

2018 Annual School Report



St Mary's Catholic Primary School, Toukley

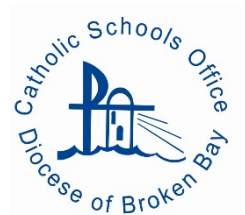
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ABOUT THIS REPORT

St Mary's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. The vision of "shared leadership" and "shared wisdom" is valued as an important aspect of our school. Throughout 2018, we continued to build a collaborative culture of continuous improvement.

The children at our school proved the highlight of the year. Their commitment to learning, growing in their faith and being positive, resilient people helped them to be wonderful young Australians .

2018 saw us continue to deepen our commitment to working as a Professional Learning Community (PLC). The collaborative nature of grade teams meeting with the sole purpose of improving student learning strengthened.

During the year we welcomed Father Vincent to our parish community as an Assistant Priest.

Parent Body Message

2018 was a very positive and inclusive year for the parents and carers at St Mary's. Through the enthusiasm and willingness of parents and carers, and genuine conversations and interactions with teaching staff and school leadership team, parents and carers are increasingly becoming true partners in the educational journey of their children. Families have benefited from the generous provision of spiritual, pastoral and family support, as well as educational assistance through parent education sessions.

The introduction of Parent Teams provided great scope for parents to volunteer and become embedded in the life of the school. Parents and carers see the school as a true community and as a place where the social, emotional, physical and educational needs of children and families are prioritised.

Student Body Message

Our motto of faith, love and understanding certainly sums us up. That's what we strive for and that spirit is in all interactions within our school.

Older students support younger students to learn to play fairly and to know that they belong. When everyone, from the oldest to the youngest, feels that they belong then everything else to do with learning and wellbeing gets easier.

In 2018 student voice was more important than ever, with many new ideas being discussed and events and minor changes happening as a result. All of this adds strength to our culture.

Learning is extremely important at St Mary's and all students know that they can and will achieve and learn even when it sometimes takes a lot of effort or a bit more time. Our teachers and parents work together with us to help us be the best we can be.

We love this school and proudly live by our motto and aim for our STARS: "Share fun; Think safe, act safe; Act responsibly; Respect all that God has made; Speak with Kindness."

School Features

St Mary's Catholic Primary School Toukley, is a Catholic systemic co-educational school.

Our school is a welcoming, positive, hope-filled and inclusive school community. Students are encouraged to deepen their relationship with Jesus through participation in the rich prayer and liturgical life of the school. St Mary's is a place where our Catholic faith and values underpin everything we do.

St Mary's has a clear focus on learning. Based on sound, educational research, we have a coherent approach to learning that sets high expectations for the students in a supportive environment. Embedded in our school is a collaborative culture of continuous improvement, where we continually challenge ourselves to become a better school. We recognise and value the importance of embracing and building St Mary's as a Professional Learning Community (PLC). Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning. Learning is important at our school.

Our school provides a nurturing environment in which every member of the community is valued, respected and encouraged to reach their full potential. It is important that the unique Catholic nature of our school becomes evident through the network of genuine relationships in our community - relationships that are built upon strong relational trust where deep respect for each other is obvious. People are important at our school.

At St Mary's, we believe a balanced education is important. Consequently, our students enjoy a wide range of learning, sporting, musical and social justice opportunities. We endeavour to help our students develop their skills, resilience and talents, along with a strong sense of compassion and justice, so that they will make a positive difference in our community. An awareness of and deep respect for difference is embedded in the inclusive culture of our school. Our students enjoy a very strong sense of belonging which is strengthened by the consistent support and encouragement that exists within the St Mary's community.

As part of our school's collaborative culture of continuous improvement, each group within our community has responsibilities. Each group - parents/carers, teachers, students, support staff and the leadership team - has constructed a set of shared values or collective commitments. Collective commitments identify the actions, behaviours and commitments necessary to bring our school's vision to life. Living these collective commitments helps make St Mary's a dynamic faith and learning community.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
247	227	20	474

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 93.01 %. 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
93 %	94 %	92 %	94 %	93 %	92 %	92 %

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 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 CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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 NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 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.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	41
Number of full time teaching staff	20
Number of part time teaching staff	12
Number of non-teaching staff	9

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Professional Learning Community at Work
Day 2	Staff Spirituality Day - Feed My Sheep
Day 3	History and Science

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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 educate and form young people in the Catholic faith. The School provides 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.

