broken Bay Institute/University of Newcastle.

In 2013 the teachers continued working on prayer which was facilitated by a member of the Diocesan Mission Services team. The staff also focused on the Religious Education Curriculum, keeping up to date with the latest teaching and learning initiatives. The Religious Education Co-ordinator communicates regularly with members from the Catholic Schools Office Mission Services team to ensure the staff is informed of current procedures and events in Religious Education and how to program teaching and learning activities and assess knowledge in Religious Education.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 school's Discipline and Pastoral Care Policies were reviewed and adhered to throughout 2013.

The school's 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. Regular meetings of the PBL team ensure the staff are kept informed of the latest initiatives and school wide data on behaviour issues is discussed and procedures put into place.

### 4.3 Pastoral Care of Families

The class teachers, Learning Support Team and the Principal all worked closely with parents during the year to provide support as required in relation to any issues concerning their child. Where necessary, families were referred to local health agencies for professional support. Throughout the year students and families had access to a school counsellor upon referral via the Catholic Schools Office. Maria Regina has an established class parent network that supports the school community by acting as a link between the classroom, teacher and parents. Part of the class parent role is 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.

### 4.4 Resolving Issues

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

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

### 4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 offers a contemporary curriculum that provides rich and purposeful learning opportunities across all areas of learning, optimising student academic success. Students at Maria Regina are encouraged to apply Information and Communication Technologies to solve problems, locate, analyse and exchange information, develop ideas, create models, present and display work.

This has been supported by the introduction of iPads across the school. All classrooms have an interactive whiteboard for teachers to both instruct and provide supportive teaching processes.

### 5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(23)** students in Year 3 and **(19)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	4.5	13.6	22.7	59.1	100
<b>Writing</b>	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	0	27.3	27.3	45.5	100
<b>Spelling</b>	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	4.5	4.5	13.6	54.5	22.7	100
<b>Gr. &amp; Punct.</b>	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	0	22.7	36.4	40.9	100
<b>Numeracy</b>	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	0	18.2	50	31.8	100

Improved results in Year 3 Numeracy have been influenced by data analysis and the provision of rich tasks aimed at individual point of need learning. A focus on the explicit teaching of comprehension strategies has contributed to improved results in Reading. We aim to continue to improve our Spelling results by making the connections between Reading and Writing explicit.

**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	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	0	11.1	38.9	38.9	11.1	100
<b>Writing</b>	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	11.1	33.3	38.9	16.7	100
<b>Spelling</b>	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	0	27.8	27.8	27.8	16.7	100
<b>Gr. &amp; Punct.</b>	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	0	11.1	27.8	33.3	27.8	100
<b>Numeracy</b>	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	5.6	22.2	44.4	11.1	16.7	100

Maria Regina Year 5 students have achieved above the national bench mark in all areas. It is noted that in Reading many students had exceptional growth. The analysis of data in Numeracy has influenced student achievement.



### 5.3 Extra Curricula Activities

One of the highlights of the year was "The Reggies" School musical in Term Three. Children in all classes were involved in preparing props, drama, dancing, singing and presenting their item based on movies they had seen. The performance night was well supported by the attendance of over 500 parents, family and friends.

The school band performed at the Yamaha festival and again received high commendations. The Choir and concert items were also showcased at The Pittwater Year of Faith Mass held at Warringah Rugby Park on Sunday 13th October 2013.



### 5.4 Professional Learning

The main focus of Professional Learning for 2013 was in the area of Numeracy. This involved training in administering the Mathematical Assessment Interview and ongoing support for teachers in implementation of strategies to improve counting for every student.

Continued professional learning in the area of ICLT was provided by external educators as well as utilising the talents and skills of our own staff.

Professional Learning in preparation for the implementation of the Australian Curriculum was ongoing throughout the year.



## 6. Strategic Initiatives

### 6.1 2013 Priorities and Achievements

Maria Regina identified the following priorities during 2013 as part of its School Improvement Plan:

#### **Catholic Mission**

To strengthen the students' knowledge of scripture and to deepen their prayer experiences by:

- building on staff and student knowledge of the scriptures to enhance understanding of our Catholic identity;
- providing opportunities for students to engage and become more familiar with scripture; and
- providing opportunities for students to reflect on their actions through Positive Behaviour for Learning (PBL), scripture readings, prayer and everyday situations.

#### **Teaching and Learning**

To identify the 'point of need' for each student to inform teaching and learning through the analysis of assessment data in Reading and Number by:

- developing a data tracking system to monitor student performance;
- developing approaches to inform consistency of practice related to student assessments;
- implementing Extending Mathematical Understanding to enhance confidence in knowledge and skills in Mathematics; and
- enhancing teachers' pedagogical content knowledge through familiarisation of the Australian Curriculum in English and Mathematics.

#### **Pastoral Care and Well being**

To promote school expectations related to student wellbeing by:

- reviewing and communicating the school's anti-bullying policies and practices;
- developing teacher capacity in leading Positive Behaviour for Learning (PBL);
- exploring a variety of data collection tools for student wellbeing;
- implementing Professional Learning for staff in identifying and managing mental health issues; and
- implementing the KidsMatter Framework.



## 6.2 2014 Priorities and Challenges

Three goals for 2014 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 2014 are:

### **Catholic Life and Mission**

- To improve the students' understanding of what it means to be a disciple by following the teaching of Jesus through the Beatitudes.

### **Pastoral Care and Wellbeing**

- To implement a range of practices to ensure a safe and supportive environment for all students using the KidsMatter Framework.

### **Curriculum Teaching and Learning**

- To improve student learning outcomes with a focus on differentiation through the analysis of assessment data in Reading and Number.



