

Our Lady of the Rosary Catholic Primary School Waitara

2011 Annual Report



Principal: Mrs Jacinta Crowe

Address: 23 Yardley Avenue
WAITARA NSW 2077
(Private Bag 3000 HORNSBY NSW
1630)
Phone: (02) 9489 7000
Fax: (02) 9487 4027
Web: www.olorwdbb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

In 2011 we had the opportunity to celebrate much of what makes our school so special. Teaching and learning is at the core and we took opportunities throughout the year to celebrate our rich Mercy tradition and also acknowledge and celebrate our wonderful cultural diversity.

2011 saw our school's 2010 complete refurbishment finished and staff and students started the year in new vibrant rooms all equipped with Interactive Whiteboards. During 2011 our new BER funded hall was completed and we were able to utilise this new building for our P&F Spring Fair at the beginning of November and our whole school Performing Arts Evening at the end of November. Both events were enhanced by being able to be accommodated in this new area.

Our school planning centred around the areas of

Catholic Life and Mission,

Pastoral Care and

Teaching and Learning.

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

1.2 Message from the Parent Body

2011 has seen the parent body of Our Lady of the Rosary, Waitara, support the school in many ways through organization of community building activities across the school and providing funds to be used throughout the school for new wet areas in Kindergarten rooms, with flyscreens installed in classrooms and new Literacy teaching resources bought for classrooms.

Many worthwhile parent initiatives were continued that strengthened the strong sense of community throughout the school. Activities included the Welcome Barbecue for new families, the Welcome Ball for its third year, family barbecues each month after the parish/school masses and activities to celebrate Mothers' and Fathers' Days. 2011 was also the year of the Spring Fair, which is an enormous family day that is months in the planning and takes place every second year. In 2011 we were blessed with perfect weather and were able to make wonderful use of the new hall and surrounds.

Our Lady of the Rosary has a strong commitment of parent involvement throughout the school and we work closely to build on our strong sense of community.

P&F President 2011

1.3 Message from the Student Body

In 2011 we loved being in our new classrooms with the IWBs and it was great when the hall was finished. Throughout the year students raised much money for those in need through the Caritas Appeal, 'Flip a Pancake' Day, Team India appeal and Mini Vinnies initiatives. Students were involved in many areas of the school with our Year 6 leaders focusing on such areas as Liturgy, Art, Technology, Media, the Environment and Social Justice. The rules in our Positive Behaviour for Learning (PBL) program became our focus each week as people tried to treat themselves and others with respect and consideration. We had a terrific Performing Arts Evening where every student had the chance to dress in costume and sing and dance on the new stage in the hall. We also celebrated our Book Week theme 'One Book, Many Stories' with a big multicultural day where we remembered where we had come from and our opportunities throughout the year. Our new school rules gave us a good focus for the classroom and playground.

Year 6 School Captains 2011



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 these parishes 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 2011:

Girls	Boys	LBOTE*	Indigenous	Total
205	184	17	0	389

*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
27	0	0	27

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 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

In 2011 staff were thrilled with their new facilities and set about making them their own. Staff rated the professional development in which they engaged, especially around the areas of English and Technology, as very beneficial and appreciated the opportunity to further explore the Mercy history and tradition of the school. Staff worked together at Grade and Stage level developing programs to meet the learning needs of the diverse student population.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	92
1	93
2	92
3	90
4	90
5	96
6	92

The average student attendance rate for 2010 was 92%.

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 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

Students responded very positively to the Positive Behaviour for Learning framework with many opportunities for 'Reason to Smile' stickers. The students value the presentation of Merit Awards and PBL Awards, at our weekly assembly, as an acknowledgement of consistent effort and behaviour. Students are now more aware of such things as 'speaking and acting with kindness' and being 'active listeners.' Once a term, the Principal hosts a special morning tea for nominated students who have been excellent role models in their classroom that term.

Highlights of 2011 included our Multicultural Day where everyone came dressed in national dress and we made a mural of our handprints; our Performing Arts Evening in the new hall and the opportunities they had through our specialist teachers in Art, Music and PE. Kindergarten and Year 5 particularly enjoy the 'buddy' program and the discos were also enthusiastically supported.

These events were prominent in the students' minds as they reflected back over 2011.



3. Catholic Life and Mission

3.1 Catholic Heritage

A strong Mercy tradition exists at Our Lady of the Rosary, emphasizing justice, inclusion, care and respect, a legacy of the Sisters of Mercy who established and ran the school from 1898 until 1979.

