

Our Lady of the Rosary Catholic Primary School Waitara

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2010 was my first year as Principal at Our Lady of the Rosary Catholic Primary School Waitara and it was a busy year in every respect as I joined this special school community. A major focus for us this year has been the refurbishment of the whole school through the Building the Education Revolution (BER) Program. This caused many challenges for our school environment but it was a wonderful testament to the supportive community that makes up Our Lady of the Rosary that classes continued around the building site with students remaining focused on their learning and working co-operatively with their teachers and each other at all times. We are thrilled with our new school and look forward to the learning that will take place in these contemporary vibrant classrooms.

Throughout 2010 we focused on the school through the areas of

- Catholic Life and Mission
- Pastoral Care and Community
- Curriculum Teaching and Learning/ Professional Learning
- Strategic Leadership
- Facilities, Resources and Finances

The initiatives undertaken will be detailed in the body of the report

1.2 Message from the Parent Body

2010 was another busy year for the Parents and Friends Association (P&F) as we watched the transformation of the school from a school of the 90's to new bigger learning spaces with Interactive Whiteboards (IWB's) and classrooms for the 21st Century. The parent community supported the school community throughout this process and managed to still have many of our community building activities despite the building works.

Following on from initial landscaping work in 2009, 2010 saw the installation of the new playground equipment which was enthusiastically welcomed by the students.

Additionally the P&F supported the school in the purchase of new resources for literacy and numeracy and the addition of new cupboards in the Kindergarten rooms.

2010 saw the continuation of many worthwhile parent initiatives that strengthened the strong sense of community throughout the school. Activities such as the Welcome Barbecue, Family Barbecues after each of our School/Parish Masses, the Welcome Ball for its second year, Men in the Morning sessions and activities for Mother's and Father's Day.

1.3 Message from the Student Body

2010 will be a year that the students of Our Lady of the Rosary will always remember. Every classroom was changed, the canteen was moved and made new, new playground equipment was installed in the Infants Courtyard and the Grass Area and our library was built in the middle of the school with a mezzanine level for all to use for research using various technology.

Students were involved in many areas of the school with our Year 6 leaders focusing on areas such as the environment, technology, social justice, art, liturgy and the Student Representative Council (SRC) where they developed activities to develop students' awareness and organised fundraising opportunities throughout the year. Our new school rules gave us a good focus for the classroom and the playground.

Year 6 School Captains 2010



2. School Profile

Our Lady of the Rosary Catholic Primary School Waitara is a Kindergarten to Year 6 primary school located in the Broken Bay Diocese on Sydney's North Shore.

The school was established by the Sisters of Mercy in 1898. In 1991, the school was re-located from the Pacific Highway to the new Parish site in Yardley Avenue. Students are primarily drawn from the Parishes of Waitara and Our Lady Queen of Peace, Normanhurst. During 2009 the parishes of Our Lady of the Rosary, Waitara and Our Lady Queen of Peace, Normanhurst had been amalgamated into the Hornsby Parish.

The school enjoys a positive profile in the community with a reputation for excellence in learning and teaching and a strong focus on pastoral care.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
208	187	0	3	395

*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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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
25	0	0	25

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 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 95%.

2.5 Teacher Satisfaction

The 2010 teacher satisfaction survey responses indicated strong satisfaction on the part of all respondents to the learning opportunities in 2010. Staff rated the professional development engaged in, and the developing collaborative culture of the school, as prominent highlights of the year. School life had its challenges with packing up of classrooms and sharing of learning spaces. Whilst 2010 was a year of significant refurbishment of all areas of the school, staff were very thrilled with the new learning spaces and library area with its mezzanine level.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	93
2	94
3	98
4	96
5	95
6	96

The average student attendance rate for 2010 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
- 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 (CSO) 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

The SRC is the key student representative body at Our Lady of the Rosary. In 2010 the SRC reported that the students would like to:

- continue to receive acknowledgement of their achievements at a whole school level and
- continue to engage in across-grade events.

In response to this, learning acknowledgement awards continue to be presented at the Monday morning assembly each week and awards have been introduced to reinforce our school rules. Additionally once a term, the Principal hosts a morning tea for nominated students who have been excellent role models in their classroom that term.

During the year we held a number of whole school celebrations such as a whole school book trivia competition for Book Week 2010. At the end of Term 3 for our feast day celebration, we launched our new school rules and students took part in fun activities in across class groupings highlighting these rules. Additionally at the end of the year all students were involved in a concert where each grade performed a dance routine and all students came together in song to act out the Christmas Story.

