



Our Lady of Dolours Catholic Primary School Chatswood

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

Welcome to this Annual Report for 2011.

As a community we began the year engaging in a process to develop a new Mission Statement for our school:

United in Faith
Nurturing a vibrant learning environment
We celebrate our cultural diversity
Journeying together
To be our Best

As a community we are committed to the values and ideas encapsulated in this statement.

In 2011 we were involved 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 2011 in which we focused on three main goals:

- for students to be effective disciples of Jesus
- to provide a safe and supportive environment for all children; and
- for all students to be effective readers on a range of texts of increasing difficulty
- The data we collected over the year has affirmed our commitment to these goals.

March this year saw the completion of the Building the Education Revolution (BER) projects. As a consequence we opened a new Library, two new classrooms and a COLA (Covered Outdoor Learning Area) which seats the 300 children enrolled in our school.

1.2 Message from the Parent Body

The past year has seen a strengthening in the partnership between the school and the parent community. There has been an increased focus on involving many of the diverse cultures reflected in the school in events over the year, such as the InterNational Food Festival and the Walk through Asia evening.

Every Term brought opportunities for a variety of children event days, where the parent community organised lunches or special events in co-ordination with the school's teaching staff, often contributing financially with funds raised going towards school resources.

Special activities around Mothers Day and Fathers Day enabled additional interaction where parent volunteers assisted with beading projects (making gifts) within the classrooms.

The launch of the school's first cookbook 'Eat, Love, Share', a compilation of recipes from parents, teachers and parish members, was a major fundraiser for 2011 and significantly enhanced the school-children-parent sense of community.

Overall 2011 brought a sense of openness and belonging for all to Our Lady of Dolours Primary school.



1.3 Message from the Student Body

Our Lady of Dolours is a wonderful school. Every teacher has a different personality and they always encourage us to be our best.

Some of the highlights of the year were the Creative Arts Festival in September and our Camp at Challenge Ranch Somersby.

In Year Six we've had the opportunity to be school leaders and we have all been a member of one of four teams – Sports, Social Justice, Technology and Civics.

We have made many friends in our Primary years and although we will miss Our Lady of Dolours School we are ready for the challenges of High School.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
149	145	213	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.csoddb.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
19	0	0	19

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 95%. 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 updated IT infrastructure and the new computers;
- the thorough analysis of the NAPLAN data which was reflected in modifications to class programs and goal setting 2012;
- the new BER buildings (library, new classrooms and COLA); and
- the organisation of Sporting opportunities.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	91
2	93
3	93
4	96
5	96
6	96

The average student attendance rate for 2011 was 94%.

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 reflected 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 choir. The senior students noted the Camp, the special Year Six 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 2011, 294 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 Mission School Improvement Goal was implemented throughout the school through many initiatives
- Beginning of Year Mass was celebrated and the Student Leaders commissioned.
- Kindergarten Blessing Mass was celebrated within the parish Mass on the first Sunday in February
- Mothers' Day Mass was celebrated, followed by morning tea.
- Fathers' Day Mass was celebrated after a Fathers' Day breakfast.
- Staff meetings began with a short prayer and scripture reflection.
- Staff gathered every third week before school began for prayer prepared by staff members.
- Whole school Masses were held for Ash Wednesday, Easter, Feast of Our Lady of Dolours and End of Year Thanksgiving.
- Year Six Graduation was celebrated along within the End of Year Mass.
- Year 1 to Year 6 attended a weekday parish Mass. They were welcomed by the Parish Priest who addressed his homily at their level of understanding.
- Parents and parishioners were included in school liturgies.
- Staff proclaim the Word at weekday Masses.
- Liturgies to celebrate other times of the Church calendar were celebrated both in the church and on the school grounds.
- Staff gathered to pray the Novena prayer for a very sick mother in our school community.
- The funeral for the mother of children within our school community was prepared and supported by the Staff at OLD and Mercy College.
- Reconciliation was celebrated once per semester for all primary Grades.
- Priests of the Parish were regularly invited to staff social functions.
- All classrooms and the main entry to the school display Catholic symbols.
- In 2011 students in Year 6 participated in an external assessment of Catholic religious Literacy.



- The Religious Education Co-ordinator was involved with the Parish Sacramental teams for the sacraments received by the students this year.
- Teachers and the Religious Education Coordinator shared resources with the Parish Sacramental team.
- Parish Sacramental programs supported by classroom Religious Education programs.
- Staff attendance at sacramental ceremonies as support.
- Students attended the Year Six Cluster Mass.
- Staff attended the Diocesan Beginning of the Year Mass at the Cathedral.
- The school entrance foyer regularly has religious and community displays.
- All classrooms have sacred spaces where children and teachers gather for daily prayer.
- Staffroom has a sacred space.
- Kindergarten sang Christmas carols at K-mart in Chatswood Chase.
- Year 6 children wrote a letter to Bishop David about Discipleship.
- Fr Jose visited all classes to talk to children on given RE topics.
- Remembrance Day was commemorated in a ceremony in the COLA.
- ANZAC day was commemorated with a liturgy near the school's flag pole.
- Staff Spirituality day was held at Homebush (Spirit Dream Conference).
- A "Recognition Ceremony" was held to celebrate the opening and blessing the new BER buildings.

