



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



Maria Regina Catholic Primary School

42 Central Road, AVALON BEACH 2107

Principal: Miss Kirsty Thorpe

Web: www.mradbb.catholic.edu.au

About this report

Maria Regina Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Maria Regina Catholic Primary School, Avalon, is a welcoming, inclusive school where staff, parents and Parish provide the children with a learning environment that caters for individual needs, ensuring each child develops wholistically in God's image. The School's motto 'Making a Difference' and vision 'Ignite, Connect and Excel' is lived out in the community by embracing and celebrating the uniqueness, creativity and achievements of each individual.

Maria Regina is a school that nurtures and challenges students to become lifelong learners and believes in providing an innovative, purposeful learning environment where students are actively engaged in their learning - discovering, exploring, creating, and thinking critically about the world in which they live. The School is committed to excellence in teaching and learning, providing experiences that are relevant, stimulating and developmentally appropriate. At Maria Regina, we strive to set high expectations to ensure each child reaches their full potential.

Throughout 2022, the school community enjoyed many opportunities to come together after COVID restrictions were eased. Staff, students and family members were able to host functions and experiences with the focus to re-build, re-ignite and re-focus the school spirit and special community within Maria Regina.

Parent Body Message

Maria Regina is a beautiful community to be part of and as parents we are valued for our partnership in our child's education. As a community we enjoy being part of such a welcoming, nurturing and energised school. Throughout 2022 the parent body deeply appreciated the many school events that brought us back together after years of COVID restrictions. The parent body organised many wonderful events, including both 'fun-raising' events and fundraising events; such as Mother's and Father's Day breakfasts and a Hollywood themed social night.

Additionally, our parent community enjoyed spending time in classrooms, volunteering in the school and being part of the children's learning journey. Parents at Maria Regina appreciated the opportunity to attend education sessions to learn about such topics as Numeracy, Gifted and Talented education, the new curriculum and Religious Education.

Over the past two years, the school has been reignited with Miss Thorpe's energy and initiatives to make Maria Regina the best place possible for staff, students and families. As parents we greatly appreciate being involved in consultative processes for decision making

within the school; such as new uniforms, fundraising initiatives and teaching and learning programs.

Student Body Message

2022 was an amazing year for all the students at Maria Regina Primary School. Throughout the year we were able to participate in many, many school events and activities that we had been without for two years. Our teachers and Principal, Miss Thorpe, make Maria Regina the best school possible every single day. Our learning is challenging, fun and engaging. It is evident that the teachers care deeply about every child and make us feel valued, special and unique.

Some of our favourite memories from 2022 include whole school activities, such as, the Colour Run, sporting events, the Maria Regina feast day, our school disco and working in the eco-garden. Within the classroom we enjoyed coding lessons, specialist sport lessons, Japanese lessons, individual research projects and fun Maths and English lessons. Every class enjoyed going on excursions and the Stage 3 children had the first ever outdoor education camp.

All the students at Maria Regina love to spend time playing with each other and always include and welcome anyone into their games. Our playground is calm, safe and fun. We try hard to follow the school rules of respecting ourselves, others and the place we are in. We have welcomed many new families into the school this year and we enjoy sharing the special school spirit with them.

School Features

Maria Regina is a co-educational school located in the Diocese of Broken Bay on Sydney's Northern Beaches. Students are primarily drawn from the Northern Beaches area north of Mona Vale. Maria Regina caters for students in Kindergarten through to Year 6. Maria Regina is one of three schools in the Pittwater Parish and is supported by the Parish Priest, Fr Richard Sadowski.

The school has a rich past and was opened by the Good Samaritan Sisters in 1959. In 2022 there was approximately 150 students attending Maria Regina school from a variety of cultural backgrounds. These students were well supported in their learning by 24 full and part-time teachers and non-teaching school staff. Music, Physical Education, Library and Japanese are taught by specialist teachers on a weekly basis. Curriculum integration is embedded into the approach to teaching and learning.

The parent community has embraced the easing of COVID restrictions in 2022 and assisted the school in many volunteer roles including; canteen and library assistance, class parents, parent consultative group members and assisting in school events and fundraising efforts. Throughout 2022 the school and parent community were able to raise funds through a colour run, disco, parent social evening, Mother's and Father's Day events. The funds raised were used to begin the process of refurbishing our library, purchase decodable readers and purchase new lunchtime activities for the students.