During 2011 we started to focus more on the cultural diversity that makes up our school by acknowledging that at our Opening School Mass and continuing to develop throughout the year with Harmony Day liturgies and Mercy Day celebrations that reminded us of our heritage and the richness of our community in our differences.

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 2011 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, Mothers' Day, Fathers' Day, Parish Family Masses, the Diocesan Mission Mass, Remembrance Day and Year 6 Graduation. Staff and all classes had the opportunity to be involved in meditation prayer experiences facilitated by the Youth Minister from our nearby St Leo's Catholic College, Wahroonga.

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 2011 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, raising money for Caritas. Additionally, we raised money for special projects in communities of Peru and India and a mission school in Latin America. A Mini Vinnies group was established, 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 2011 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 2011 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 partnerships between parish and school.

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 co-operatively plan lessons in Religious Education, which were either modelled or team-taught. During 2011, 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 2011 new staff were supported in their implementation of RE modules.

All staff attended a spirituality day where they learnt more about the Mercy charism, traditions and history of Our Lady of the Rosary school.



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 Catholic Schools Office.

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 2011 staff continued the team approach to the implementation of PBL throughout the school. Our school rules of Respect for Self and Others, Respect Learning and Respect Environment reflect our Mercy values and heritage. Each fortnight our focus was on one school rule with lessons taught in class and links to home life encouraged. Positive behaviours were written about in the newsletter with helpful hints to carry it through to home. It was pleasing to hear the common language of PBL becoming the language of the playground. Dialogue continued about how we celebrate success as a community. In 2011, once a term, the Principal's Morning Tea continued to publicly acknowledge and celebrate a nominated member from each class who is a good role model to all through their words and actions.

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 Support Pantry and the Class Parent Network with associated picnics and social events and an Annual Welcome Ball which was organised for the third 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 Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2011 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.

- Staff worked with a Diocesan Education Officer who facilitated learning in English developing understandings of best practice in Literacy and of the components of the Literacy Block. Staff worked in Grade and module groupings. Staff attended Professional Development sessions on weekends, afternoons and days to develop understandings.
- 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.
- 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 continued to be refined with focus on the Primary Connections Science units.
- Our new scheme teachers attended Diocesan and other professional development opportunities in Numeracy and Literacy to consolidate their understandings and refine their teaching skills.
- The Leadership Team and Kindergarten teachers further consolidated orientation and transition processes for Kindergarten children.
- The Leading Learning initiative gave us useful insight to revisit the notion of 'How Students Best Learn'.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). 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 2011 cohort, there were 57 students in Year 3 and 52 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	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	2.0	4.0	12.0	16.0	8.0	58.0	89
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	2.0	2.0	8.2	26.5	61.2	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	4.1	4.1	10.2	20.4	28.6	32.7	96
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	2.0	2.0	6.1	24.5	32.7	32.7	98
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	2.0	4.0	10.0	26.0	30.0	28.0	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. Of particular interest was the large percentage of students in Band 6 in Reading (58%) and Writing (61%). When compared to the results of 2010, it is notable that the percentage of students in Band 6 in Reading and Writing has continued to improve on those good results from last year. This strong focus on explicit teaching of the Writing process is showing pleasing development.

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 similar to previous years in all areas. The professional development focus of Numeracy through 2009 and 2010 has resulted in good Numeracy results particularly in the areas of Space and Measurement strands. There has been pleasing movement of students towards the upper Bands.

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	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	4.1	12.2	32.7	20.4	30.6	98
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	2.0	16.3	34.7	36.7	10.2	98
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	2.1	20.8	35.4	22.9	18.8	98
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	4.2	2.1	18.8	14.6	41.7	18.8	94
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	2.0	6.1	12.2	44.9	12.2	22.4	96

It is pleasing to note that the percentage of students achieving at Bands 5 and 6 was above the National and State in every test area. In Reading, the Band 6 group was double the State percentage and this was a pleasing improvement from last year. This could be the result of the focused and explicit extension of Reading and Comprehension Strategy Initiatives with the top students. 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 again, there are a smaller number of students in the lower Bands, much less than the State and National figures. The extensive professional development that continued in Numeracy through 2009 and 2010 has resulted in improved Numeracy results in Year 5 where there has been good movement of students towards the upper Bands. There will be a continued focus on explicit teaching of Reading and Comprehension with emphasis on applying these strategies to the area of Writing and focused work looking at Spelling across the school.

