



Our Lady of Dolours Catholic Primary School Chatswood

2009 Annual Report

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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Welcome to this annual report for 2009.

Our Lady of Dolours Catholic Primary School is an integral part of the Parish of Chatswood and it is also a systemic school within the Diocese of Broken Bay.

Catholic values and traditions are taught in a formal religious program and are a guide for all that we do throughout the school.

As a school our core task is education. In this rapidly changing world we, as educators, are endeavouring to create a balance between modern techniques and more traditional methods to meet the learning needs of all our students.

Our staff is focussed on ensuring an optimum learning environment for all students.

We see our school as an extension of family life and experience. We value working with parents, sharing ideas, talents, and enthusiasm as together we go about our work of helping our children to learn and grow – aiming to be our best!

Thank you for your ongoing support.

The Principal

1.2 Message from the Parent Body

This year has seen a very busy year for the children and parents of Our Lady of Dolours Catholic Primary School with fundraising and school activities.

The Parents & Friends' Association (P&F) provided significant support throughout the year to raise funds for the school to be able to purchase items such as resources for classrooms and the library.

The major fundraising event for 2009 was our annual Trivia night and the school was supported by other activities such as children event days and the fete in October.

Our P&F provides a link between the school parents, the school leadership team and the parish and is always looking for ideas and suggestions for maintaining and strengthening those bonds.

This year was a very generous and successful year in terms of time donated to the school community by members to the Parents' and Friends' Committee and parents of the school to provide a welcoming and vibrant environment conducive to the teaching of our children.

P & F Association

1.3 Message from the Student Body

Our Lady of Dolours is a great school with small classes and excellent teachers. The highlights of the year for us were our Camp at Challenge ranch and the Annual Creative Arts Festival. We remember the fun we have had over the years and the teachers who were always friendly and helpful.

At Our Lady of Dolours we have been encouraged to:

- accept responsibility for our own actions
- be ready to learn as much as we can each day
- cooperate with our teachers and other children
- treat others as we want to be treated.
- be the best person we can be.



We are very proud of what we have achieved this year and appreciate the encouragement we have received. We have grown as leaders and learners who are looking forward to the challenges of high school.

2009 Student Leaders



2. School Profile

2.1 Introduction

Our Lady of Dolours Catholic Primary School is a primary school located within the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood.

Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon and Castle Cove as well as Lane Cove, Naremburn and North Ryde.

The school enjoys a very positive profile in the community due to our reputation for excellence in teaching and learning, our commitment to catering for individual needs of students and our literacy, numeracy, creative arts and pastoral care programs.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
127	148	202	0	275

*Language background other than English

2.3 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.

2.4 Staff Profile

The NSW government requires that this report details 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
20	0	0	20

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.



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.7%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 95.0%.

2.6 Teacher Satisfaction

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

- the professional learning opportunities available to them during 2009
- the introduction of the Positive Behaviour for Learning Program
- programs at Our Lady of Dolours especially fitness and sport, literacy, creative and performing arts
- the interactive whiteboards in all classrooms
- resources including the mobile lab of 24 laptops and classroom readers
- the support of the parent community.

2.7 Student Attendance

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

The average student attendance rate for the whole school for 2009 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.

2.8 Student Satisfaction

Student surveys reflect a very happy student population. Positive comments included references to friendly teachers and children, knowing everyone in the school, the interactive whiteboards, extracurricular activities including Sportspro lessons, buddy programs, the Festival of Creative Arts, the Year 5 and 6 Camp, music and drama performances, Public Speaking Competition, Science Week and Asian Study week.



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 children came from European, Irish, English and Middle Eastern origins. Mass was said in Polish, Italian, Croatian, and English.

In 2009, 275 children 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 variety of Asian and European countries.

The life of the school is based on its Vision Statement which states: 'We are committed to Catholic discipleship' and 'We celebrate our diverse community'.