Throughout 2022, the school was included in a repairs and maintenance program supported by Catholic Schools Broken Bay (CSBB). This program resulted in classrooms and external areas being painted, new lights and ceiling fans being installed, refurbishment of one of the under-cover areas. Additionally, CSBB supported the school with new playground markings and games in our under-croft area.

Classrooms are modern, well-equipped and designed for optimum learning opportunities. Technology is utilised in all aspects of the curriculum by the use of interactive panels, laptops, iPads, Vivis, Chromebooks and Google applications. All students participate in a term of coding lessons to enhance their skills and knowledge of Digital Technologies.

Located close to Avalon Beach, the local beaches and parks are used to support learning. The School grounds encompass modern play areas, under-cover spaces, a flourishing eco-garden, an imaginative terrace space, and a beach-inspired creative play area. Students have the opportunity to participate in many activities including band, coding, public speaking, Japanese, dance fever, sporting activities, gala days, competitions and after-school co-curricula activities. Students in every grade attend excursions in our local area and wider Sydney basin. The Stage 3 students attend an overnight camp to develop leadership skills and team work within the cohort.

Public Speaking is highly valued and nurtured in all classes and the annual competition K-6 was able to be held which demonstrated the resilience and determination of all students. Our Year 6 top performing students had the opportunity to compete in the Northern Beaches and Diocesan Public Speaking competitions.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 76 | 71 | 12 | 147 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 87.70%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 90.10 | 89.10 | 85.20 | 87.40 | 86.50 | 88.60 | 86.60 |

Managing Student 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 NSW Education Act (1990) 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 a sense of wellbeing and belonging in students
- 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, CSBB and the relevant Department of Education 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 23 |
| Number of full time teaching staff | 7 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 8 |

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022 the Maria Regina staff started the year off with a Staff Development Day (SDD) which allowed new and existing staff to revise procedures and structures for the year. During this SDD the staff developed a staff mission, shared goals and vision for the year ahead.

A second SDD for 2022 was held at the end of Term 2 and was a whole Diocesan day. The Bishop and Director of Schools presented the Towards 2025 strategy and vision to the Broken Bay staff.

We hosted a Staff Spirituality SDD with our partner Parish school, Sacred Heart Mona Vale. During this SDD the staff explored the new CSBB Catholic Charter, listened to the words of Richard Leonard and explored our own faith based on these stimuli.

Our two final SDDs of 2022 were transferred into four twilight meetings that were held throughout the year with our local mini-cluster of schools including St Joseph's Narrabeen and Sacred Heart Mona Vale. During these twilights, staff worked together to learn more about the new K-2 English and Mathematics NSW syllabus. The staff developed their knowledge and confidence around the online platforms, the new additions made to these syllabi and how to program, teach and assess based on these changes.

We had an additional SDD which was spent with the staff of our mini-cluster of schools to initiate the programming process for the new NSW English and Maths syllabus.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Maria Regina during 2022, the School community and Parish continued to work together participating in school Masses and liturgies to celebrate whole school events such as our beginning school Mass, Mother's Day, Father's Day and Grandparent's Day. As a school and Parish community we also celebrated events in the Church calendar, such as, Ash Wednesday Mass, Holy Week liturgy, the Ascension and the weeks of Advent. Members of the School community supported the Parish's 'Year of Gratitude' initiatives.

The School's social justice program follows a specific schedule each year covering issues on a local, state, national and global level. On the global level supporting our Principal's volunteer work in rural Cambodia and supporting the village of Soibada in Timor Leste continued to be a priority. The school community continued our involvement with Caritas, Catholic Mission and the Vinnies through the winter and Christmas appeal.

Teaching staff had opportunities to participate in Professional Learning to upgrade their knowledge about teaching Religious Education. A new Religious Education Syllabus is being implemented in the early years. This student-centred pedagogy invites each child to continue their journey of faith in an experiential learning environment. Teachers continue to refine programs to better enable their students to delve deeper into the scriptures. More dynamic ways to explore scripture continue to be developed.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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During 2022 the staff progressed through the familiarisation phase of the new NSW K-2 English and Mathematics syllabus. These new syllabus will be implemented in 2023. Additionally, CSBB introduced a new Religious Education syllabus for Kindergarten which will progress through all grades in coming years.

