



2016 ANNUAL SCHOOL REPORT



Maria Regina Catholic Primary School,
Avalon

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ABOUT THIS REPORT

Maria Regina Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

This report provides information to the community about the progress of the School during 2016. Maria Regina Catholic Primary School Avalon is a welcoming, inclusive school where staff, parents and Parish work towards providing the children with happy, yet challenging learning experiences. The School's motto "Making a Difference" is lived out in the community by embracing and celebrating the uniqueness, creativity and achievements of each individual.

Parent Body Message

The Parents and Friends Association (P&F) has worked hard to continue to build an "Engaged School Community". Many initiatives organised by parents foster and support the strong sense of community. The generosity of our parents has enabled opportunities for social events as well as fund raising efforts. The P&F organised Welcome Drinks, Mother's Day and Father's Day Breakfasts, the Walkathon, Grandparents Day, Kids Disco and the Art Show as well as the major event Rio Carnival Games Night which was a huge success both from a social and fund raising perspective. The class parents play a valuable role in communication, developing social networks and making families feel welcome in the school community.

Student Body Message

Year 6 students report that 2016 has been a great year. We have all participated in so many academic and sporting activities including the maths challenge, Dance Fever, sports clinics, art shows, environmental week, wellbeing week and more. The teachers at Maria Regina are all so caring and supportive; they create a very nurturing environment for the students by challenging them in all aspects of learning while at the same time making sure nobody is left behind. Every 7th week of each term, all students and staff focus on the wellbeing of themselves and others by participating in multiple activities including meditation, fun lip-syncing competitions, dancing and best of all, no homework. The latter gives the students opportunities to spend more time with family and enjoy some fresh air. We had so much fun this year competing in a sporting event called "Dance Fever Interschool Challenge". We were taught our dance routines by professional dancers during weekly sessions at the school and then competed at Homebush against other schools. 2016 has been such an amazing year. The opportunities at Maria Regina are endless!!!

SECTION TWO: SCHOOL FEATURES

School Features

Maria Regina Catholic Primary School Avalon, is a Catholic systemic co-educational school.

The school is a vibrant, dynamic school community serving the local Catholic Parish of Pittwater drawing its students from the Northern Beaches area north of Mona Vale. The school has a rich past and was opened by the Good Samaritan Sisters in 1959. The school's culture is characterised by its relationship with Parish, a supportive network of parents, dedicated staff who recognise their place within the broader community of learners, a vibrant student body and a commitment to social justice initiatives.

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. The school seeks to model values of inclusion, compassion, human dignity, justice and service. Further, the presence of God is embraced in daily life with the aim to *educate, develop* and *inspire* students to make a difference in the world.

The school nurtures and challenges students to become lifelong learners and as such, believes in providing an innovative, purposeful learning environment where they are actively engaged in their learning; discovering, exploring, creating, and thinking critically about the world they live in. Further, the school is committed to excellence in teaching and learning providing experiences that are relevant, stimulating and developmental.

Curriculum integration is embedded into the teaching and learning. Classrooms are modern, well equipped and designed for optimum learning opportunities. Technology is utilised into all aspects of the curriculum using interactive white boards, laptops iPads, Apple TV, and Google applications. Located close to Avalon Beach, the beaches and parks are used to support learning. The school grounds encompass modern play areas, under cover spaces, a flourishing eco-garden, an imaginative top terrace space and a beach inspired creative play area. Students have the opportunity to participate in many activities including band, choir, debating, public speaking, Japanese, Dance Fever, sporting activities, gala days, competitions and after-school clinics.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
53	62	17	115

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 91.23 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91 %	92 %	92 %	91 %	91 %	91 %	91 %

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	2	16

* This number includes 6 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	14
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Cultures of Thinking - Ron Ritchhart
Day 2	Rivers of Mercy - Streams of Joy
Day 3	Google Classrooms

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

The school and parish work together and support each other in a number of different ways. The school community supports the family, school and class Masses. Hospitality after the family Masses has been provided to encourage the attendance of all families and to build positive relationships with the parishioners. The school community supports the Parish Sacramental Program through participation in small group gatherings and by encouraging parents of children celebrating the sacrament to lead the preparation for that sacrament. Members of the school community supported the Pittwater Parish Year of Mercy initiatives including the *Walk of Mercy* and *Week of Mercy* formation talks. During the *Year of Mercy* the school community has been challenged to reflect upon what it means to be merciful and reach out with compassion to others.

