



Our Lady of Dolours Catholic Primary School Chatswood

2012 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

Welcome to this Annual Report for 2012.

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 2012 we continued our involvement in the Leading Learning initiative of the Catholic School Office in conjunction with the University of Auckland. This project helped us to develop a School Improvement Plan for 2012 in which we focused on three main goals:

- for all staff, students, and parents to have grown to live better our values through action and contemplation;
- to provide a safe and supportive environment for all children; and
- for all students to demonstrate growth in their reading of challenging texts.

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.

A particular highlight this year was the O.L.D. Mini-Sportsathon, which leveraged off the publicity around the 2012 Olympic Games. The energy and enthusiasm of the Olympics translated to our event and every student participated in a range of sporting activities, supported by food and drink stations manned by parents. As well as a great fundraiser for the school the event built our school community spirit to a new high.

To end the year, the wonderful Andrew Chinn led the children through a joyful celebration of Christmas in our church, full of singing and movement, and bringing smiles to every face. The evening ended with an End of Year BBQ where a variety of activities were enjoyed by all.

Overall 2012 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

"It has been a pleasure attending this wonderful school. On my first day I barely knew the alphabet and couldn't speak English. But now I speak English fluently and I am School Captain!

Thank you for giving me the opportunity to work with excellent teachers, make new friends and learn in a safe, happy environment.

Although I am looking forward to beginning Year 7 in a selective High School I will never forget Our Lady of Dolours".

School Captain 2012



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
147	147	205	0	294

*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
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 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 88%.

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 introduction to and implementation of "Choice Theory";



- the thorough analysis of the NAPLAN data which was reflected in modifications to class programs in Term 4 and goal setting for 2013;
- the successful completion of Tier 1 & Tier 2 and the very affirming report from the Panel; and
- the organisation of Sporting opportunities.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	92
2	98
3	95
4	95
5	98
6	95

The average student attendance rate for 2011 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 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 2012, 297 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

The school seeks to work with families and the parish to support the students in their religious development. This has been achieved in 2012 by offering the community:

- An explicit school focus on Discipleship.
- A variety of masses and Liturgies to celebrate significant events: beginning of Year mass; commissioning of Student leaders; blessing of 2012 Kindergarten students and families; Mother's & Father's Day Mass; ANZAC Day Liturgy; Ash Wednesday (3-6 Mass, K-2 Liturgy); Class Masses; end of year thanksgiving; Year 6 Graduation; St Mary MacKillop; Feast of Our Lady of Dolours; Years 3-6 reconciliation program; Staff Liturgy teams have been developed to plan and co-ordinate these liturgies and Masses.
- Experiences of prayer that included: a dedicated prayer and resource room; Lection Divina; daily class prayer times gathered around classroom sacred spaces; commencing staff meetings with a prayerful reflection; regular staff prayer; school spirituality day.
- Significant communication and planning: Quality RE Programs; Calendar; items included in school newsletter; meeting with and co-ordinating religious activities with the parish Priest and Parish staff; Parish Sacramental program; sharing resources with the Parish; collection of school Sacramental data years 2-5.
- Displays of Catholic symbols in the main foyer, classrooms and throughout the buildings.
- Activities that communicate with the wider community: Year 6 Discipleship challenge for the Bishop. Year 6 Cluster mass; student representatives attended the Diocesan Mission mass; attendance at the Diocesan Schools Staff Mass; Kindergarten sang carols in Chatswood Chase.

3.3 Catholic Worldview

Project Compassion money was donated to Caritas at Easter.

The Social Justice Co-ordinator organised a Recycle, Reuse and Renew Craft Day (to help promote a sustainable environment). All funds raised went to Catholic Mission.

Years 3 to 6 attended an awareness raising presentation from Cana about the Homeless and a Christmas Appeal collected specific items for the homeless for St Vincent de Paul and Cana.



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.

- Two staff members are continuing post-grad study in Religious Education/Theology.
- Two staff members are continuing Masters studies in Religious Education.
- REC and staff regularly worked with the Education Officer of Mission Services from the Catholic Schools Office on program evaluation techniques.
- Religious Education Co-ordinator attended cluster meetings and REC days.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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

All members of the school community have the responsibility to foster high quality respectful relationships and teachers have a significant role to play in modelling the importance of building and maintaining these relationships.

The school curriculum is modified and adapted to meet the needs of individual students.

