



CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



Maria Regina Catholic Primary School

42 Central Road, AVALON BEACH 2107

Principal: Miss Kirsty Thorpe

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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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

As Principal of Maria Regina Catholic Primary School, Avalon, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school. Maria Regina is a welcoming, nurturing 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. The strong educational focus is partnered with a genuine care and concern for each child.

As we look back over the 2024 year, the school community should do so with a great sense of achievement and gratitude for what has been accomplished. Throughout 2024, the school community enjoyed many opportunities to come together. Highlights of the year included many excursions, camps, carnivals, the disco, numerous wellbeing initiatives and competitions including our success in the Religious Education Creative Art Prize. Additionally, staff, students and family members hosted functions and events with the focus to continually build and further ignite the school spirit and special community within Maria Regina.

We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

The 2024 academic year at Maria Regina commenced with vibrant enthusiasm and excitement. As valued members of the community, parents were invited to meet with their classroom teacher to share insights and goals for our children. Building and strengthen the

connection between home and school is a shared goal that is imperative for the success of each individual child.

Throughout 2024, the parent body deeply appreciated the many school events that brought us together as a welcoming and inclusive community. Through fundraising events, we collectively raised over \$14,000 which enabled the school to purchase decodable readers for all grades to use in the classroom and at home. Funds were also used to purchase a portable PA system, a new microphone for the hall lectern, new blazers for our senior leaders, 50 new representative sport singlets.

The Parent Engagement Coordinator and class parents were also pivotal in amplifying the parental voice, further bridging the gap between families and the school. They are crucial in ensuring parental perspectives and insights are integral to the school's decision-making processes and development strategies, which are well established at Maria Regina.

Student Body Message

Maria Regina is a warm, caring and fun school that is filled with many amazing opportunities both in learning, building our friendships and developing important life and leadership skills that we will take into high school and beyond. We believe Maria Regina has equipped us with the skills to make genuine and lasting friendship with children from every grade and we have really enjoyed spending our recess and lunchtimes playing with children from Kindy to Year 6.

We are so proud to see Maria Regina growing and thriving as a school community, a school where each student knows the names of all the other students within the school. We are so lucky to have teachers and staff that care for each child and are invested in their growth and development. We know that our Principal is always available to help us socially, academically and emotionally - Miss Thorpe and the school teachers make us feel safe, confident, comfortable, valued and important. All the adults at Maria Regina know our names, who our friends are and how we learn in the classroom - this is very special and important to us as students.

Throughout the year, students at Maria Regina have had the opportunity to participate in many and varied school events. These include sport carnivals and gala days, school Masses and liturgies, the Maria Regina feast day, a Christmas concert, camps, excursion, the annual colour run and our school band. Our successes and achievements are also celebrated within the community, which make us feel extremely proud of ourselves and our friends.

Maria Regina is an amazing school to have been a part of and we encourage all students to actively live out our school motto of 'Make a Difference'. As school leaders of Maria Regina in 2024 we wore our badges and carried out our responsibilities with great support and pride.

School Captains 2024

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 2024 there was approximately 160 students attending Maria Regina school from a variety of cultural backgrounds. Students were well supported by 24 full and part-time teachers and non-teaching school staff. Music, P.E., Library and Art are taught by specialist teachers on a weekly basis.

The parent community continue to strengthen their partnership with the school by assisting the school in many volunteer roles including; library and excursion helpers, class parents, and assisting at school events. Throughout 2024, 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 purchase decodable readers, a new microphone for the hall lectern, a portable PA system, as well as blazers for our senior leaders and 50 newly designed representative sport singlets.

As part of NESA's curriculum reform and the introduction of new syllabi for Maths and English, the staff have been researching and deepening their knowledge of the science of learning and evidence-based best practise. During 2024, as a collaborative team, the staff successfully implemented the new NSW Maths and English syllabus for Years 3-6. Pedagogies such as explicit teaching and new methods of assessment, are utilised to ensure theoretical aspects of the curriculum reform are evident in every classroom at Maria Regina. Technology is also utilised in all aspects of the curriculum and 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 a variety of imaginative play areas, under-cover spaces and a flourishing eco-garden. Students have the opportunity to participate in many activities including coding, public speaking, art, dance lessons, sporting activities, gala days, and lunchtime co-curricular activities. Students in every grade attend excursions in our local area and wider Sydney basin. The Stage 3 students attend a two-night camp to develop leadership skills and teamwork.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
82	80	13	162

* 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 2024. 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 2024 was 89.80%. 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
91.70	89.90	90.90	91.30	88.00	89.40	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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	14
Number of full time teaching staff	10
Number of part time teaching staff	4
Number of non-teaching staff	3

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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.

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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Each class has a prayer pack where one student takes this home to help facilitate prayer with the family. Staff participate in prayer and members of the leadership team attend Faith Formation workshops lead by Catholic Schools Broken Bay.