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.

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.

St Mary's Catholic School, Toukley was established in 1973. Our school motto, *Faith, Love and Understanding*, articulates that as Catholics we are called to be disciples of Jesus who share our faith, love and understanding with all we meet. Our Vision and Mission statement empowers us to live, learn and grow as disciples of Jesus. St Mary's is a welcoming, inclusive and evangelising Catholic community and we endeavour for this to be experienced by every member of our school community, daily.

Through professional learning, opportunities for teachers' spiritual growth, and the development of teaching activities focused on scripture, we were able to work towards deepening and strengthening our students' and parents' relationship with Jesus through scripture, our 2018 School Improvement Plan (SIP) goal. Aligned to our SIP goal, three teachers participated in the diocesan led, *Honey Summit*.

As Catholic educators we are committed to providing quality teaching in Religious Education (RE). Our Catholic values resonate through all Key Learning Areas (KLAs) and underpin the relationships in our unique Catholic community. We recognised a need for more focused professional learning (PL) based on the development of thought-provoking classroom activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Three staff continued to undertake theological studies. Professional learning on contemporary and creative RE learning experiences occurred. Professional learning also focused on assessments in Religious Education.

We value the partnership between the school and parish communities. This relationship is fostered through experiences including liturgical celebrations which involve student participation K-6, prayer opportunities and sacramental programs. In addition to the classroom experiences that were part of each Religious Education unit of work, students engaged in a range of experiences that contributed to their faith formation as disciples of Jesus and strengthened their relationship with God. These activities included *Mini Vinnies*, students actively leading social justice initiatives (e.g. Kids 4 Community, Project Compassion and the St Vincent de Paul Winter and Christmas appeals) and Mission Month. Student representatives attended the Diocesan Mission Mass in October. In 2018 our parish witnessed the following number of children celebrate the sacraments: Confirmation (47), Reconciliation (55) and Eucharist (61).

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, St Mary's enables students to live out their Catholic values and call to discipleship.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

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.

Our 2018 School Improvement Plan (SIP) goal was *high levels of learning for all students*.

Collectively, our teachers defined *high levels of learning* as *grade level or higher*.

To achieve our goal we continued to develop as a Professional Learning Community. The core, collaborative structure that guided our work together was our grade meetings. With either our literacy coach or numeracy coach as facilitator, the grade teams met weekly for English (1 hour) and Maths (1 hour). The meetings were built into the contractual school day. Our grade meetings' purpose is to answer the four critical questions of learning (DuFour, 2006):

1. What do we want our students to learn?
2. How will we know when our students have learned it?
3. How will we respond when some students don't learn?
4. How will we extend and enrich the learning of those students who are already proficient?

Teachers used the syllabus/curriculum to identify what it is we want the students to learn. Intensive planning, including writing/co-creating daily learning intentions, discussing a variety of teaching strategies that cater for the diverse needs of our learners and 'point of need' professional learning for teachers occurred. Grade teams have become astute at differentiating the learning. If a student is already proficient, tasks are differentiated to challenge and extend them. If a student does not learn, a scaffolded tier of interventions is available to help them become proficient. For example, What I Need (WIN) time was introduced. WIN time meant additional time be devoted to students who did not acquire the learning the first time. Two to four sessions of WIN time per week were scheduled per grade.

Intentional and high quality teaching, learning, assessment and feedback, coupled with the tracking and monitoring of targeted students, were pivotal to our daily work.

We continued to embed the practices of our numeracy and literacy coaches. Our numeracy and literacy coach roles incorporated:

- Professional learning: planning and leading professional learning opportunities based on the school's and individual teachers' needs. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks, grade meetings and staff development days.
- Classroom support: modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons, affirming and listening, analysing and providing critical feedback
- Parent education: providing parent education sessions for parents in both English and Maths.

Three literacy coaches participated in the Australian Literacy Educators Association (ALEA) conference mid year. Rich learnings from the conference helped to shape professional learning led by our literacy coaches.