At the core of learning and teaching at Maria Regina is the recognition that the early years of schooling shape attitudes towards lifelong learning. Building positive relationships with children, giving them agency in their own learning, and providing them with high expectations and a rich and engaging learning environment is key to successfully preparing the students for their future.

We believe in learning that is based on problems to be solved and implemented a whole school focus on creative and critical thinking into the curriculum. At Maria Regina we seek to create learning environments that foster and promote experiences where children collaborate with each other and develop their social skills and growth mindset. The School values the importance of catering for the individual needs of the learner and differentiating tasks to meet these needs and challenge learners. The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher. Our students are continuously enriched and challenged through our 'SOAR Higher' program which caters for students who are gifted and talented. Our Learner Diversity team also assist students who require additional support, reinforcement and revision of concepts and skills.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website

| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 39% | 52% | 0% | 12% |
| | Reading | 56% | 54% | 6% | 11% |
| | Writing | 65% | 50% | 0% | 7% |
| | Spelling | 33% | 48% | 17% | 15% |
| | Numeracy | 50% | 34% | 11% | 15% |
| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 42% | 31% | 0% | 14% |
| | Reading | 58% | 39% | 0% | 11% |
| | Writing | 26% | 25% | 0% | 18% |
| | Spelling | 32% | 37% | 5% | 14% |
| | Numeracy | 32% | 25% | 5% | 16% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

Maria Regina School is continuously developing and promoting the values of respect and responsibility through initiatives relating to both our school & the wider community. Throughout 2022, the school's Pastoral Care Guidelines and Anti-bullying guidelines were revised and updated.

We have reinforced our position as a 'PBL' (Positive Behaviour for Learning) school. We use our school rules – Respect Yourself, Respect Others and Respect the Place we are in – to create a positive and safe environment. Additionally, our school vision 'Ignite, Connect and Excel' encourages all community members to strive to be their best in all aspects of school life.

Our PBL Team, run by school staff, continues to make informed decisions on how to improve the wellbeing of our students. The team continues to meet once a term. Data derived from Compass Chronicles is analysed and discussed during these meetings.

Teachers have regular and open communication with parents about their child's academic, social, and mental wellbeing and development. This aids the development of a trustworthy and respectful partnership which has student wellbeing at the centre of this partnership.

Wellbeing and growth mindset strategies continue to enhance positive attitudes towards the wellbeing of staff and students. The School is a community that provides a strong sense of wellbeing, belonging and security where students are given every opportunity to be affirmed with dignity and assisted to grow to the fullness of their potential. Our school community sees great value in increasing the wellbeing of all individuals by building on their strengths. We foster a growth mindset and wellbeing is at the heart of our teaching and learning. By

increasing the wellbeing of our learners and by focussing on what they can do, the students become more engaged in their learning experiences.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The key improvement goals included initiatives to enhance academic achievement, student leadership opportunities & to rebuild & strengthen the school community after 2 years of COVID restrictions.

Maria Regina implemented Collaborative Coaching in 2022, an initiative from Catholic Schools Broken Bay. The main goal of this program at Maria Regina is to improve writing, specifically enhancing sentence structure. Our Assistant Principal collaborated with staff to analyse student assessments, create goals, research best practise and plan learning experiences.

The staff continued to participate in a school improvement program with Linda Bendikson, from Auckland University, to create improvement goals which focused on real-time data. The focus for Maria Regina continued to be counting in Maths. The initiative resulted in learning gains for many of the students.

Throughout the past 2 years we have focused on strengthening our student leadership program. Our Stage 3 leaders create and embed initiatives to improve the experience for each child at Maria Regina. This program continued to evolve and develop throughout 2022.

Due to years of COVID restrictions, a key improvement goal for 2022 was to re-engage & rebuild the partnership between families and the school. This goal was successfully attended to with the formation of a Parent Consultative Group, a strong class parent network and many parents attending school events and assisting with fundraising efforts.