The students prayed the Ignatian prayer, the Examen, regularly to provide them with a deeper understanding of knowing God and to strengthen personal reflection and response. The staff used the River of Mercy - Streams of Joy, Diocese of Broken Bay Year of Mercy resource to to enhance staff prayer and formation. The staff had the opportunity to strengthen their spirituality through participation in Rivers of Mercy - Streams of Joy combined staff formation day.

The school's Social Justice program follows a specific schedule each year covering issues on a local, state, national and global level. The Stage 3 students participated in the Broken Bay Diocese Mission Day in order for them to build a mission focus around the theme of ‘The Year of Mercy’.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2016, the school continued to maintain effective practices using Extended Mathematics Understanding (EMU) program to enhance numeracy. Two teachers are trained as EMU facilitators. These teachers worked with mathematically vulnerable Year 1 students. Continued professional learning and analysis of assessment data enabled staff to further enhance students numerical skills.

Teachers worked collaboratively to assess the needs of students and plan writing experiences that target students at their point of need using strategies from Literacy Professional Learning Community. Regular analysis of reading, spelling and writing work samples of students was conducted by all teachers to inform programming needs and learning intentions for each individual.

The school leadership team conducted regular professional learning conversations focusing on what has being taught and how it was being taught in all KLAs. The school implemented the NSW syllabus for the Australian curriculum in History and Geography. Professional learning on the content, skills and scope of the new History and Geography led to teachers designing and implementing new units of work that aligned with the schools inquiry learning approach. Teachers reviewed "questioning" skills to develop effective engagement, wonder and investigation in Science and Technology. Teachers worked collaboratively and used the co-teaching model with CSO Science consultant further enhancing open-ended learning experiences.

All staff attended the Cultures of Thinking seminar led by Ron Ritchhart. This year teachers introduced Cultures of Thinking routines in each class through teacher modelled strategies.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72.73 %	52.50 %	0.00 %	9.60 %
	Reading	54.55 %	49.40 %	9.09 %	11.50 %
	Writing	54.55 %	48.80 %	0.00 %	6.20 %
	Spelling	72.73 %	46.40 %	0.00 %	12.40 %
	Numeracy	53.85 %	35.60 %	15.38 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	62.50 %	36.30 %	12.50 %	15.00 %
	Reading	68.75 %	35.30 %	12.50 %	15.50 %
	Writing	18.75 %	17.20 %	31.25 %	18.10 %
	Spelling	50.00 %	29.80 %	0.00 %	17.20 %
	Numeracy	43.75 %	28.30 %	0.00 %	16.50 %

NAPLAN Comments

The school continues to achieve pleasing NAPLAN results as indicated by the percentage of

students in the top 2 bands.

Year 3 students have achieved particularly well across all areas. The school believes that the effect of the focus placed on early intervention programs has contributed to the growth in student outcomes. When compared with 2015 results, the students in Year 3 have shown significant growth in writing.

Year 5 students have all experienced individual growth in their learning. The school has focussed on explicit teaching of key concepts and believes that this consistent and focussed approach has resulted in sustained growth in the top three bands. The data clearly shows that the school needs to maintain a focus on mathematics whilst also targeting individual students in writing in Stage 3.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The Year 6 leadership program continues to develop and aims to give each child a role within the school where he or she can exercise responsibility in a range of ways. These roles include School Captains, Vice Captains, House Captains, Band Captain, membership to various teams including the Wellbeing, Eco, IT and Arts teams. Students also take on the role as 'buddies' to Kindergarten students to promote respectful and responsible approaches towards leadership. In this role, they take seriously the importance of being a strong role model and take responsibility to care for others. All classes elected Student Representative Council (SRC) leaders who were responsible for sharing the ideas from their class. They worked collaboratively as a group to promote school initiatives with their class and teacher.

The continued implementation of Positive Behaviours for Learning program is the foundation of the school rules: To Respect Yourself, Others and the Environment. These rules are further developed into the weekly behaviour expectations which are shared at Monday morning assembly by school leaders, where they encourage all students to take responsibility for their actions regarding respectful behaviour. Tokens, awards and positive praise has helped to create a respectful school environment as has our Mission and outreach focus, embedded firmly in the living out of our Catholic identity which encourages us to live the Gospel values of compassion and justice.

The school continued to engage with Component 2 of the KidsMatter health framework. Teachers have worked collaboratively with their students to map each student's general personal and social capabilities using the Social and Emotional Learning (SEL) continuum. Wellbeing and growth mindset strategies continue to enhance positive attitudes towards the wellbeing of staff and students.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

To improve students' understanding that as disciples of God we are called to be merciful, the school:

- used *River of Mercy - Streams of Joy* to enhance staff formation
- prayed the Ignatian prayer The Examen regularly to provide students with a deeper understanding of knowing God and to strengthen personal reflection and response.