The Assistant Principal, the Learning Support team and the LBOTE teacher work closely with classroom teachers in providing effective support and assistance to children with special learning needs.

All Teachers attended a four day Intensive introduction to Choice Theory Reality Therapy.

Positive Behaviour for Learning is implemented across the school led by a team of teachers. School rules are clearly displayed around the school and in all classrooms. Lessons are programmed to support the understanding and implementation of the rules. Data is collected and analysed by the team.

PDH program provided in all grades addresses areas such as relationships, child protection, grief and loss, sexuality, self-esteem, and values education.

4.3 Pastoral Care of Families

The Principal placed high importance on knowing everyone within the school community and was always available to meet with parents to discuss any issue.

Fee relief was available to all families in genuine financial hardship.

School Counsellor was available to work with families.

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.

The P & F Class Parent network actively supported families in crisis and long term need.

"Welcome Picnic" and "End of Year Barbecue" were very successful social events organised by the P&F.

As a school community we pray for those in need or who are sick in the 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

In 2011 Our Lady of Dolours School 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.

In our School Improvement Plan the "Teaching & Learning" goal was:

- for all students to be effective readers on a range of increasingly difficult texts.

We began the year with a whole school assessment of Reading. The results were analysed by the teachers. Programs were then prepared with reference to this data.

Whole school assessment of Reading at the end of the year showed all students had made progress in Reading – some had made significant progress.

Some other highlights were:

- Positive Behaviour for Learning (PBL) continued to be successfully implemented;
- NAPLAN data analysis was used to inform programmes and to set goals for 2012;
- K-6 Asian studies in Term Two, culminating in "Walkthrough Asia Day";
- English policy and the Literacy Plan were reviewed and revised in light of SIP goal;
- Purchase, organisation and distribution of new Reading resources and new computers to support learning;
- Observation Survey data analysed at the end of Term 1 and Term 4. Information used to inform programs and set goals; and
- Excursions and incursions were an integral part of the curriculum for all students.

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 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 40 students in Year 3 and 33 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	0.0	2.8	8.3	25.0	8.3	55.6	100
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	0.0	0.0	11.1	66.7	22.2	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	0.0	2.8	5.6	16.7	44.4	30.6	100
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	0.0	2.8	11.1	16.7	22.2	47.2	100
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	0.0	2.8	5.6	30.6	33.3	27.8	100

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

In Writing, the scores in Year 3 are outstanding with all children in the top three Bands and with close to ninety percent in the top two Bands.

It is noted that there is a greater percentage of students in the top Band of Reading with over fifty percent in this Band. There is still room for growth in this area by planning to move the large number of children in Band 4 to Band 5.

In Punctuation and Grammar close to half of the children are in the highest band.

Spelling results are good with seventy five percent of the children scoring in the top two Bands.

In Numeracy ninety percent of the children are in the top three Bands.

In 2012 the targeted areas for improvement include:

Literacy: for the children to read and understand more complex texts; and

Numeracy: for the children to be given strategies to solve multi-step problems.



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	9.1	24.2	12.1	15.2	39.4	100
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	5.9	23.5	29.4	23.5	17.6	100
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	2.9	11.8	11.8	32.4	14.7	26.5	97
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	2.9	8.8	14.7	26.5	17.6	29.4	97
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	2.9	11.8	5.9	35.3	20.6	23.5	97

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

It is noted that in Reading the highest percentage of children scored in the top Band.

In Writing, Spelling, Punctuation and Grammar over seventy percent of children scored in the top three Bands.

In Numeracy close to eighty percent of children scored in the top three Bands.

In 2012 the targeted areas for improvement include:

Moving the large percentage of children in Bands 6 and 7 up one Band at least by:

- Giving children skills to read and understand text of increasing difficulty; and
- Giving children strategies to solve complex multifaceted problems.

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 were also offered by an after school drama group and keyboard lessons during lunchtime. Some students took advantage of participating in the Junior and Senior Choirs; while others learnt how to play the recorder.

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 2011. 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 2011 were a combination of exposure to current pedagogical understandings in regards to the teaching of Reading plus active, focused in-class support provided by the Assistant Principal and an education officer from the Catholic Schools Office.