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;

Active After School Program;

Taekwondo;

Da Vinci Decathlon;

Band Concerts;



Performing Arts Evening;
A3 Choral Festival for Year 5 and 6;
Drama workshops;
Recognition Ceremony for BER Projects;
Multicultural Day; and
ICAS Competitions.

A highlight of 2011 was an increased involvement in musical experiences with a 100 strong primary choir, many performances, participation in the Diocesan A3 Choral Festival and our own Performing Arts Evening in November where every student performed.

5.4 Professional Learning

Five whole school Staff Development Days were held in 2011.

They were concerned with:

- Term 1: Review of existing school policies
- Term 2: Components of the Good Literacy and Literacy Block
- Term 3: Grammar Workshop
- Term 3: Mercy Day
- Term 4: Leading Learning Diocesan Initiative

Other major professional learning programs were:

Beginning teachers attended NST workshops around Literacy and Numeracy.

Several staff attended Autism training workshops and Managing Challenging Behaviour training days.

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.

Ten staff members attended a weekend Literacy course focusing on grammar.

Three staff attended an IWB Conference for three days in Melbourne.

The Principal and Assistant Principal attended the ACER Conference in Adelaide.

The Principal, Assistant Principal, Religious Education Co-ordinator and Teacher Librarian attended conferences organized by their associations.

All staff worked regularly in Grade and module sessions with a Literacy advisor from the CSO.

Several staff undertook training in First Aid and OHS Guidelines.

Staff attended and supported cluster network meetings in Numeracy and Literacy.

The Principal, Assistant Principal and Leadership Team took part in the CSO Leading Learning initiative.

All staff attended the Diocesan Leading Learning Day at the beginning of Term 4.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

In 2011:

- the agreed practices which have flowed from professional development in Literacy have brought greater consistency across the school around Literacy;
- our improved practice in certain areas of Mathematics and Literacy resulted in greater representation of students in the higher bands in the NAPLAN tests;
- the School's adoption of the 'Positive Behaviour for Learning' Framework has resulted in very pleasing positive behaviours by the students;
- the introduction of a Music teacher K-6 has brought this KLA to the fore and has enriched the development of Creative Arts throughout the school, with extra performances, choir wins at eisteddfod and a wonderful end of year concert;
- Interactive Whiteboards have become a valuable learning tool in all classrooms and encouraged the increased use of technology;
- opportunities through Gateways and Come on Kids have supported students in Visual Arts, Maths and English.

6.2 2012 Priorities and Challenges

In 2012 it is planned that:

- we will continue to refine our focus on gathering and analysis of data so as to better inform learning and teaching;
- the curriculum focus of the staff will continue in literacy where we will come to agreed best practice in literacy, develop consistency around the literacy block and in literacy groups, obtain additional literacy resources and continue staff professional development in literacy especially in the areas of comprehension, spelling and the needs of ESL learners;
- we will continue to implement the 'Positive Behaviour for Learning' Framework throughout all areas of the school with a focus around gathering of data;
- staff will continue to be supported in their use of interactive whiteboards and ipads;
- there will be a substantial outlay of additional technology with more computers in each classroom with emphasis on Stage 3 and increased efforts to embed technology into the learning;
- enrichment initiatives will continue with participation in projects such as:
 - Gateways project in Creative Writing and Visual Arts; and
 - Da Vinci Decathlon and competitions such as Maths Olympiad.
- we will expand the Multicultural Day format by involving the P&F so that the day continues into the night with a family fiesta celebrating our richness in culture;
- we will continue our understanding of our Mercy history by promoting it throughout all classes across the school.



7. Parent Participation

7.1 Introduction

During 2011 parents participated in the:

- Parents & Friends Association;
- the Spring Fair, where hundreds of parents spent months preparing for and co-ordinating stalls and activities;
- Class Parent Network;
- Playground Development Committee;
- Classrooms assisting with Literacy; and
- the school canteen.