The School community and Parish continued to work together participating in school Masses and liturgies to celebrate whole school events. As a school and Parish community we also celebrated events in the Church calendar. The School community supported the Parish's 'Year of Community' initiatives and were involved in the pastoral Discern Northern Beaches Project which aimed to highlight the challenges and opportunities distinct to the Northern Beaches.

The School's social justice program covers issues on a local, state, national and global level. We continued to support our Principal's volunteer work in rural Cambodia, as well as supporting Soibada in Timor Leste, Caritas, Catholic Mission and Vinnies.

Staff participated in Faith Formation with a visit to Mary MacKillop Place and mass.

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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All staff are committed to a collaborative culture of Continuous Improvement and a relentless focus on student achievement. This has been evident by staff participation in Collaborative Coaching, a CSBB initiative. Staff worked collaboratively to use evidence to inform decisions, set goals for students and celebrate student success.

The staff have successfully implemented teaching the K-2 English and Mathematics syllabus documents and in 2024 teachers implemented the new NSW 3-6 English and Mathematics syllabus and the CSBB new Religious Education syllabus. Staff have also engaged in new assessments for new aspects of the syllabus. This includes all years completing the phonics check, spelling assessment and reading fluency assessment created by CSBB.

The school was granted \$7500 from the Government to spend on wellbeing initiatives throughout 2024. With these funds we were able to support our URSTRONG friendship program, purchased another year of soul journals and ran an intimate (6 students) 10-week intensive program for students needing additional support with friendship and social skills.

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.

At Maria Regina we seek to create collaborative learning environments that foster and promote experiences where students 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. 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 work with teachers to provide adjustments for learning and assist students who require additional support, reinforcement and revision of concepts and skills.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Maria Regina Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	72%	54%
	Reading	84%	66%
	Writing	92%	77%
	Spelling	68%	61%
	Numeracy	76%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	83%	65%
	Reading	67%	71%
	Writing	89%	67%
	Spelling	72%	68%
	Numeracy	67%	68%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

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

Each year, parents' opinions are sought through parent network meetings, class parent meetings, at enrolment and parent/teacher meetings. In 2024, our parents respond to a Culture Survey issued through the Barrett Values Centre. This Assessment provides an insight of what is important to your community, how they see the school operating now and in the future. The Culture Score for Maria Regina is above average for the sector. The culture is healthy and people have confidence in the current direction. Many parents responded positively in the open comment section of the survey and noted the welcoming nature of the school and the dedicated staff.

The introduction of a Parent Engagement Coordinator (PEC) has allowed the school to offer a vast array of opportunities for our parents to gather, have their voice heard and to have a point of contact in times of need. During 2024, our PEC established a 'Canteen Committee' to address parent concerns about the closure of the school canteen. The parents greatly appreciate the opportunity to work in partnership with the school to find innovative solutions for the students and families.

Student satisfaction

Through surveys, anecdotal conversations, SRC meetings and student leadership meetings, the students continue to respond very honestly and candidly about their favourite aspects of Maria Regina. 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 majority of Maria Regina students stated that they have friends at school they can trust and who encourage them to make positive choices. They stated that they feel safe and protected at school and when they have concerns, they are listened to and addressed by their teacher.

Additionally, students acknowledge that the school helps them to know and love God. They enjoy attending Mass and building their relationship with the Parish Priest, Fr Richard.

Students also believe URSTRONG has had a positive impact on their friendships and resilience. Students also commented on the high-quality staff at Maria Regina and how they are made to feel valued, cared for and listened to.

Teacher satisfaction

Teachers at Maria Regina are dedicated and committed to student achievement and consistently go well above and beyond what is expected of them. Through the 2024 Culture Survey, the staff noted that they valued the excellent leadership. They stated that the executive team demonstrate a holistic approach to supporting all staff members and consistently treat others with respect and dignity.

The staff also noted that there is a strong sense of collegiality, collaboration and cooperation between staff members, everyone supports one another no matter the experience or length of time teaching. The staff highly value the teamwork that is promoted and encouraged through collaborative coaching, staff professional learning experiences and the daily running of the school. Staff enthusiastically contribute to school decision making and openly discuss their successes and needs.

Throughout 2024, staff have mentored student leadership teams, attended school and Parish events and led professional learning experiences. A number of teachers were selected to participate in steering committees and pilot programs to assist in the formation and implementation of initiatives throughout Diocesan schools.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$1,964,485
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$502,015
Fees and Private Income ⁴	\$775,393
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$115
Total Income	\$3,242,010

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$113,324
Salaries and Related Expenses ⁷	\$2,508,281
Non-Salary Expenses ⁸	\$865,779
Total Expenditure	\$3,487,385

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 2024 REPORT