3.2 Religious Life of the School

- Beginning of Year Mass was held in which staff and student leaders were commissioned.
- Kindergarten Beginning Mass was celebrated within the Parish Mass on the first Sunday in February.
- Mother's Day and Father's Day Masses were celebrated with Breakfast or Morning Tea following.
- Staff gathered for weekly Prayer.
- Whole school masses were held for Feast days, Lent, Easter, Our Lady of Dolours and End of Year Mass.
- All classes attended Mass each week. The parish priest welcomed children and prepared his homily for them.
- Liturgies celebrated various aspects of the Church calendar.
- Reconciliation was celebrated once for each grade from Year 2 to Year 6.
- The entrance foyer has a religious display which changes often to reflect different seasons of the Church and/or feast days.
- All classrooms have sacred spaces where children and teachers gather to pray.
- Our Lady of Dolours Feast Day, Holy Week liturgies, the Easter liturgy and the All Saints Day Mass, which we celebrated with St Pius X and Mercy College, were four memorable occasions.
- Individual classes presented prayer at Friday afternoon assemblies. This prayer was usually based on their classroom module of work.
- Project Compassion money was donated to Caritas after Easter.
- Feast of Our Lady of Dolours was celebrated with an inspirational singer/songwriter.
- Remembrance Day and Anzac Day were commemorated with whole school liturgies.
- Two Social Justice initiatives (East Timor and the McGrath Foundation) were supported during 2009.
- Staff spirituality was heightened by the death of our school secretary of 25 years.
- Spirituality Staff Day was held at Affinity Centre, Auburn.



3.3 The School in the Life of the Parish and the Diocese

- Children attended Cluster Masses.
- Staff attended the Diocesan Beginning of Year Mass.
- Sacramental programs – involvement of Religious Education Coordinator with Parish Sacramental Teams.
- Teachers of children in Years 2 and 3 presented information to parents at Sacrament Input nights.
- This year the Religious Education Coordinator prepared a reflection day for all students (including state school children) receiving their First Communion. It was a very beneficial day.
- The school collected money for Project Compassion during Lent which supplemented the parish offering.
- Children celebrated with other students receiving sacraments for the first time (making cards, prayer intentions).
- Children were involved in one of the parish masses each week.
- Teachers and the Religious Education Co-ordinator worked closely with the Parish Sacramental Coordinator in preparing programs and liturgies which led to the sharing of parish and school resources.
- Parents and parishioners were included in school liturgies.
- Priests and other Parish personnel visited classrooms as requested.
- Parish Sacramental program supported by classroom programs and staff attended ceremonies.
- P & F hosted a BBQ and carols at the end of the year.
- Classes contributed to the K Mart Wishing Tree.
- Parish invited to share in celebrations.
- School Fete held.
- Calendar Art displayed.
- Parishioners included in school masses.
- Staff completed Certificate A.
- Staff worked with the Education Officer-Mission Services from the Catholic Schools Office on units of work, scope and sequence.
- School celebrated Catholic Schools Week.
- REC met regularly with Parish Priest and Parish Sacramental team.
- First communion reflection day held.
- Welcome morning tea for priests held.
- Kindergarten Blessing Mass held.
- REC attended REC Cluster meetings.
- Parishioners addressed school assembly about East Timor.
- Classroom visited by priests.



3.4 Catholic Worldview

In 2009 children, staff and parents supported the building of a library in Same, East Timor. People who had visited the area spoke to the children and staff and explained to them the importance of such buildings to the people of Same.

During Lent we collected money to build water tanks in some third world countries. Children followed the stories of children in different countries each week and were helped to understand the problems faced by children in these countries.

3.5 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.

- Some staff are completing Certificate A.
- Staff worked with Education Officers-Mission Services from the Catholic Schools Office regarding units of work, scope and sequence.
- Staff visited Lakemba mosque as part of their professional Learning Day in Term 3.



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

- Everyone in the school community has the responsibility to foster high quality interpersonal relationships.
- Teachers have a significant role to play in modelling the importance of building and maintaining relationships.
- School curriculum is differentiated to best meet the individual needs of all students.
- Learning Support teacher and LBOTE teachers work closely with classroom teachers in providing high quality support and assistance to children with special needs. This year a behaviour management plan was put in place for students experiencing difficulties on the playground.
- Senior primary students buddy with children in Kindergarten and Year 1.
- Programs provided in different stages to address areas such as relationships, child protection, grief and loss, sexuality, self esteem, and values education.
- Continued focus on physical activity.
- Counsellor available to all students and their families.
- Class parents celebrated arrivals of new babies in the school.
- School supported the husband of our school secretary through her illness and her passing away.
- School Fete.
- Tears and Tissues morning tea for new parents on first day for Kindergarten students.
- Welcome and End of Year BBQ.

