

2018 Annual School Report



Somersby Falls,
Diocese of Broken Bay



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 Education Standards Authority (NESA) 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 be 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 2018. 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.

The School nurtures and challenges students to become lifelong learners and believes in providing an innovative, purposeful learning environment where students are actively engaged in their learning - discovering, exploring, creating, and thinking critically about the world in which they live. The School is committed to excellence in teaching and learning, providing experiences that are relevant, stimulating and developmentally appropriate.

Parent Body Message

Many initiatives organised by parents foster and support the strong sense of community. There is a very strong and highly valued partnership between the parents and Maria Regina School. The generosity of our parents has enabled opportunities for social events as well as fund-raising. The class parents play a valuable role in communication, developing social networks and making families feel welcome in the school community. This year the Maria Regina School Advisory Council was established. The School Advisory Council's aim is to improve our school environment and to foster stronger links between school teachers and staff, the parent/carer network and our parish,

Student Body Message

Students reported that they enjoyed participating in many academic and sporting experiences. They stated that, "Teachers encourage, nurture and challenge us to work harder, try harder and make a bigger effort. Our teachers make school a fun place to learn and we enjoy being here each day. We feel safe and confident to take risks and we feel very proud to be students of Maria Regina."

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. 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.

Curriculum integration is embedded into the approach to teaching and learning. Classrooms are modern, well-equipped and designed for optimum learning opportunities. Technology is utilised in all aspects of the curriculum by the use of interactive white boards, laptops, iPads, Apple TVs, Chromebooks and Google applications.

Located close to Avalon Beach, the local beaches and parks are used to support learning. The School grounds encompass modern play areas, under-cover spaces, a flourishing eco-garden, an imaginative 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 2018. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 62 | 58 | 11 | 120 |

* 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 2018 was 92.94 %. 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 |
| 93 % | 93 % | 93 % | 93 % | 93 % | 91 % | 95 % |

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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

| Teaching staff breakdown at this School | Number |
|---|--------|
| Total number of staff | 17 |
| Number of full time teaching staff | 6 |
| Number of part time teaching staff | 7 |
| Number of non-teaching staff | 4 |

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 | Consolidation of Writing Strategies - Loiuise Dempsey and Sheena Cameron |
| Day 2 | Development of new school mission and vision statement |
| Day 3 | Differentiation using Cultures of Thinking |

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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

The School and parish work together and support each other in a number of different ways. The School community supports family, school and class Masses. Hospitality after the family Masses is provided to encourage the attendance of all families and to build positive relationships with parishioners. The School community is actively involved in the parish sacramental program where members of staff support the Eucharist and Confirmation reflection days. This year, members of the School community supported the parish's 'Year of Courage' initiatives. Stage 3 students participated in the Diocesan Mission Day in order for them to build a mission focus around this special theme for the year.

The School's social justice program follows a specific schedule each year covering issues on a local, state, national and global level. On the global level the support of the village of Soibada in Timor Leste continued to be a priority as well as involvement with Caritas, Catholic Mission and the Vinnies winter appeal.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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.

At the core of learning and teaching at the School is the recognition that the early years of schooling shape attitudes towards lifelong learning. Building positive relationships with children, giving them agency in their own learning, and providing them with success criteria and a rich and engaging learning environment is key to successfully preparing the students for their future. We believe in learning that is based on problems to be solved. At the School we seek to create learning environments that foster and promote experiences where children collaborate with each other develop social skills. The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher learning. All children are encouraged to develop growth mindsets. Our Stage 3 learners enjoy a large innovative and flexible classroom learning environment.

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 2018 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 82.35 % | 53.20 % | 5.88 % | 8.60 % |
| | Writing | 76.47 % | 41.90 % | 5.88 % | 10.00 % |
| | Spelling | 64.71 % | 46.60 % | 0.00 % | 12.50 % |
| | Grammar | 82.35 % | 53.10 % | 0.00 % | 11.00 % |
| | Numeracy | 70.59 % | 39.20 % | 0.00 % | 11.50 % |

| NAPLAN RESULTS 2018 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 57.14 % | 38.60 % | 7.14 % | 12.60 % |
| | Writing | 14.29 % | 13.70 % | 7.14 % | 23.40 % |
| | Spelling | 42.86 % | 34.50 % | 7.14 % | 13.60 % |
| | Grammar | 35.71 % | 35.50 % | 7.14 % | 14.30 % |
| | Numeracy | 37.50 % | 27.60 % | 0.00 % | 14.00 % |

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

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. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

Teachers have worked collaboratively with 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.

The School is a community that provides a strong sense of wellbeing, belonging and security where students are given every opportunity to be affirmed with dignity and assisted to grow to the fullness of their potential. Our school community sees great value in increasing the wellbeing of all individuals by building on their strengths. We foster a growth mindset. Wellbeing is at the heart of our teaching and learning. By increasing the wellbeing of our learners and by focussing on what they can do, the students become more engaged in their learning experiences.