In 2010 our SRC again held an infants and primary lunch time disco and supported younger students with the Year 5 and Kindergarten 'buddy' program and art club activities at lunchtime.

These events were prominent in the students' reflections on the year.



3. Catholic Life and Mission

3.1 Catholic Heritage

A strong Mercy tradition exists at Our Lady of the Rosary, emphasising justice, inclusion, care and respect, a legacy of the Sisters of Mercy who established and ran the school from 1898 until 1979. During 2008 student leaders researched this history, selecting past community figures to name the four house teams and give focus to social justice work. This information became a part of our Opening School Mass in 2010 when we brought forth our school emblem and house banners to remind the community of our heritage. We also gathered school photos from the beginning of the year into a photo montage of Our Lady emphasizing the important role Mary, the Mother of Jesus, has in our school. Each class was presented with this montage for their prayer table.

Servant leadership is developed in all students and formalised by Year 5 in a program of physical, emotional and spiritual support for Kindergarten and their families.

3.2 Religious Life of the School

Throughout 2010 staff, parents and students were involved in numerous liturgical celebrations centred around the Church's liturgical calendar including the commemoration of Holy Week and Easter, Feast of Our Lady of the Rosary, as well as those commemorating other significant events through prayer and celebration such as our Opening and End of the school year Masses, the Year 6 North Shore Cluster Mass, Harmony Day, Anzac Day, Mother's Day, Father's Day, Parish Family Masses, the Diocesan Mission Mass and Remembrance Day and Year 6 Graduation.

In 2010 we were fortunate to have our Principal and Class Teachers lead us in these liturgical celebrations and events.

Staff and all classes had the opportunity to be involved in meditation prayer experiences facilitated by the Youth Minister from our nearby Catholic High School.

The Parish's comprehensive sacramental program (Reconciliation, Holy Eucharist and Confirmation) was supported by diocesan curriculum modules in the relevant grades (Years Two and Three).

Throughout 2010 OLOR embarked on a social justice program throughout the school, with the Year Six and the Social Justice Team facilitating our Lenten Project Compassion appeal called Chickatas, raising money for Caritas. Additionally, we raised money for special projects in communities of Peru and Timor Leste and the established a Mini Vinnies group, of which all Year 6 students were members. The Mini Vinnies group conducted a Winter Sleepout in Term 3 and organised Christmas hampers and a Giving Tree in Term 4.

Throughout 2010 school community prayer life included weekly school prayer at assembly, daily classroom prayer, weekly staff meeting prayer and fortnightly staff prayer reflections.

Our Lady of the Rosary school has continued to develop a strong relationship with our Cathedral Parish, evidenced by the liturgy planning team which includes the Religious Education Coordinator (REC) and the Parish Priest. In 2010 classes continued to attend one of the Parish Masses each week and Parish Family Masses were held for years K-6 on Saturday nights throughout the year. These provided valuable opportunities for students, their parents and teachers to share responsibility with other parishioners for liturgical ministries such as reading, Eucharistic ministry, processions and choir. It has helped to establish routines between parish and school.

Strong school support of parish projects was evident through information given at assemblies and grade meetings and through regular school newsletter entries by the REC.



3.3 Catholic Worldview

'At Our Lady of the Rosary, our Catholic Worldview informs the way that we live, learn and teach. We believe that God's love for each of us is central to our relationships'.

This belief encourages the staff and students in their commitment to Social Justice initiatives and builds on the focus of our Positive Behaviour for Learning Framework where our school rules call us to Respect Self and Others, Respect Learning and Respect the Environment.

Staff and students valued the opportunities to develop their personal spirituality through prayer experiences involving Meditation.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

The REC continued to work with classroom teachers to cooperatively plan lessons in Religious Education which were either modelled or team-taught. During 2010, the REC and classroom teachers worked with an Education Officer- Mission Services from the Catholic Schools Office to develop learning sequences for modules of work.

During 2010 three staff members had the opportunity to attend the week long Ministry I Course conducted by the Diocese where participants have the opportunity to further deepen their faith and spirituality. Additionally several teachers are completing course work in religious studies and the Principal attended a 4 day theology course 'Explorers, Guides and Meaning Makers'. The staff gathers each week to pray and support each other in their spiritual journey.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the CSO.

4.2 School Implementation of Diocesan Policy

The pastoral care policy and practices at Our Lady of the Rosary are aligned with the Diocesan Pastoral Care and Student Discipline Policies and are expressed through the implementation of the Positive Behaviour for Learning Framework (PBL). PBL is a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. During 2010 staff undertook professional development about the PBL Framework and developed a team approach to its implementation throughout the school. Our school rules of Respect for Self and Others, Respect Learning and Respect Environment reflect our Mercy values and heritage. Each week our focus was on one school rule with lessons taught in class and links to home life encouraged.