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

Other areas of Professional Learning:

- Positive Behaviour for Learning;
- four "new scheme teachers" attended an orientation session, a NIDA workshop, and a number of mentoring sessions throughout the year;
- Observation survey for Infants teachers;
- "Discipleship in our lives today" – with an education officer from the Catholic Schools Office;
- Understanding Autism Spectrum Disorder (Learning Support Teacher);
- developing a Balanced Literacy Block;
- ALEA workshop – "Readers Theatre";
- data gathering "Classroom Walkthroughs" (Principal);
- development of new Mission Statement;
- all staff attended "Spirit Dreaming Conference" held at Homebush;
- Science Connections Program;
- HR and Legal Issues Information session (Assistant Principal);
- Educating the Gifted (Assistant Principal);
- Child Protection Update;
- PD, H & PE scope and sequence developed;
- preparing for School Review (CSO led);
- Asthma update and First Aid refresher course; and
- reviewing English Policy and the Literacy Plan.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

Our main priorities were reflected in our three School Improvement Goals.

Religious Education – “By the end of 2012 there will be evidence that staff, students and parents have grown to live better our values through action & contemplation”.

Analysis of staff surveys in 2012 indicated a deep commitment to their discipleship and a willingness to explore new ways of praying and reflecting on the Gospel.

RE Education Officers worked with the REC and Staff to prepare and explore prayer options.

Year 6 discipleship letters to the Bishop informed us that the focus on mission is a key element of being a school in the Diocese of Broken Bay.

The REC led a process to develop school student and staff prayers.

English – “By the end of 2012 students will demonstrate growth in in their Reading of challenging tasks and texts”.

Walk throughs in 2012 demonstrated that all classrooms were implementing the Literacy block as outlined in our Literacy Plan. Strategies employed in Guided Reading sessions were challenging and well supported.

Professional Learning, Assessment and English policies were developed.

A Literacy plan and a Grammar & Punctuation Scope & Sequence were also developed;

Data was collected in Reading Comprehension for all Grades in Term 1 and Term 4 to enable planning and to measure growth.

Pastoral Care – “To provide a safe and supportive learning environment for all students”.

Teachers, staff and children have excellent knowledge of the PBL rules. They are aware of the rules presented each fortnight and know what that rule means to them.

The Rock & Water Program is implemented with children in in all Year levels. One more teacher was trained in Rock & Water this year.

All teachers were trained in Choice Theory Psychology.

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

Community Building

Two major events were held in 2012 - the Sports-a-thon and the End-of-Year Barbecue and Family Fun Night. Both events were well supported by a record number of members of the OLD community.



6.2 2013 Priorities and Challenges

School Improvement Plan Goals:

Catholic Life and Mission

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

By the end of 2013:

Students, parents and staff know and understand Mercy values and the Mercy "story".

Learning and Teaching

To develop a culture of openness and shared responsibility for student learning K-6.

By the end of 2013:

All students show growth in Number, Reading, Comprehension (Stage 2 and Stage 3) and Writing (Stage 2 and Stage 3).

Pastoral Care

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

By the end of 2013:

- 90% of students report that they feel safe and supported at school using survey data.
- 90% of students demonstrate they have a greater understanding of people's needs and behaviours.

Facilities and Resources

To increase IT resources.

By the end of 2013 the IT plan 2103 will have been implemented.

To improve the exterior appearance of the school buildings.

By the end of 2013:

- the buildings will have been painted;
- a walk-way constructed between classrooms and Library;
- toilets constructed for the use of children in Kindergarten and Year 1;
- new rails on the stairs leading into the Hall;
- playground markings and signage updated; and
- garden areas constructed.



7. Parent Participation

7.1 Introduction

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

During the year parents participated in Parent 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; the beginning of year "Welcome" picnic; End-of-Year barbecue and Disco for children; the Mini-Olympic Sportsathon which was organised by parents to coincide with the London Olympic Games and was a huge success both as a fundraiser and a community building event. The class parents provided support for teachers and other parents as needed.

Parents were involved in assisting with sports carnivals and excursions.

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

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.