Priority Key Improvements for Next Year

The key improvement goals for 2023 include continuing to embed and develop the initiatives, processes and structures established in 2022; including Collaborative Coaching and the school's work with Linda Bendikson. To ensure the school improvement programs we implemented in 2022 are sustainable and successful, we will continue to focus on the same goals for another year. Additionally, a key improvement goal is to successfully implement the new K-2 Maths and English syllabus and learn about the new NSW Year 3-6 syllabus in these KLAS.

Our major teaching and learning goal is our work in Collaborative Coaching to improve student writing, specifically sentence structure. Our minor goal in teaching and learning is Mathematics to ensure our students grow their skills and knowledge in counting and demonstrate a year's growth for a year at school.

The school's leadership team have also established goals to enhance student wellbeing, including our key goal to increase student attendance rates. Through parent education on the importance of attendance and regularly analysing data will assist the attendance rates of our students to improve.

We will continue to work on our 2022 goal to strengthen the partnership between families and the school. With societal changes and pressures after COVID, schools need to work with families to creatively and innovatively embrace them in school life, as traditional ways of parental involvement are no longer possible.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

During 2022, parent voice was sought throughout the year in a range of forums. Parent Network meetings were held each term when parents were able to add agenda items that were pertinent to them. The Tell Them From Me (TTFM) survey, held in Term 2, showed parents were highly satisfied with the school.

The level of parent engagement in school events depended greatly on the mode of delivery. We continued to offer meetings in person and on zoom and this allowed parents to attend in the mode that worked best for their schedule.

Throughout the year, we were able to hold numerous highly successful and enjoyable events (Parent Education, The Colour Run and our Mother's Day breakfast) which were very well attended. The staff and parents of Maria Regina, very much enjoyed re-connecting in 2022 and being able to rebuild the vital partnership between home and school.

The school community continues to redefine the role of parents in the school, as work schedules and pressures have altered greatly due to COVID. The presence of parents within the school is vital for the success of a growing community and we place a very high importance on establishing a way to welcome as many as possible into the school and at our events.

Student satisfaction

Throughout 2022, students were surveyed numerous times to discover their thoughts about: levels of student engagement, challenge with learning, and their overall satisfaction at Maria Regina. Teachers and school leadership needed to know where their students were at with their emotional wellbeing, social development and sense of belonging, as this was vital for continued learning.

The students continue to respond very honestly and candidly about their favourite aspects of school life and were able to articulate why these aspects of school life were special to them. Overwhelmingly, students enjoy coming to school and have a genuine love of learning, being challenged and feel their teachers know them well and cater to their personal and academic needs.

The TTFM presented very positive data from our Year 4-6 students that their sense of belonging, sense of safety, teacher expectations and overall satisfaction has improved dramatically in the past couple of years.

Teacher satisfaction

Teacher surveys have shown teachers are highly satisfied with many aspects of their work and life at Maria Regina. Staff worked collaboratively with the new leadership teams (a new AP started in 2022 and went on maternity leave in Term 3) to ensure a strong sense of team, mutual respect and trust were established. Staff appreciated the commitment, support and dedication of leadership within and outside the classrooms.

Staff engagement is consistently high at all school events, professional learning opportunities and the daily running of the school. Staff enthusiastically contribute to school decision making and openly discuss their successes and needs. Staff work collaboratively to heighten learning experiences for students and develop teacher content knowledge.

Collaboration, team-work and professional partnerships within the Maria Regina staff has heightened enormously with the implementation of Collaborative Coaching. The benefits of this program are evident in all aspects of the school as teachers have developed their professional relationships with teachers across the school.

Throughout 2022, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

| Recurrent and Capital Income 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,620,115 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$430,748 |
| Fees and Private Income ⁴ | \$651,911 |
| Interest Subsidy Grants | \$693 |
| Other Capital Income ⁵ | \$634 |
| Total Income | \$2,704,103 |

| Recurrent and Capital Expenditure 2022 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$19,013 |
| Salaries and Related Expenses ⁷ | \$2,022,279 |
| Non-Salary Expenses ⁸ | \$980,324 |
| Total Expenditure | \$3,002,604 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT