

Our Lady of Dolours Catholic Primary School Chatswood

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

Welcome to this Annual Report for 2013.

As a community we are committed to the values and ideas encapsulated in our Mission Statement:

United in Faith;

nurturing a vibrant learning environment;

we celebrate our cultural diversity;

journeying together; and

to be our Best.

In 2013 we continued our involvement in the Leading Learning initiative of the Catholic School Office in conjunction with the University of Auckland and Dr Lyn Sharratt, a leading educator from Canada. This project helped us to develop a School Improvement Plan for 2013 in which we focused on three main goals:

- to develop a shared understanding of the Mercy tradition and charism through a discipleship focus;
- to improve students' growth in Number (Stage 1) and Reading Comprehension (Stage 2 and 3); and
- to increase students' knowledge of self and develop their skills to make good choices.

The data we collected over the year has affirmed our commitment to these goals.

1.2 Message from the Parent Body

This year the school staff and parent community have worked actively towards a common goal for our children, to encourage them to grow academically, physically, emotionally and spiritually, in a safe and collaborative environment.

We began the year with a very welcoming "Bowls Day" where parent teams "competed" against each other. The Mothers' and Fathers' Day events were other highlights of the year.

The P&F also organised the introduction of on-line lunch ordering for children's lunches and the beginning of School Banking. Both these initiatives have been welcomed by parents.

A number of very generous parents transformed the front garden into a colourful and interesting entrance to our school.

Overall 2013 brought many opportunities for parents, staff and children to work together for the benefit of all.

P&F President

1.3 Message from the Student Body

This year at OLD has been wonderful. We have learnt lots of amazing things about Indonesia, Antarctica, Australian identity and the Goldrush. Leadership was another important thing that we learnt - how to give good example to the other students and to be responsible.

Highlights of our year were Camp at Challenge Ranch, the Creative Arts Festival and having Peter Fitzsimons and Chris Olsen talk to us about the Antarctica. We even got to touch Antarctic ice!

Our teachers have been really supportive. They have challenged us but have made our learning fun too.

Year 6 students 2013



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
140	142	211	0	282

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

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

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	B	c	Total
18	0	0	18

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 their end-of-year survey, teachers expressed satisfaction with:

- the quality of the Professional learning opportunities in which they were involved;
- the “in class” support of the Assistant Principal and CSO Educational Officers;
- the continued commitment to “Choice Theory”;
- The introduction of the Extending Mathematical Understanding (EMU) program, especially the use of Mathematical Assessment Interviews (MAIs) in collecting data;
- The opportunities to meet with peers in Collaborative Assessment of Student Learning (CASL) meetings to develop plans and programs to assist individual students; and
- The provision of iPads in classrooms.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	97
2	97
3	94
4	96
5	96
6	97

The average student attendance rate for 2013 was 96%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.



School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Student surveys reflect a happy student population. Positive comments included particular references to the Creative Arts Festival, the Public Speaking competition, the sports carnivals and the Diocesan gala days, many friendships and the school music program. The senior students noted the Camp, the special Year 6 t-shirts, the Cluster Public Speaking competition and the leadership opportunities.



3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady of Dolours Parish School was established by the Sisters of Mercy in 1896 on the present site. The sisters travelled from Pymble each day to teach the children in a building which served the Parish as a school during the week and a church at weekends.

In 1966 there were 870 students enrolled at Our Lady of Dolours Primary School. Most of these students came from European, Irish, English and Middle Eastern origins. Mass was said in Polish, Italian, Croatian and English.

In 2013, 290 students were enrolled in our school. Although the majority of these children were born in Australia, many of them have a non-English speaking background, with families coming from a wide variety of Asian and European countries.

The life of the school is based on its Vision Statement which states: "We are united in Faith" and "We celebrate our diverse community".

3.2 Religious Life of the School

This year we have celebrated many Masses and liturgies together as a school community. Our celebrations are an important component of the school's religious life and we do them well. Lots of parents attend the Masses, the children sing beautifully and even the Parishioners compliment us on our Masses. Our celebrations are planned by all staff members in Liturgy planning teams and we try to involve all of the children, parents and members of the Parish.

Prayer and scripture also provide a basis for gatherings of the staff at morning prayer, once a fortnight. Staff prayer has united us as a group and added to the Religious life of the school.

3.3 Catholic Worldview

During 2013 we have connected with the Catholic Worldview through our Religious Education (RE) units, celebrations and prayer. Teachers have focused on the 'Discipleship Challenge' part of the RE units to ensure children are living the values of Jesus they are being taught through the curriculum.