SECTION SEVEN: 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	76.92 %	53.20 %	1.54 %	8.60 %
	Writing	70.31 %	41.90 %	0.00 %	10.00 %
	Spelling	51.56 %	46.60 %	9.38 %	12.50 %
	Grammar	67.19 %	53.10 %	3.13 %	11.00 %
	Numeracy	62.50 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	37.10 %	38.60 %	9.68 %	12.60 %
	Writing	20.97 %	13.70 %	1.61 %	23.40 %
	Spelling	43.55 %	34.50 %	14.52 %	13.60 %
	Grammar	48.39 %	35.50 %	8.06 %	14.30 %
	Numeracy	53.23 %	27.60 %	0.00 %	14.00 %

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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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 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 [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

St Mary's is a proud *KidsMatter* school, meaning that there is a strong focus on recognising the importance of children achieving positive outcomes that relate directly to the skills of social and emotional learning. We understand the inextricable link between wellbeing and learning.

2018 saw St Mary's continue to focus on student mental health and wellbeing by teaching children skills for positive relationships in order to develop respect and responsibility. The social and emotional learning (SEL) framework consists of five skills/strategies, these being: self-awareness, social awareness, self-management, responsible decision-making and relationship skills. These competencies help students to develop and promote respect and responsibility.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion.

Because St Mary's recognise the importance of building and maintaining positive relationships and the impact of being a *KidsMatter* school, procedures, programs and frameworks were further embedded. These included: restorative practices, STARS and *Bounce Back*. Our Year 6 students were trained in restorative practices, focusing on how to help younger students solve minor playground problems.

The restorative practices approach remained an important focus in the link to maintaining positive relationships. The restorative practices approach looks at exploring the conflict, focusing on the relationship, finding possible solutions and learning to move forward. Again, students are encouraged to be respectful and aware of others.

SECTION NINE: 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The Diocesan's *Learning Principles* were prominent in the extensive *Professional Learning Community at Work* sessions undertaken by staff. The staff further refined our school's *Collective Purpose* (high levels of learning for all students) by defining *high levels of learning* to mean *grade level or higher*.

The *Response to Intervention* workshop led by Anthony Muhammad resulted in the introduction of *What I Need* (WIN) time for students who require extra time and support to become proficient. A variety of teaching strategies and structures were also implemented effectively in different grades to support learning.

The collaborative structure that drives our professional learning, grade meetings, were evaluated and refined. All grade meetings were focused on improving the individual and collective capacity of teachers with the purpose of achieving our school's *Collective Purpose* (high levels of learning for all students). Our collaborative structures have enabled teacher teams to sharply refine their focus on whether individual students have become proficient (*grade level or higher*).

Priority Key Improvements for Next Year

Work in RE will continue to explore and embed the learning from the *Honey Summit*, focusing on the teaching of Scripture. We will engage students in critical, creative and prayerful encounters with the Word of God.

In 2019 systematic, further structured supports will be designed and implemented in order to answer critical learning Questions 3 and 4:

3. How will we respond when some students don't learn?

4. How will we extend and enrich the learning of those students who are already proficient?

Four Leadership Team members will join the PLCs *Response to Intervention* workshop early in 2019. This learning will help direct our efforts regarding Critical Learning Questions 3 and 4.

To further our work on differentiation (and in line with Question 4), our teaching staff will undertake the University of NSW Gifted Education Research and Information Centre (GERRIC) led Mini Certificate of Gifted Education. In February 2019 two Staff Development Days have been allocated to this intensive professional learning.

SECTION TEN: 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

The parents of St Mary's deeply appreciate the warm, welcoming and friendly nature of our school.

During 2018 we saw an increasing number of parents joining our Parent Wellbeing team. The feeling of contributing to our morning tea's, Feast day's and other events we organise is felt throughout our school community. The parents are grateful for the various sports St Mary's has to offer. This is noticed by the amount of parents who give up their time to volunteer at our carnivals and gala days.

Our school is blessed to have a beautiful oval and fantastic equipment for our children to enjoy at recess, lunch and PE lessons.