## **7. Parent Participation**

### **7.1 Introduction**

The following opportunities were available to parents in 2013:

- Parent teacher conferences;
- participation at the Parent and Friends meetings;
- Parent Education Sessions;
- individual Education Planning Meetings;
- participation in the Parent prayer sessions;
- Celebrations: Garage Sale, Mothers' Day, Fathers' Day, Grandparents' Day, Year of Faith Mass;
- Sacramental programs; and
- participation in the ECO garden.

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

### **7.2 Parent Satisfaction**

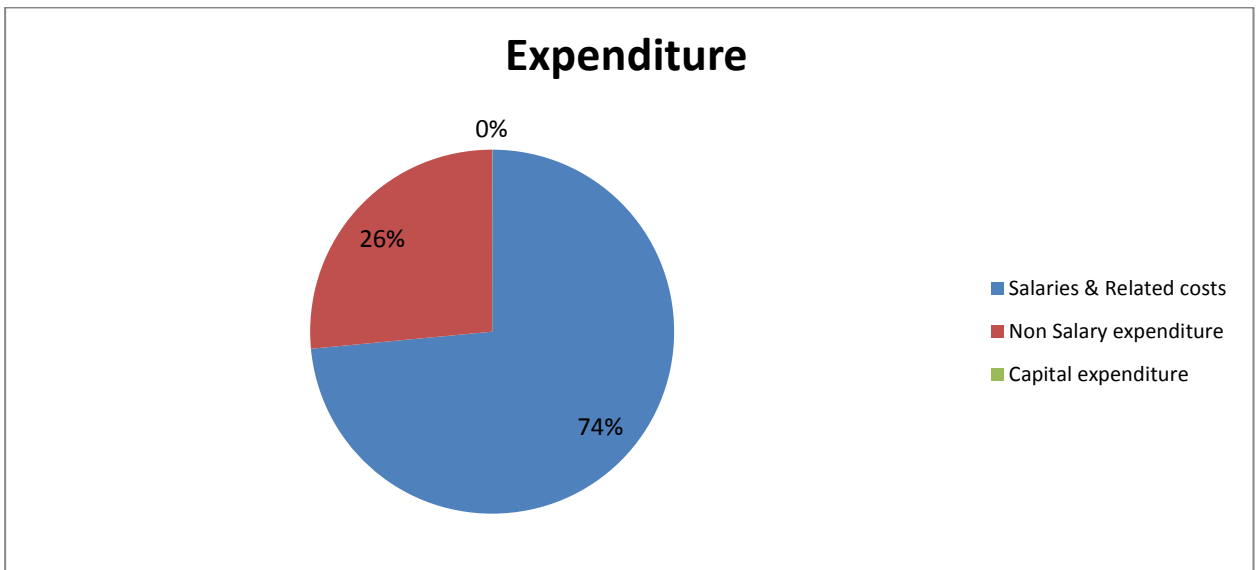
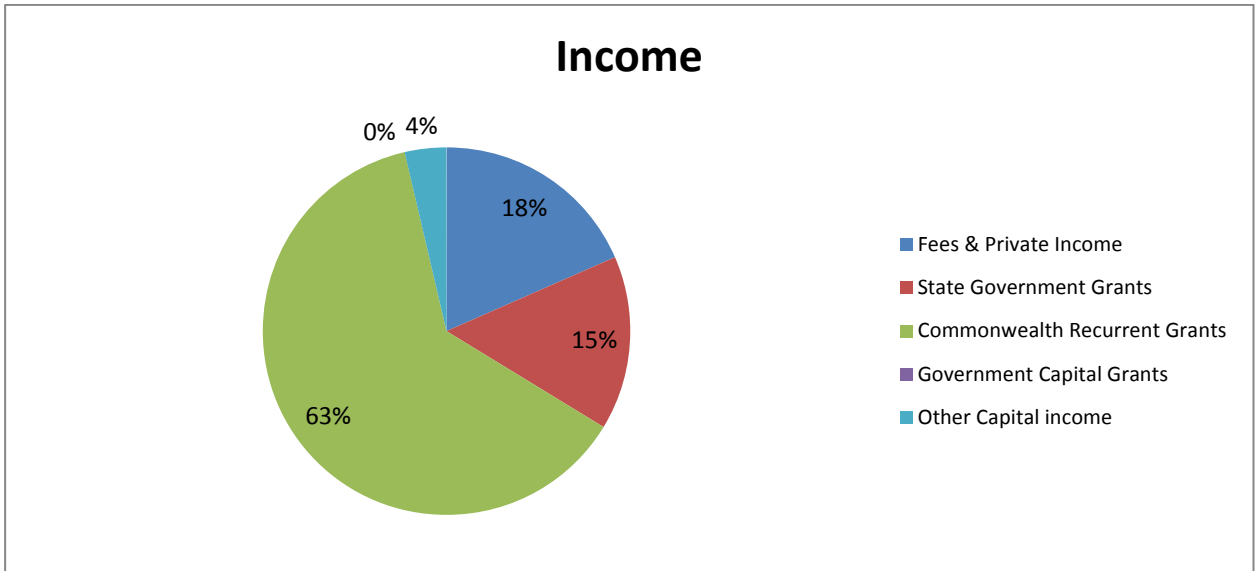
Parents and visitors to the school frequently comment on the positive and welcoming environment.

Parents report satisfaction with the extra-curricular activities as well as student achievement. They value that each child is treated and recognised as an individual and encouraged to reach their full potential. They are pleased that there are many opportunities to be involved in the Maria Regina community.



## 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.