We have also had the Catholic Life and Mission SIP goal "to grow in understanding of our Mercy charism." We have established a 'Mercy Action Group' of senior students, leading the way to further our discipleship in the school, local and global community. We also fostered a relationship with Mercy College, where the Year 10 girls supported our Mercy Action Group children by peer teaching a lesson K – 6 about Catherine McAuley. We intend to continue and explore this relationship with Mercy College further. The Mercy Action group also attended the 'Mercy Summit' Days, which supported our SIP journey perfectly.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

We had several dedicated staff meetings on Catholic Life and Mission. We used these staff meetings to explore Catherine McAuley and her example of discipleship. We also had a Staff Development Day at Stormanston House in North Sydney, run by Kate Anderson and Sister Carmel, furthering our knowledge of Catherine McAuley and her commitment to Jesus.



- We have close links with St Vincent de Paul, which provided funding for uniforms, camps, excursions, family breaks, food hampers and Christmas gifts to families in need.
- As a school community we pray for those in need or who are sick in the community.
- The P & F provided financial support for families as needed.
- Fee relief was available to all families in genuine financial hardship.
- The Principal placed high importance on knowing everyone within the school community and was always available to meet with parents to discuss any issue.

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

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

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



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2013 Our Lady of Dolours School continued to be engaged in the “Leading Learning” program initiated by the Catholic Schools Office and supported by the University of Auckland. This initiative was on focused leadership committed to students and their learning outcomes. The Catholic Schools Office also continued to support the school by using the expertise and research of Dr Lynn Sharratt to ensure school leaders had the skills to support teachers to meet the learning needs of their students.

In our School Improvement Plan the “Teaching and Learning” goal was:

“to develop a culture of openness and shared responsibility for student learning K-6”

Our aim was to know our students and their learning needs early in the year.

Whole school data from November 2012:

- Running Records K-3 used as a starting point for teachers in reading in Years 1-3; and
- PAT Reading was analysed and used to set targets for 2013.
The target – to reduce the number of children achieving in the bottom 3 Bands from 20% to 5%.

Whole school data from February 2103:

- Best Start data was used to determine Kindergarten ability and readiness in reading; and
- the Mathematical Assessment Interview (MAI) was used to determine growth points for all children in Mathematics

The results were presented visually in the staffroom for teachers to analyse and discuss. Programs were then prepared with reference to this data.

The High Yield Strategies of Instructional Walks and Talks and Collaborative Assessment of Student Learning (CASL) meetings were successfully used to support teachers’ professional learning.

Whole school assessment of Reading at the end of the year showed all students had made progress in Reading:

- Running Records showed all children K-2 made significant growth in reading; and
- the PAT-R test for all children Years 3-6 showed that the targets set early in 2013 had been met in all grades and in several cases exceeded.

2012	% in bottom three Bands	% in top two bands	2013	% in bottom three Bands	% in top two bands
Year 2	20%	13.5%	Year 3	5%	25%
Year 3	29%	17%	Year 4	5.5%	26%
Year 4	11%	13.5%	Year 5	4%	24%
Year 5	20%	10%	Year 6	3.3%	27%



Assessment in Mathematics in Years 2-6 using the PAT-Maths assessment tool showed some improvement in student achievement. The data gathered from the MAI assessment in 2013 and then compared with the MAI data collected in all grades K-6 in Term 1 2014 will be a more reliable indicator of student growth in Mathematics.

Comparison in Writing samples collected from Stage 2 students throughout 2013 showed improvement in text structure, syntax, grammar and punctuation and presentation.

Some other highlights were:

- Choice Theory, Reality Therapy continued to be successfully implemented;
- NAPLAN data analysis was used to inform programs and to set learning goals for 2013;
- K-6 Asian studies in Term 2, culminating in "Walkthrough Asia Day";
- consistent practice in all classrooms regarding the Literacy Block continued to be a focus;
- the greater understanding of Mathematical pedagogy through the data gained from MAIs and the EMU program;
- the purchase of iPads and the updating of some computers in classrooms and Library;
- Observation Survey data analysed at the end of Term 1 and Term 4. Information used to inform programs and set goals;
- Community Circles led by Year 6 students built leadership qualities;
- Excursions and incursions were an integral part of the curriculum for all students;
- Public speaking competition was held in Term 2;
- Author visit during Book Week;
- Premier's Reading Challenge;
- Liturgies led different class groups;
- Social Justice fund raising activities to support the victims of the typhoon in the Philippines;
- the Creative Arts Festival in September; and
- the creation of the "Growers Garden" at the side of the school buildings.

5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".



- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **(41)** students in Year 3 and **(26)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	13.2	18.4	26.3	42.1	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	2.6	15.8	57.9	23.7	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	7.9	13.2	26.3	52.6	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	10.5	15.8	28.9	44.7	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	7.7	20.5	23.1	30.8	17.9	100

In all areas Our Lady of Dolour's students have achieved well above the minimal national benchmark.

Students' representation exceeded the national and state rates in all aspects of Literacy and Numeracy in Year 3.

It is noted that in Reading and Spelling in Year 3 the highest percentage of children scored in the top Band with 53% in the top Band for Punctuation and Grammar.

Band distribution in Year 3 in Literacy, in particular, indicated great strength with percentages in the top two Bands exceeding the National and State figures. In Reading 68% scored in the top two Bands. In Persuasive Writing 82% scored in the top two Bands. In Spelling over half the students scored in the top two Bands and in Grammar and Punctuation 74% scored in the top two Bands.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	0	8	36	28	28	96
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	4	20	48	16	12	96
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	0	24	32	32	12	96
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	4	12	12	40	32	96
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	8	20	40	8	24	96

In all areas, Our Lady of Dolours's Year 5 students have achieved above the national minimal benchmark.

Band distributions in Year 5 indicated strength in Literacy especially in Reading and in Grammar and Punctuation. Student growth in Year 5 Reading was significant. In Year 5 in Reading 89% of students scored in the top three Bands and over half were in the top two Bands.

In 2012/13 the focus for Professional Learning was to assist teachers to increasing growth in Reading in Stage 2.

In 2013/14 the focus for Professional Learning was and is to assist teachers to increase student growth in Numeracy, especially counting, place value, addition and subtraction and multiplication and division skills.

5.3 Extra Curricula Activities

- One of the highlights of the year was the annual Creative Arts Festival which was held at The Concourse in Chatswood in Term Three. Children in all classes were involved in preparing props, drama scripts, dancing, singing and presenting their item based on an aspect of their classroom curriculum. The performance night was well supported by the attendance of over 600 parents, family and friends.
- The school band performed at the Creative Arts Festival and again for the whole school community at the end of the year. They also enjoyed time together at a Band Camp.
- Music opportunities are also offered by an after school drama group and keyboard lessons during lunchtime. Some students took advantage of participating in the Junior and Senior Choir; while others learnt how to play the recorder.
- Both Chess and keyboard lessons were available as lunchtime classes.
- A group of children in senior classes participated in the Maths Olympiad.
- Sports carnivals (Swimming, Athletics, Cross Country) and Diocesan Gala days (Netball, Soccer, Basketball) are a feature of our Sports program.



5.4 Professional Learning

Professional learning for teachers was a major emphasis at Our Lady of Dolours in 2013. We recognise that the quality of the teaching is the major influence on effective learning for students. A focus on teacher quality results in improvement in learning for students.

The opportunities provided for teachers in 2013 were a combination of exposure to current pedagogical understandings in regards to the teaching of Reading plus active, focussed in class support provided by the Assistant Principal, the Principal and an Education Officer from the Catholic Schools Office.

Although our focus was on the teaching of Reading and Mathematics, the knowledge, understandings and skills developed in teachers were applied to all KLAS.

Other areas of Professional Learning:

- Numeracy – introduction to the Maths Assessment Interview and analysis of data collected;
- analysis of NAPLAN 2012 data;
- Anaphylaxis training;
- Personal Goal setting;
- Ignatien Examen – CSO Education Officer (RE);
- Programming expectations;
- Choice Theory with Judy Hatswell;
- National Curriculum introduction;
- introduction to the Mercy Charism;
- EMU program;
- using iPads in the classroom – pedagogy and protocols developed;
- Collaborative Assessment of Student Learning (CASL) meetings and Walkthroughs;
- WHS meetings;
- Observation survey for Infants teacher;
- ALEA workshops;
- data gathering “Classroom Walkthroughs” (Principal);
- Asthma update and First Aid refresher course;
- complete First Aid course for those needing to be qualified; and
- begun reviewing the Pastoral Care, Mathematics and English policies.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Catholic Life and Mission:

To develop a shared understanding of the Mercy tradition and charism through a discipleship focus.

Assessment samples collected at the end of 2013 demonstrate that children have an improved understanding of Catherine McAuley and her Mercy tradition. The data shows that children see that the Mercy tradition involves reaching out to others in need – the heart of discipleship! The data also shows that children have a better understanding of their own gifts and using them amongst others to make the world a better place.

Our Lady of Dolours Primary School developed a partnership with Mercy Catholic College. This partnership in turn helped set up a strong knowledge base of the Mercy tradition amongst the Year 5 Mercy Action Group students. The Mercy Action Group took this knowledge out to the classrooms (K-6) and out further into the community, in the form of visiting an Aged Care facility on two occasions.