Student Satisfaction

The students of St Mary's are positive, hope-filled and compassionate young people. They feel that they are provided with many opportunities and are encouraged to achieve their personal best, whether it be academically, socially or on the sporting field. Students identified the importance of building and maintaining strong, positive relationships and value their friends, teachers and learning. Students also recognised the importance of feeling valued, respected and treated equally and fairly. They feel that St Mary's is a safe and inclusive school, where each child is encouraged to participate and 'have a go'. Students also identified that they felt privileged to have wonderful facilities such as the playground equipment, oval, computer lab, library and a wide variety of resources.

Teacher Satisfaction

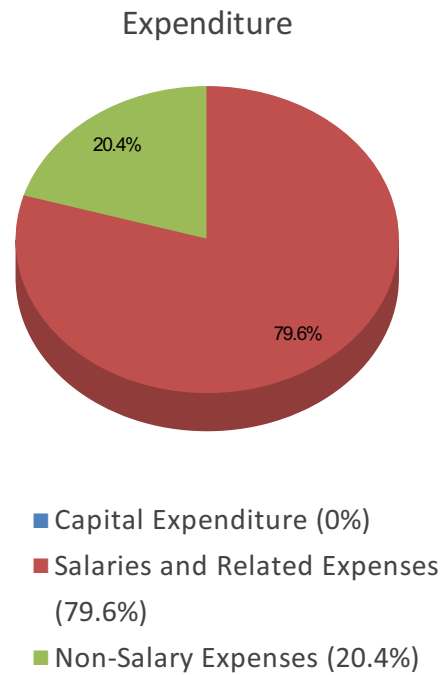
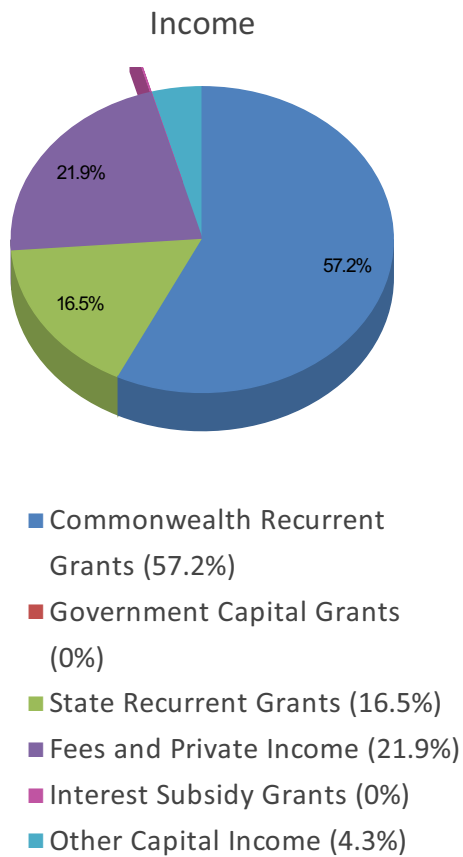
The teachers at St Mary's consider the environment in which they work supportive and where a 'growth mindset' is embedded into everything they do. At St Mary's the teachers are passionate learners who are constantly challenging themselves and their students in order to get the best out of every aspect of school life.

Being a valued member of St Mary's means that teachers feel supported in and out of the classroom. Teachers are supported within the classroom through the use of literacy and numeracy grade meetings. The coaches of these areas provide valuable support and opportunities for continued learning for teachers to ensure the students at the school achieve their individual best. Teachers have described these meetings as playing a critical role in their teaching and learning experiences.

The teachers feel a great sense of belonging to the school which has been developed through the positive relationships with each other, other staff members, parents, students and the wider school community. These partnerships form a sense of unity and it is from here that great connections can be built and maintained.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School 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	
Commonwealth Recurrent Grants	\$3,325,768
Government Capital Grants	\$0
State Recurrent Grants	\$961,242
Fees and Private Income	\$1,270,146
Interest Subsidy Grants	\$1,783
Other Capital Income	\$250,691
Total Income	\$5,809,630

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$937
Salaries and Related Expenses	\$4,364,884
Non-Salary Expenses	\$1,118,841
Total Expenditure	\$5,484,662