7.2 Parent Satisfaction

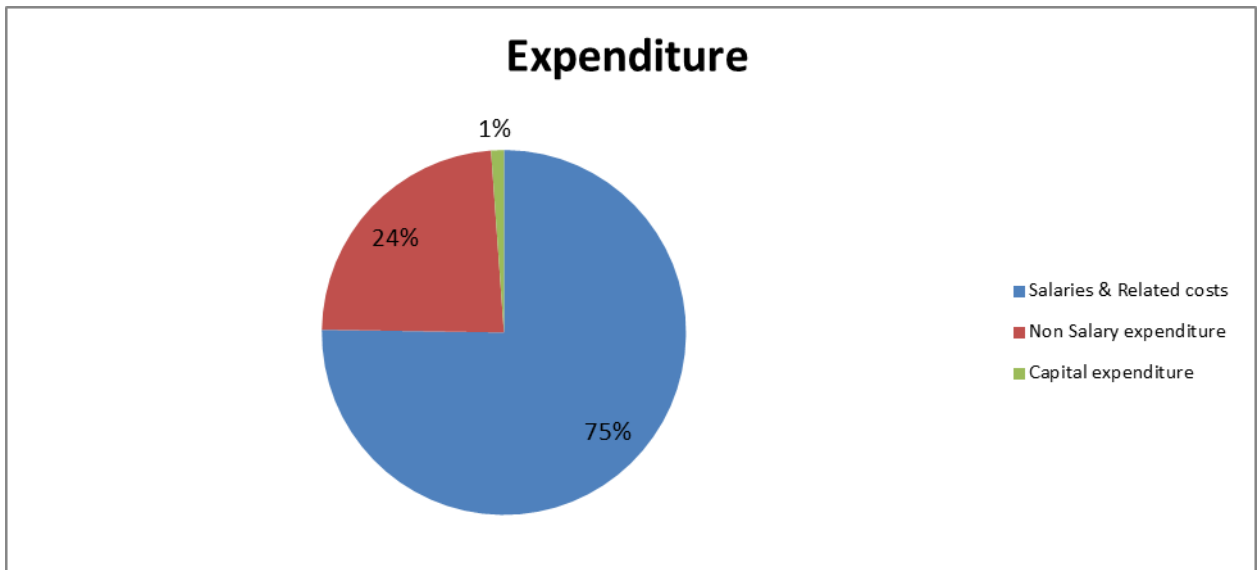
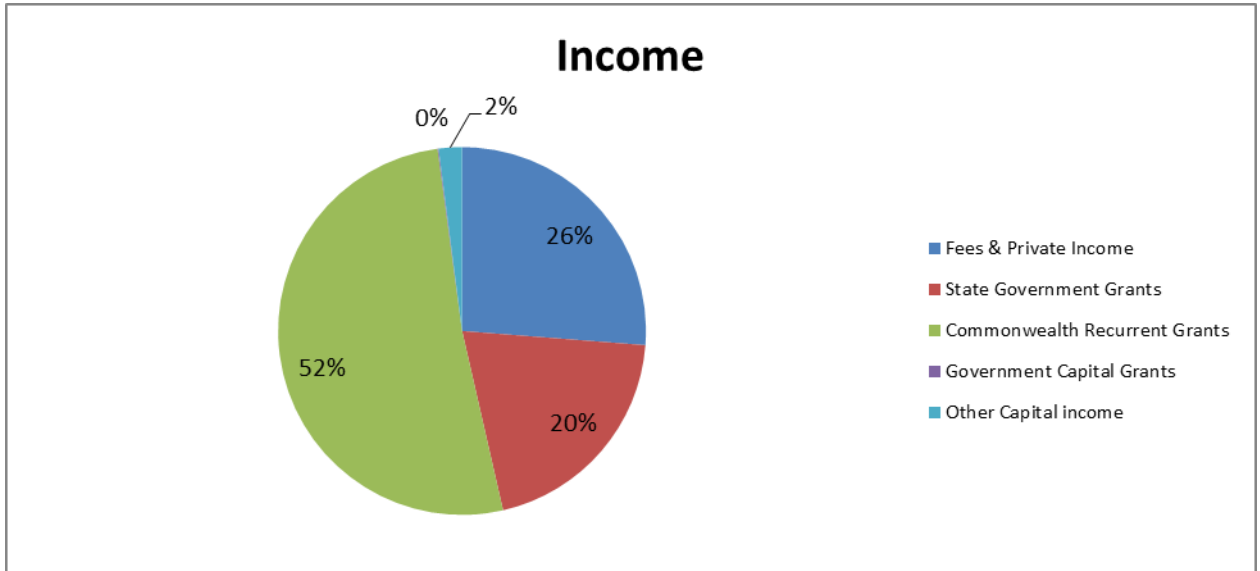
Parents of children at Our Lady of Dolours have expressed great satisfaction with:

- 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 Mini Olympic Sportsathon in Term Two and the annual Creative Arts Festival in Term Three;
- the Public Speaking Competition held in Term Two; and
- the Andrew Chinn Christmas Concert.



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.