The S.D.D with Sister Carmel and Kate Anderson equipped staff with the knowledge to pass on the Mercy tradition and integrate the theme of Mercy action through all R.E units.

A Liturgy was planned with Mission Services team member, Mary Connor, to reinforce and communicate the discipleship focus of Catherine McAuley.

Teaching and Learning:

The end of 2013 students show growth in:

- Number K-6;
- Reading Comprehension Stage 2 and Stage 3; and
- Writing Stage 2 and Stage 3.

Whole school assessment of Reading at the end of the year showed all students had made progress in Reading:

- Running Records showed all children K-2 made significant growth in reading; and
- The PAT-R test for all children Years 3-6 showed that the targets set in 2012 had been met in all grades and in several cases exceeded them in 2013.

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Assessment in Mathematics in Years 2-6 using the PAT-Maths assessment tool showed some improvement in student achievement. The data gathered from the MAI assessment in 2013 and then compared with the MAI data that will be administered in all grades K-6 in Term 1 2014 will be a significantly more reliable indicator of student growth in Mathematics.

Comparison of Writing samples collected from Stage 2 students throughout 2013 showed improvement in text structure, syntax, grammar, punctuation and presentation.

Walkthroughs in 2013 demonstrated that teachers in Stage 2 were modelling all aspects of the Writing process well.

Pastoral Care:

To provide a safe and supportive learning environment for all students.

Teachers, staff and children have excellent knowledge of the Choice Theory rules/responsibilities. They are aware of the "rules/responsibilities" presented each fortnight and know what that "rule/responsibility" means to them

The Rock & Water Program is implemented with children in in all year levels.

The 4 new teachers were trained in Choice Theory Psychology.

Issues of Bullying were treated promptly and with consideration for all parties.

Facilities and Resources:

The buildings were painted and a walkway constructed between classrooms and the Library.

Toilets were erected outside Kindergarten and the rails leading to the Hall replaced.

6.2 2014 Priorities and Challenges

School Improvement Plan Goals

Catholic Life and Mission:

To improve children's understanding of being a follower of Jesus – Prayer, Scripture, Liturgies and commitment to Social Justice.

By the end of 2014;

Students, parents and staff know and understand Mercy values and the Mercy "story"; and the Mercy Action Group has increased in number and remains an effective Social Justice group.

Learning and Teaching:

To improve Numeracy and Literacy (Spelling) outcomes for all students.

By the end of 2014:

all students show growth in

- Number K-6; and
- Writing K-6.

Pastoral Care:

To increase student knowledge of self and develop their skills to make good choices.

To further develop children's independence, resilience and sense of responsibility.

Other:

In 2014 we plan to improve communication between parents, teachers, students and the wider community.



7. Parent Participation

7.1 Introduction

The parent community was very active during the school year. The P & F has a social, pastoral and fundraising focus in all their activities.

During the year parents participated in:

- Parents and Friends Meetings which were held every Term. These meetings were a forum for the community to discuss aspects of the curriculum, to talk about any issues and to formulate future plans and ideas;
- Beginning of year "Welcome" lunch at the local lawn bowling club;
- End-of-Year barbecue;
- the Community Fair was enjoyed by all; and
- Special lunch days which are held regularly. The class parents provided support for teachers and other parents as needed.

Parents were involved in assisting with sports carnivals and excursions and the Year 6 Graduation.

Parents co-ordinated Our Lady of Dolours Netball and Soccer teams which participated in local competitions on Saturdays.

Parents formed the Band support group too.

Parents were also involved in classroom program support, particularly with Literacy, Numeracy and Creative Arts.

Together with the school, parents supported the Sacramental programs through their attendance at information nights and accompanying their children to the group sessions.

Mothers' Day and Fathers' Day Masses included parent involvement.

Parent Education sessions were offered in Choice Theory, Literacy Help in the Classrooms and the EMU program.