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

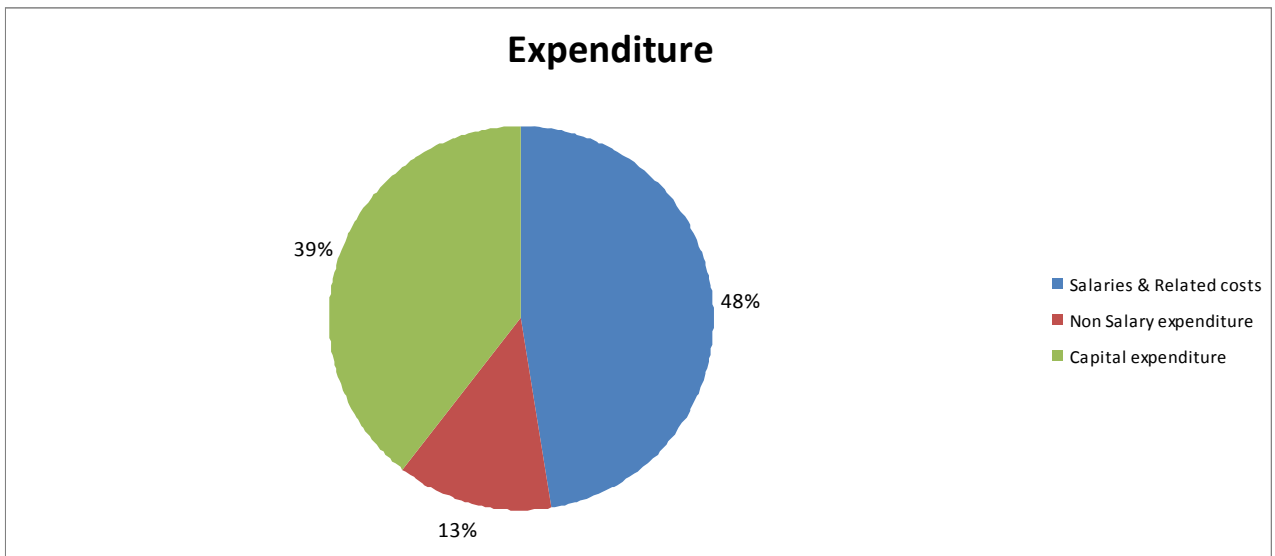
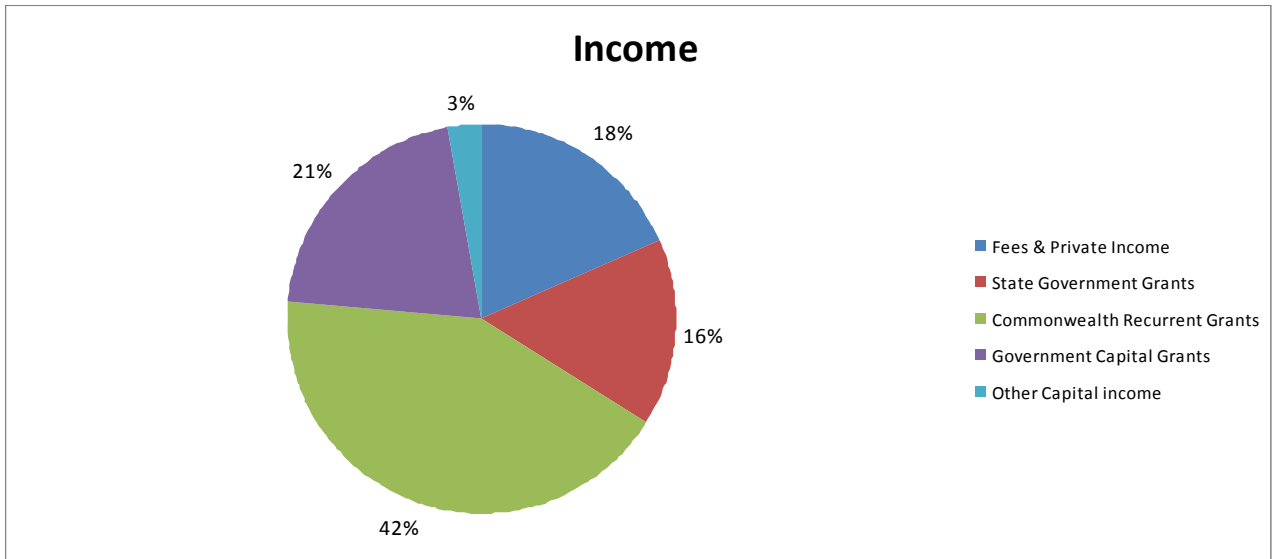
7.2 Parent Satisfaction

Parents have responded through questionnaire feedback and interview. Parents were very impressed with the improved facilities. Parents like the increased emphasis on Literacy learning. Parents saw the Catholic perspective embedded in many aspects of school life and the focus on faith and prayer response as positive elements. They saw that the school had a strong commitment to the pastoral care of its students and liked how the PBL framework has become part of the lived experience of the school, even sometimes flowing over into the home environment. There was a strong sense of community in the school and strong links existed between school, families and Parish.



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.