To improve student learning outcomes with a focus on differentiation through the analysis of assessment data in writing and number, the school:

- regularly analysed reading, spelling and writing work samples of students to inform programming needs and learning intentions for each individual student
- worked collaboratively with the school's lead mathematics teacher to assess the needs of students to plan learning experiences related to the Mathematics Assessment Interview (MAI) targeting students at their point of need.

To have a whole school approach to embedding SEL with a specific focus on component 3 of the KidsMatter framework, the school:

- worked with component 2 of the KidsMatter framework
- promoted Wellbeing Week each term to focus on mental health and wellbeing of and staff and students
- worked collaboratively to map students' capabilities using the SEL continuum.

Priority Key Improvements for Next Year

The school's improvement goals for the upcoming year are listed below:

- To improve students understanding that as disciples of God we are called to be compassionate.
- To improve student learning outcomes by promoting a school-wide culture of thinking environment where thinking is valued, visible and actively promoted.
- To have a whole school approach to embedding SEL with a specific focus on component 2 of the KidsMatter Framework.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Data from Macquarie Marketing Group (MMG) shows that the parents feel that the school is a welcoming, nurturing school with excellent teaching. They value the opportunities that are offered in learning, student leadership, sport, wellbeing, confidence building, resilience and providing social justice awareness. They like the fact that every student is encouraged to participate. The parents value that every teacher knows every child's name and that the older children are so open and friendly with the younger children. The parents feel that the school community is particularly strong in engaging new families. The data also indicated that children enjoy coming to school each day.

Student Satisfaction

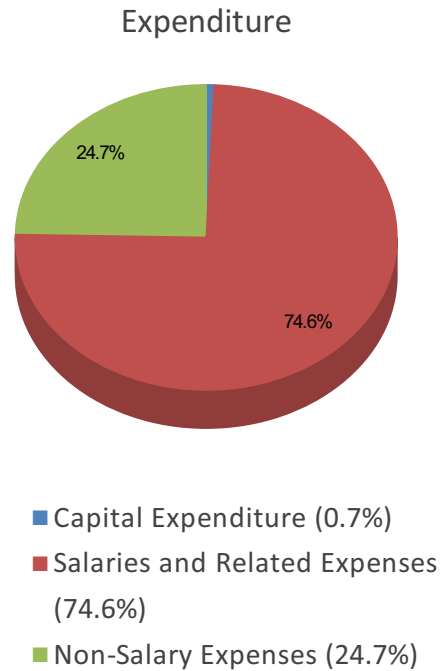
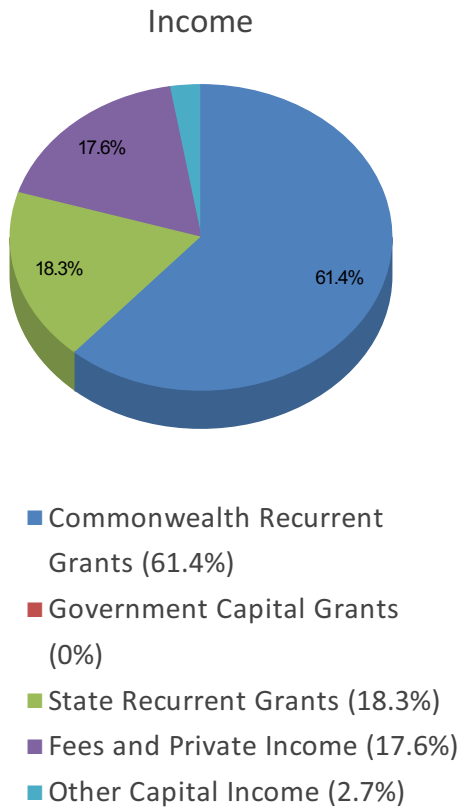
Students report that they value the caring environment, evidenced in a number of ways including the fact that teachers are kind and that every teacher knows their name. They like the variety of sports, the strong friendships formed and the opportunities to use technology. They feel very happy at school and feel proud to be a student of the school.

Teacher Satisfaction

Teachers report that they value the warm school community and the enthusiasm and support of colleagues. They feel that the openness of staff to change and development makes the school a vibrant place to work. They feel they are part of an excellent learning community where the children have many opportunities. They value the supportive leadership team and the positive working relationship with other staff members.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,250,214
Government Capital Grants	\$0
State Recurrent Grants	\$371,746
Fees and Private Income	\$358,673
Other Capital Income	\$53,988
Total Income	\$2,057,528

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$13,621
Salaries and Related Expenses	\$1,519,860
Non-Salary Expenses	\$502,978
Total Expenditure	\$2,036,460