7.2 Parent Satisfaction

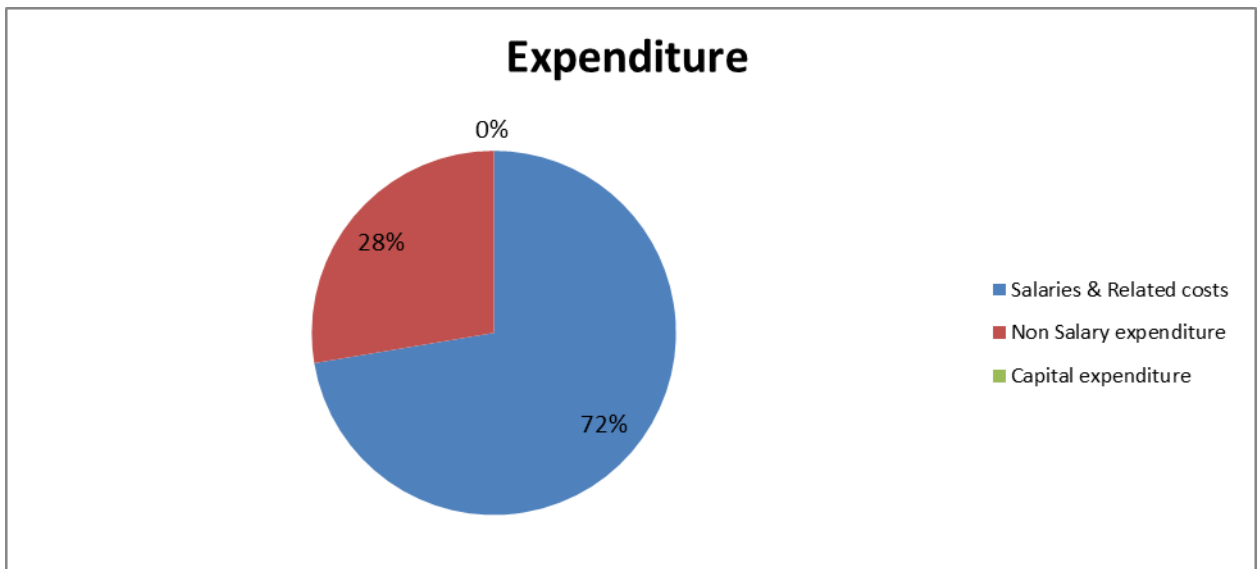
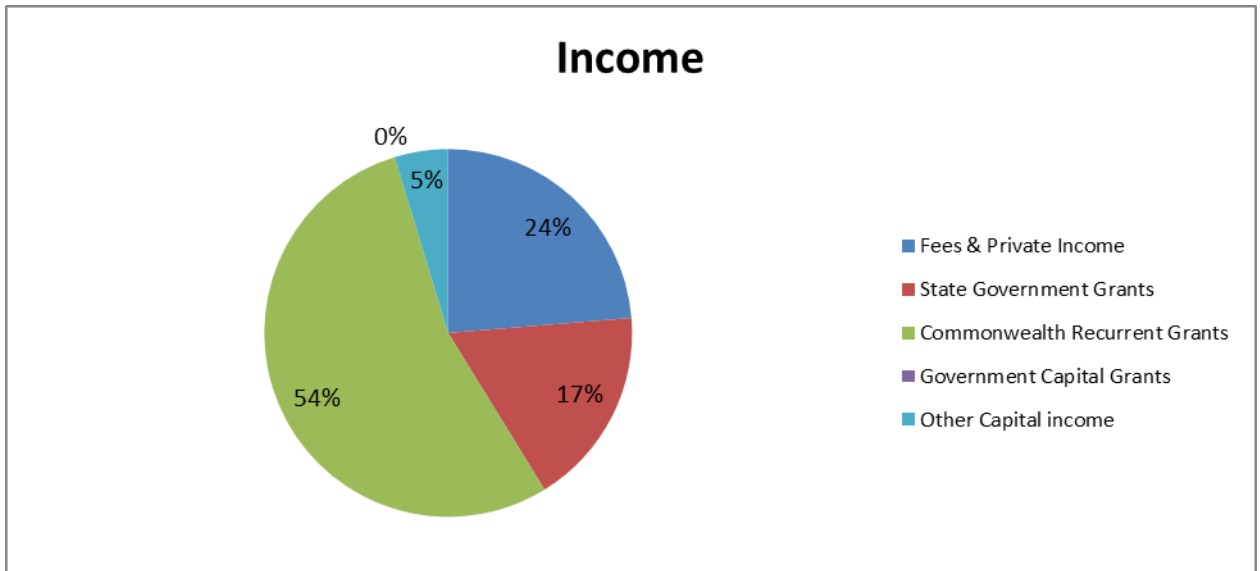
Parents of children at Our Lady of Dolours have expressed great satisfaction with:

- the quality of the teaching and administration staff;
- the high quality of the Literacy and Numeracy programs;
- the approachability of all teachers and the Principal;
- the care taken with the pastoral needs of children and families;
- the quality of the Literacy Support, New Arrivals and ESL programs;
- the music and drama program within the school;
- the "Walk through Asia" in Term Two and the annual Creative Arts Festival in Term Three; and
- the Public Speaking Competition held in Term Two.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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