Dialogue continued about how we celebrate success as a community. In 2010, once a term, the Principal's Morning Tea commenced to publicly acknowledge and celebrate a nominated member from each class who is a good role model to all through their words and actions.

A social skills program, playground sport skills and the Rock and Water program were provided as a way of supporting students in the choices they make when on the playground and in social situations. It was pleasing to hear the common language of PBL becoming the language of the playground.

4.3 Pastoral Care of Families

A long term commitment was made by the P&F to work on further developing the community life of the school. Many current initiatives were acknowledged as being of great community benefit, such as the Permanent Pantry, Men in the Morning and the Class Parent Network with associated picnics and social events and an Annual Welcome Ball which was organised for the second year. A commitment to whole school events was perceived to be essential in order to become one strong Catholic community.

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 CSO.

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 2010 we continued to focus on meeting students' needs, gathering and analysing student data and keeping up-to-date with contemporary theories of best practice. Staff were involved in a number of initiatives.

- Development of the pedagogy used to facilitate learning in numeracy. Our school-based numeracy mentors provided a program of professional development in using assessment data, mental strategies and visualising for the staff. All staff attended an extensive range of professional development focusing on developing mathematical understanding and classroom practice.
- With the introduction of Interactive Whiteboards in each classroom staff had opportunities to attend professional development sessions and to be involved in school-based PD sessions to enhance their use of these new technological tools.
- The mathematics enrichment program, Come on Kids, was run for gifted mathematicians throughout the school.
- Extensive staff training occurred around the areas of 'Dealing with Challenging Behaviours', 'Developing an understanding of ASD and the classroom' with a whole school commitment to Positive Behaviour for Learning (PBL). This resulted in a refinement of school practices to support student learning.
- Our Scope and Sequence for our thematic units was refined to enable us to develop Big ideas more thoroughly.
- A number of our new scheme teachers attended Diocesan and other professional development opportunities in Numeracy and Literacy to consolidate their understandings and refine their teaching skills.
- Kindergarten teachers further consolidated a development play component of the literacy block which provided increased opportunities for children to develop oral language skills prior to writing.

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 (SMART), 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 published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 59 students in Year 3 and 53 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
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	5	8	17	27	42	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	3	27	37	32	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	5	10	29	27	29	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	2	5	5	17	32	39	98
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	2	3	14	17	31	34	98

It is very pleasing to note that the percentage of students achieving at Bands 5 and 6 was above national figures in every test area. When compared to the results of 2009, it is particularly notable that the percentage of students in Band 6 have more than doubled in the areas of Writing and Numeracy and significantly improved in the areas of Reading, Spelling and Grammar and Punctuation. This would indicate that the explicit teaching of Writing and a focus on Mathematics have been effective strategies for improving student learning. It is also pleasing to note that the percentage of students in lower bands was less than the national figures and less than previous years in all areas. The extensive professional development that continued in Numeracy through 2009 and 2010 has resulted in improved Numeracy in Year 3 especially in the area of Number where there has been notable movement of students towards the upper bands. There has been a notable trend toward the upper bands when compared to the previous years with a smaller percentage of students in Bands 1, 2 and 3 across all areas. There will be a continued focus on explicit teaching of the basic skills in all areas.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	15	6	26	26	26	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	2	6	11	38	34	9	98
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	4	11	13	28	32	11	96
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	6	4	11	26	38	15	94
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	6	36	25	25	9	100

In literacy, it was very pleasing to note that the percentage of students is above the national minimum in the higher bands in reading. This could be the result of the focused and explicit teaching of reading and comprehension strategy initiative with this cohort that has seen gains in student learning. This is a significant improvement on the previous year where we now have more students in the higher bands in reading. Although the results in the other areas of literacy showed a clustering of students in Bands 6 and 7, it is pleasing to note that there are a smaller number of students in the lower bands than in the previous years. The extensive professional development that continued in Numeracy through 2009 and 2010 has resulted in improved Numeracy results in Year 5 especially in the area of Number where there has been good movement of students towards the upper bands. It was pleasing to note that there was significant growth in all areas across this cohort as a result of the more focused teaching of basic skills in both Literacy and Numeracy over the last couple of years. There will be a continued focus on explicit teaching of Reading and Comprehension with emphasis on applying these strategies to the area of Writing.