4.3 Pastoral Care of Families

- 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 gift to families in need.
- The school community prayed for those who were sick in the community.
- A special thank you morning tea was given for parent helpers within the school.
- The P&F provided financial support for families as needed.
- Fee relief was available to all families in genuine financial hardship.
- Novenas continue to be prayed for staff members who became ill during the year.
- 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 Catholic Schools Office 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 Catholic Schools Office 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

Highlights of 2009:

- Positive Behaviour for Learning (PBL) implemented
- NAPLAN data analysis completed
- Teacher planning days each term with Assistant Principal
- Asian Studies Week in Term 2
- Walk thru Asia – culmination of Asian Studies week
- IT knowledge and use of the interactive whiteboards has been a focus of 2009
- Commenced reflections on Assessment which will continue in 2010.
- Professional Learning opportunities in Mathematics provided for all staff
- Clinical/Interactive interviews in Mathematics as assessment
- Students participated in the school's Maths-a-thon and the Maths Olympics
- Implementation of Literacy Block in all classes
- K-2 Literacy meetings with leadership team each term
- Purchase of guided reading material for Year 4
- Observation Survey data analysed at end Term 1 and Term 4
- ESL and New Arrivals programs supported children, parents and teachers
- Write Now - two participants from Year 6
- Four teachers completed TESOL course
- Rotational teaching in Stage 3 for Visual Arts, Science and Personal Development
- Science Week was enjoyed by everyone
- Sharing circles introduced K-6 (Co-operative strategies)
- Whole school swimming lessons and carnival
- Sportspro provided PE lessons all year
- Parent Information Nights held in Term 1
- Public speaking Competition held in Term 2
- Children in the Band participated in the Ryde Eisteddfod
- Excursions and incursions were a part of the curriculum for all students
- Performance groups – Puppeteers, Music Aviva, Authors/Illustrators
- Chickens hatching in Kindergarten

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.



- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 46 students in Year 3 and 25 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

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 outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.

Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	0	16	14	18	52	98
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	8	12	22	29	29	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	5	5	16	43	32	98
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	0	6	29	29	35	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	0	9	23	18	50	98
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	0	4	20	27	20	29	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	0	7	5	16	34	39	98
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	4	20	27	22	27	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	11	11	16	32	30	98
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	2	14	36	28	20	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

In all areas Our Lady of Dolours' students achieved results at or above the national minimum standard.

A high number of students achieved results in the top two bands in all areas.

In 2010 areas targeted for improvement include:

Literacy

- Identifying adjectives
- Awareness of audience in writing



- Sentence structure – the production of grammatically correct, structurally sound and meaningful sentences
- Punctuation – the use of correct and appropriate punctuation

Numeracy

- Area using informal units
- 3D – top view of shapes.

Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	4	24	36	28	8	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	0	0	5	50	35	10	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	0	8	20	20	28	24	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	0	0	0	55	40	5	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	8	8	8	16	28	32	92
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	0	0	20	15	30	35	100
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	4	0	20	20	28	28	96
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	0	5	0	20	30	45	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	4	24	32	16	24	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	0	0	15	20	45	20	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

It is noted that a lower percentage of students at our school achieved Band 8 results in Reading when compared to the national figures. An analysis of the NAPLAN data identified the areas of higher order comprehension skills as areas to be further developed in this cohort.

Reading programs in all classes have been reviewed to include a more explicit concentration on developing these skills.

5.3 Extracurricular Activities

- One of the highlights of the year was the annual Creative Arts Festival which was held at Oxford Falls in September. The theme was Being the Best. Children in all classes were involved in preparing props, dancing, singing and presenting an item featuring heroes from the past and present. The performance night was very well supported with over 700 parents and friends attending.