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In the area of Mission, student agency was fostered by gathering data around students current understanding or involvement in Social Justice. This informed their ability to make conscious decisions to act in a way that is fair and equal.

Teachers used consistent language from Kindergarten to Year 6 to encourage a growth mindset. Children were encouraged to see a mistake as an opportunity to move learning on. Rubrics were used by students to plot their current understanding of tasks.

Many opportunities were provided for parents to work in partnership with the school in improving the wellbeing of students. This included parent information sessions, newsletter articles, assembly items and home learning activities.

Priority Key Improvements for Next Year

The School's mission goal is to improve student engagement and achievement in Religious Education with a focus on rich learning experiences and assessment tasks.

The school's Learning and Teaching goal is to embrace an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics (STEAM) as access points for guiding student inquiry, dialogue and critical thinking.

The school's Pastoral Care goal is to improve the well-being of our students by building on their strengths, resilience and optimism.

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

The parents feel that the school is a welcoming and nurturing place; they value the opportunities that are offered in learning, student leadership, sport, wellbeing, confidence building, resilience and providing social justice awareness. They value that every student is encouraged to participate, that teachers know every child's name, and that older students are open and friendly with younger students. Parents feel that the School is an inclusive and safe school which supports learning and positive behaviour.

Student Satisfaction

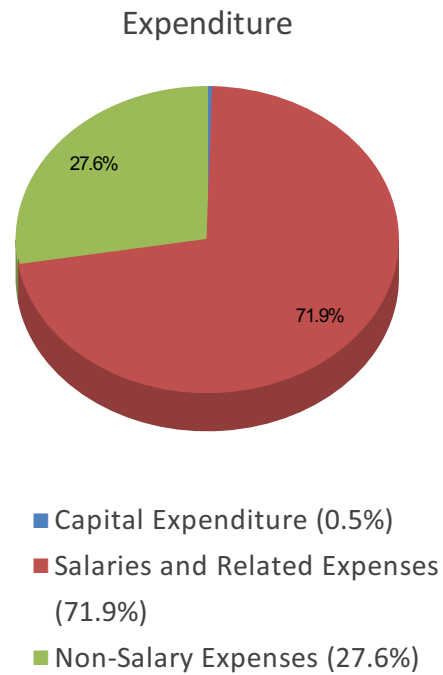
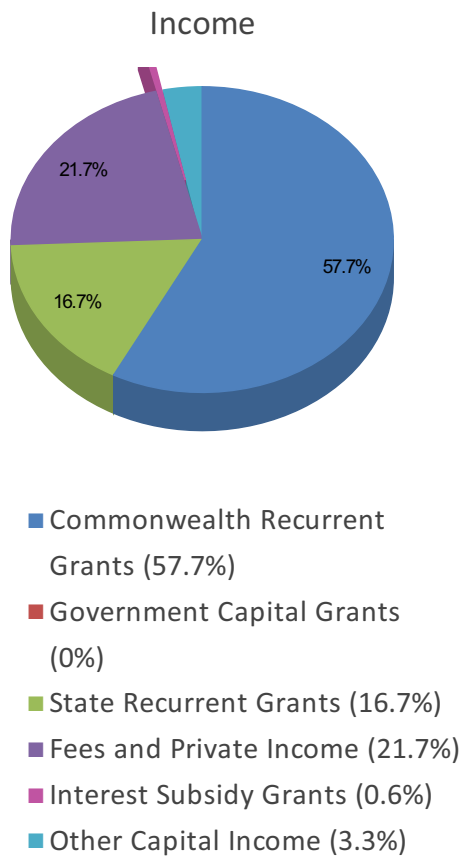
Students report that they value the caring environment, evidenced in a number of ways including the fact that teachers are kind and that every teacher knows their name. They like the variety of sports, the strong friendships formed and the opportunities to use technology. They have a great sense of belonging and experience positive relationships with other children and with their teachers and feel proud to be a student at 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 develop 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 relationships with other staff members.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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 | \$1,187,305 |
| Government Capital Grants | \$0 |
| State Recurrent Grants | \$343,062 |
| Fees and Private Income | \$447,624 |
| Interest Subsidy Grants | \$13,365 |
| Other Capital Income | \$67,406 |
| Total Income | \$2,058,762 |

| RECURRENT and CAPITAL EXPENDITURE | |
|-----------------------------------|--------------------|
| Capital Expenditure | \$9,448 |
| Salaries and Related Expenses | \$1,457,528 |
| Non-Salary Expenses | \$560,280 |
| Total Expenditure | \$2,027,256 |