3.3 Catholic Worldview

- Project Compassion money was donated to Caritas at Easter.
- The Social Justice Coordinator organised three fund raising activities for the collaborative initiative of the Broken Bay Schools Office and the Parramatta Education Office to build and resource a teacher library in East Timor.
- An awareness raising presentation from an East Timorese music group was held in the school hall.
- Money was collected to support the people in Japan after the earthquake.
- Recycled Craft day for children was held to promote a sustainable environment. Funds raised were donated to the Christchurch Appeal.

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.

- One staff members is continuing post-grad study in Religious Education/Theology.
- Staff worked with the Education Officer of Mission Services from the Catholic Schools Office on units of work, perspectives, Scope and Sequence and programming.
- 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 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.
- Teachers have a significant role to play in modelling the importance of building and maintaining relationships.
- The school curriculum is modified and adapted to meet the needs of individual students.
- The Learning Support teacher and the LBOTE teacher work closely with classroom teachers in providing effective support and assistance to children with special learning needs.
- Positive Behaviour for Learning beliefs and understanding are embedded in the RE program
- 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.
- Senior primary students buddy with students from Kindergarten and Year 1
- PDH program provided in all Grades addresses areas such as relationships, child protection, grief and loss, sexuality, self esteem, and values education
- Continued focus on physical activity for all children
- Counsellor available to all students and their families
- ACCESS counselling available to all staff members

4.3 Pastoral Care of Families

- "Welcome Picnic" and "End of Year Barbecue" events were organised by the P&F
- The P & F Class Parent network actively supported families in crisis and long term need
- 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
- 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](#) 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 presented visually in the staffroom for teachers to analyse and discuss. 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 of 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.
- Community Circles led by Year Six students built leadership qualities.
- Excursions and incursions were an integral part of the curriculum for all students.
- Public speaking competition was held in Term Two.
- Author visit during Book Week.
- Premier's Reading Challenge.
- Liturgies led by renowned religious singer/songwriter.
- Social Justice fund raising activities to support the victims of the earthquake in Japan.

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 39 students in Year 3 and 34 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 Dolours students have achieved above the minimal National benchmark.

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.

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 70% 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 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.
- 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 a 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.
- Reviewing English Policy and the Literacy Plan.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

Our main priorities were reflected in our three School Improvement Goals

- **Religious Education** – “For students to learn to become effective disciples of Jesus”

Analysis of staff discipleship surveys in 2011 indicated a deep commitment to their discipleship and a willingness to explore new ways of enlivening the Gospel values of discipleship in the school.

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

- **English** – “for students to be effective readers in a range of increasingly difficult texts”

Walk throughs in 2011 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.

Analysis of classroom interviews between Teacher/Principal/AP showed that teachers were positive about improving practice.

Analysis of growth in 3-6 TORCH Test results; OB Survey; Bourke Reading attitude test and running records allowed us to monitor growth and informed planning for 2012.

- **Safe & supportive school environment** – “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

- **Assessment policy & plan**

Completed in collaboration with all Staff over the year

- **Science Connections**

This program was implemented in all classes gradually over the year. Teachers enjoyed the strong Science and Literacy bases. Children enjoyed the tasks involved with each unit.

- **IT Infrastructure upgrade and purchase of computers**

By the end of 2011 the infrastructure upgrade had been completed and new computers for all classrooms purchased.

6.2 2012 Priorities and Challenges

School Improvement Plan Goals

- **Catholic Life and Mission**

By the end of 2012, there will be evidence that staff and students have grown to live better our values through action and contemplation

- **Learning and Teaching**

By the end of 2012 all classes will have consistent literacy block practices including challenging tasks to meet the needs of all students

- **Pastoral Care**

To provide a safe, supportive and positive learning environment for all



- **Facilities and Resources**

- To revitalise the school garden areas

- To paint the exterior of the school buildings

- **To prepare for School Review and Accreditation with the Board of Studies and the Catholic Schools Office in May and June**



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.
- Beginning of year "Welcome" picnic under Roseville Bridge.
- End-of-Year barbecue and Disco for children.
- A Food Festival after the "Walk Through Asia" open day featuring foods from some of the many different cultures within our school.
- 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.

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, Art and Asian Studies programs.