- The Band continued to enjoy success by gaining a place in the Ryde Eisteddfod.
- The annual Public Speaking Competition and Science Week activities were enjoyed by all students.
- Soccer and Netball teams continued to improve and grow.
- The Music Program at Our Lady of Dolours included a choir and an after school drama group.
- A ten day swimming program was enjoyed by all children in Term 4.
- Premier's Reading Challenge attracted many participants.
- Sports Carnivals (Swimming, Athletics, Cross Country) and Gala days (Netball, Soccer, Basketball) are a feature of our Sports Program.

5.4 Professional Learning

- The Positive Behaviour for Learning Program was implemented by all staff in 2009.
- All teachers were given the opportunity to work with an external education consultant on the KLA of Mathematics throughout the year. During the year staff looked at the Syllabus and the Foundation Statements. Teachers learnt the effective use of many strategies including Think boards, Thinking Frames and Rich tasks. Teachers developed their understanding of Numeracy Block time and activities to facilitate learning in children.
- A trained Speech Pathologist worked with teachers over a ten-week period to develop their understanding of Receptive and Expressive language difficulties. Through participation in small group sessions with the Speech Pathologist staff were helped to develop strategies for teaching children with language difficulties more effectively.
- Four teachers completed the Teachers of English to Speakers of Other Languages (TESOL) course offered by the Catholic Schools Office (in conjunction with the Australian Catholic University).
- Two teachers completed the Certificate of Mathematics course offered by the Catholic Schools Office (in conjunction with the University of Sydney) in Term 1.
- All teachers participated in interactive whiteboard discussions, readings and peer tutoring sessions.
- Tecky Breckies were facilitated by the ICTL coordinator every alternate week.
- The OH&S policy was reviewed and implemented.
- All staff attended a Spirituality Day at the Interfaith Centre, Auburn,
- Members of the Leadership Team attended three Twilight meetings with an external education consultant.
- Members of the Leadership Team met with Education Officers from the Catholic Schools Office to discuss current research in the area of assessment.
- Two New Scheme teachers were supervised and mentored by an experienced colleague.
- Six staff members attended the ALEA Grammar Course and the Spelling Inservice.
- A number of staff participated in a grief and loss workshop after the death of the school secretary in September.
- All staff completed CPR training in February and the First Aid Certificate Course in December.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

Mathematics

Staff continued to work with an external consultant to develop pedagogy in mathematics. Elements of the Quality Teaching Framework were incorporated into mathematics programs as they were developed

Interactive Whiteboards (IWBs)

Teachers continued developing their knowledge and skills in the use of IWBs as a learning resource in their classrooms. Opportunities to share practice and creating time to talk about IWBs have been most beneficial to teachers.

Professional Learning

Five teachers completed the Teachers of English to Speakers of Other Languages (TESOL) course offered by the Catholic Schools Office in conjunction with the Australian Catholic University. All staff completed the First Aid Certificate course.

Positive Behaviour for Learning

This program was implemented in Term 3 after two terms of preparation and instruction. It provides a means to teach behaviours to children in a positive, affirming way.

Student Leadership

The Year 6 leaders had a more active involvement in the life of the school. The four teams – Social Justice, Sport, Civics and Technology – enjoyed the opportunities they were given to assist teachers and other students in the everyday running of school events.

6.2 2010 Priorities and Challenges

Curriculum

- With the implementation of the Australian Curriculum from 2011 we plan to spend a significant amount of time in 2010 familiarising ourselves with the content and the philosophy underpinning this Federal Government Initiative.
- Mathematics – complete our work with the external consultant by reviewing our current Mathematics Policy and Numeracy Plan which includes assessment of numeracy skills and knowledge.
- English – Complete our work with an external consultant by reviewing our current English Policy and Literacy Plan which includes assessment of literacy skills and knowledge.

Interactive Whiteboards

- Continue to explore ways of integrating IWBs into all key learning areas to enhance learning for children.

Building the Education Revolution

- In 2010 we hope to build a library and a covered outdoor learning area with Federal Government stimulus money.

Positive Behaviour for Learning (PBL)

- We will continue to develop the PBL program of teaching children how to behave in a positive learning-enhancing way in 2010. This program has implications for staff behaviours also (e.g. wearing hats).