5.3 Extra Curricula Activities

Children at Our Lady of the Rosary had the opportunity to participate in many extracurricular events and activities including:

- intra-school Kindergarten to Year 6 Public Speaking Competition and the Year 6 Diocesan Public Speaking Competition
- intra-school chess competition
- Maths Olympiad
- Gateways Enrichment Program for Year 5 and Year 6 students
- Come on Kids, Maths Enrichment program for all grades
- Rock and Water Program
- Active After School Program
- Taekwondo
- Da Vinci Decathlon
- Drama workshops



- International Competitions and Assessments for Schools (formally The University of New South Wales Competitions)

5.4 Professional Learning

Five whole staff development days were held in 2010. They were:

- Term 1: Review of existing school policies
- Term 2: Problem-Solving in Mathematics
- Term 2: Origo Mathematics Conference at Waverley College
- Term 3: Positive Behaviour for Learning (PBL) Training Day
- Term 4: Data Analysis

Other major professional learning programs were:

- Eight staff members were trained in the PBL Framework and then met regularly to work on the school's implementation of the process. One staff member was trained as a PBL coach.
- Two members of staff attended a 2 day training course on 'Challenging Behaviours'. Six staff attended Autism training workshops.
- Our school-based numeracy mentors provided a program of professional development in numeracy for the staff. Six teachers attended the 3 day Mathematical Association of NSW Conference in the Hunter Valley during the September holidays. All fulltime teaching staff attended the Origo Maths Conference in Sydney. Four staff attended ACER courses Supporting Children in their Mathematical Learning.
- Several staff attended workshop days about the new Australian Curriculum trends in English and Mathematics.
- All staff were inserviced in the use of Interactive Whiteboards attending day workshops, several half day sessions and a number of afternoon sessions regularly throughout the year.
- The Principal and Assistant Principal and Religious Education Co-ordinator attended a 6 day seminar 'Leading Educational Change.'
- All staff took part in spirituality staff meetings linking spirituality and meditation.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

In 2010:

- the agreed practices which have flowed from professional development in mathematics were consolidated through deeper teacher understanding in numeracy, improved numeracy teaching across all grades and refined processes in mathematics programming and assessment;
- parent education was facilitated by staff members in the area of mathematics through a two night course run in Term 2;
- our improved practice in mathematics and literacy resulted in greater representation of students in the higher bands in the NAPLAN tests than in previous years;
- The School's Pastoral Care Policy has been reviewed and we have implemented the 'Positive Behaviours for Learning' Framework;
- the introduction of a Music teacher into Years 5 and 6 has enriched the development of Creative Arts throughout the school, especially in Stage 3;
- Interactive Whiteboards, a new addition into refurbished rooms, became a valuable learning tool in all classrooms;
- Enrichment initiatives were a focus and encouraged
 - Gateways project in Science and Visual Arts
 - Come on Kids Enrichment program
 - Maths Olympiad
 - Tournament of the Minds
 - Da Vinci Decathlon

6.2 2011 Priorities and Challenges

In 2011 it is planned that:

- there will be an increased focus on gathering and analysis of data so as to better inform learning and teaching;
- the curriculum focus of the staff will move to literacy where we will examine best practice in literacy, involve staff in extensive professional development in literacy agreed practices which will encourage deeper teacher understanding in literacy, improved literacy teaching across all grades and more refined processes in gathering of literacy data;
- we will continue to implement the 'Positive Behaviours for Learning' Framework throughout all areas of the school;
- a specialist music teacher will join the staff, teaching Music K-6 and further developing the school choir;
- staff will continue to be supported in their use of interactive whiteboards;
- enrichment initiatives will continue with participation in projects such as
 - Gateways project in Creative Writing and Visual Arts
 - Da Vinci Decathlon, enrichment days and competitions like Maths Olympiad and Tournament of the Minds.



7. Parent Participation

7.1 Introduction

During 2010 parents participated in the:

- P&F
- Class Parent Network
- Playground Development Committee
- Classrooms assisting with literacy and in the canteen.

Additional activities outlining parents' participation may be found on the School's Website.