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

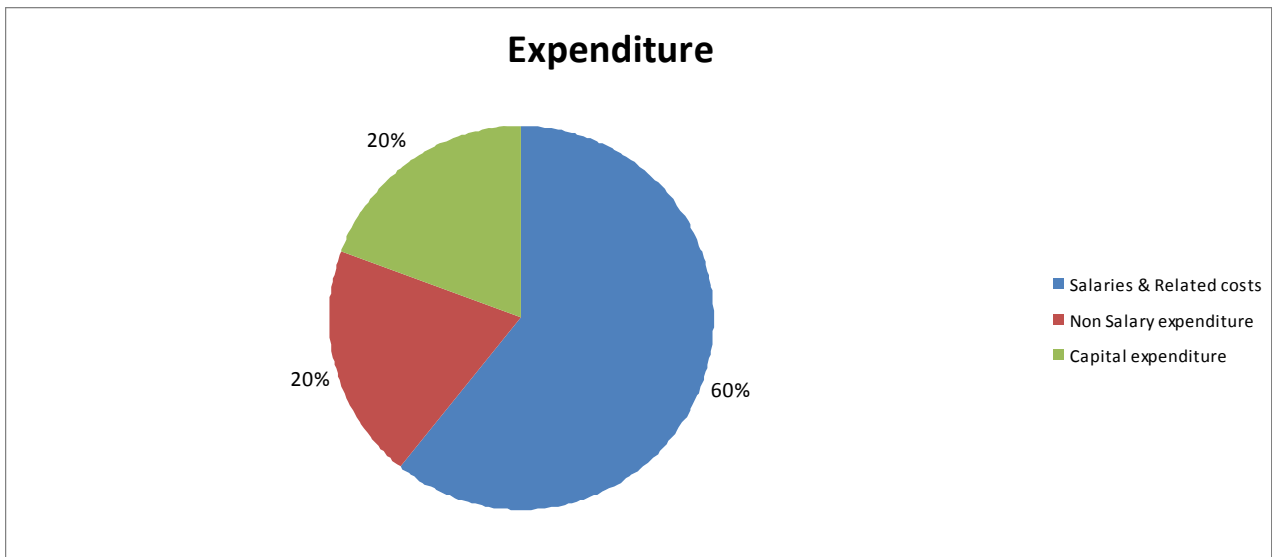
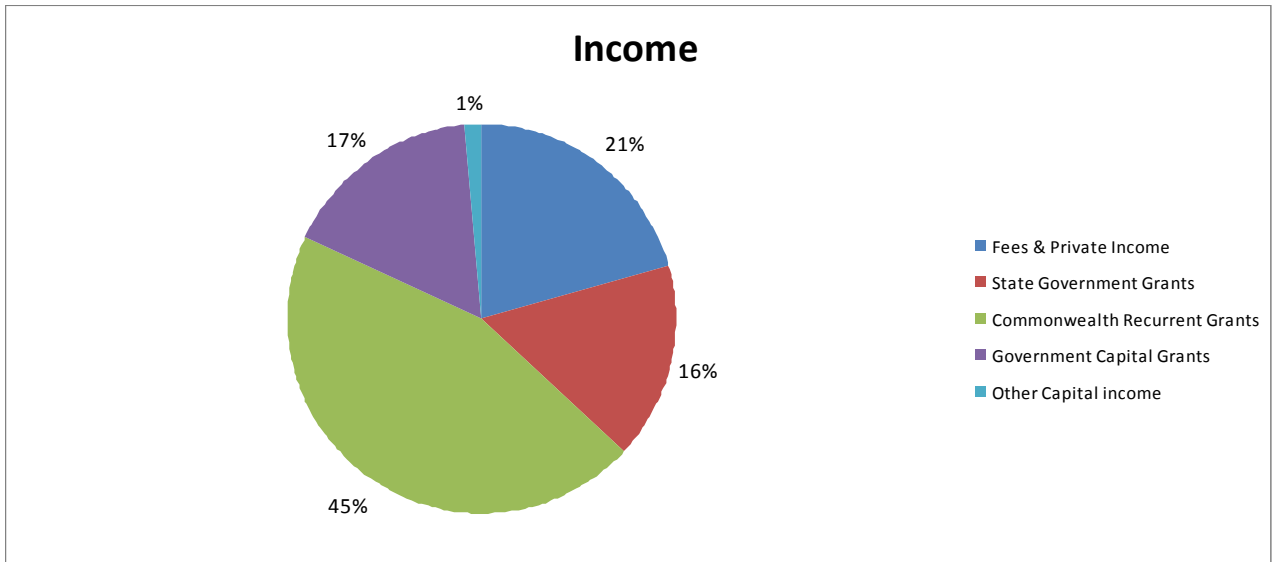
Parents of children at Our Lady of Dolours have expressed great satisfaction with:

- the quality of the teaching and administration staff;
- the 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 Day in Term Two and the annual Creative Arts Festival in Term Three.
- 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 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.