Analysis of NAPLAN 2009 results

- This exercise has identified the following areas for increased attention (explicit teaching) in 2010:
 - Numeracy:
 - the use of informal units when measuring area
 - 3D shapes – recognition from all angles
 - Converting centimetres to metres
 - visual patterning
 - Literacy:
 - locating information in graphic texts and advertising materials
 - connecting ideas across 2 paragraphs
 - making inferences about writers' opinions and bias.
 - interpreting figurative language to identify emotional states.
 - identifying appropriate adjective to agree with the article.

Assessment

- Our understanding of assessment of, for and as learning will be further developed within the key learning areas of Mathematics and English.



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:

- Beginning and End-of-year barbecues
- Trivia night and Fete
- Special lunch days which are held twice a year.

The class parents provided support for teachers and other parents as needed.

Parents were involved in the running of swimming and sports carnivals as well as assisting with all excursions.

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

Parents were also involved in classroom program support especially Literacy and Asian Study programs.

Together with the school, parents supported the Sacramental programs through their attendance at information nights and assisting their children to complete the modules.

Mother's and Father's Day Masses were planned with parents and representatives were included in these liturgies.

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
- 'small classes and great teachers'
- the care taken with the pastoral needs of children and families
- the interactive whiteboards in all classrooms
- the quality of the Learning Support, New Arrivals and ESL programs
- the music and drama program within the school
- the Walk Through Asia Day in term 2 and the annual Creative Arts Festival in Term 3
- the Public Speaking Competition in which all children competed in Term 2
- the quiet, orderly and well organised learning environment at Our Lady of Dolours Catholic Primary School.

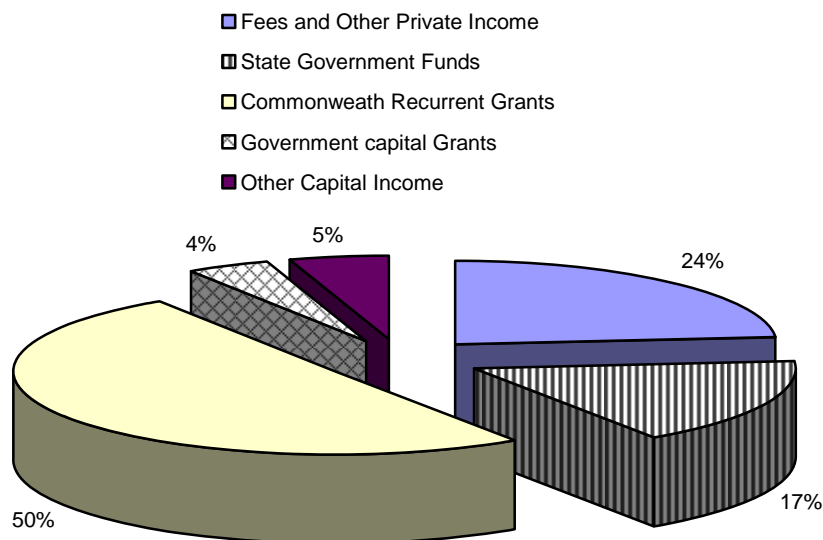


8. Financial Report

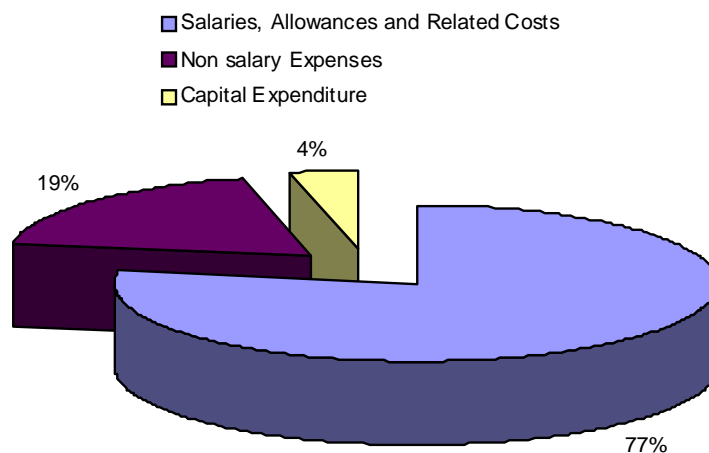
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Diann Hynes.