7.2 Parent Satisfaction

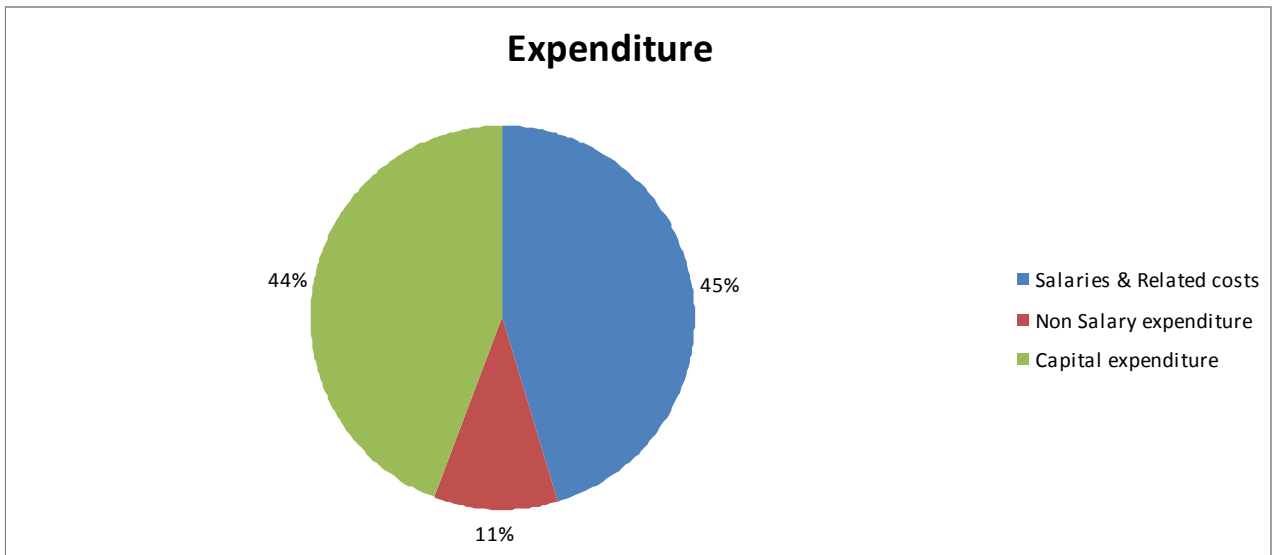
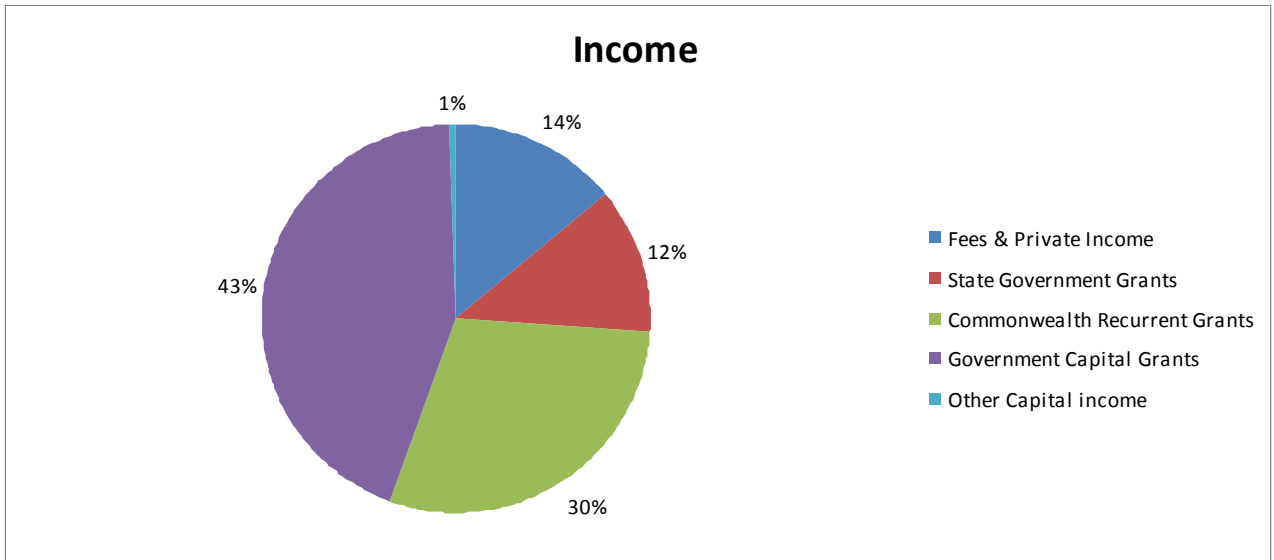
During Kindergarten 2011 interviews for enrolment of siblings, parents were specifically asked about aspects of the school with which they were happy and those with which they had concerns. The Principal explained that this was an opportunity for feedback which would assist the school to improve its performance. Additionally parents provided responses through questionnaire feedback.

Parents saw the Catholic perspective embedded in many aspects of school life and saw that the school had a strong commitment to the pastoral care of its students. There was a strong sense of community in the school and strong links existed between school, families and Parish. Parents were very pleased with the new facilities and expressed confidence in the work the school was doing in teaching and learning.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



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