



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

458 Main Road, TOUKLEY 2263

Principal: Mrs Emma Sellars

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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 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

St Mary's is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. Throughout 2022, we continued to build a collaborative culture of continuous improvement, collectively working towards our Diocesan Vision "Inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be".

Our students at St Mary's are happy and respectful children who look for the best in each other, guided daily by our motto of faith, love and understanding. St Mary's is a place where our Catholic faith and values underpin everything we do. Our staff enjoyed helping our students be faith and hope-filled, resilient young people who value relationships and the dignity of every person.

2022 saw us continue to embed our commitment to working as a Professional Learning Community at Work (PLC). Our Leadership Team has worked with Linda Bendikson in the areas of School Improvement. This, alongside our collaborative grade meetings, will only strengthen student learning.

We celebrated the return to parents on site in March, and have worked tirelessly since then to rebuild and foster connections with students and their families. With this focus, we have made significant developments in this area. Our newly established Parents in Partnership (PIP) Team supported this. Our weekend Grade Masses recommenced in 2022 with great success, continuing to forge a wonderful partnership between school, home and parish.

Parent Body Message

Our school, St Mary's, is a well-established place of belonging for both students and their families.

Our parent body, the P.I.P. Team (Parents In Partnership) began an initiative several years ago to boost parent engagement and inclusiveness of all members of our community. Our 'Just One Thing' initiative was a call to our community to involve themselves as much as they could each year, even if it was for 'Just One Thing...'

Since then, our P.I.P. Team, led by a leadership committee, has organised and run several large-scale events that involve mums, dads, grandparents, aunts, uncles and alike so that they can enjoy the many benefits of what our school community has to offer.

Throughout 2022, St Mary's has welcomed families for Mother's Day, Father's Day and Grandparents' Day celebrations. We have hosted outdoor cinema nights, school discos and a St Mary's Fun Run of Colour. We have supported students receiving their sacraments and have supplied welcoming morning teas for our new Kindergarten enrolments.

Student Body Message

At St Mary's, our teachers are all focused on giving us the best opportunities to show our talents. They extend our learning and make our classrooms fun by showing support, guidance and kindness. Our teachers are preparing us for our future. We have specialised teachers that give us a range of activities in language, music, PE and library so that we can develop our skills and knowledge.

At St Mary's, our school motto of 'Faith, Love, and Understanding' is the foundation to all that we do. This is throughout our school culture and is how we interact and treat each other, daily. Our Religion lessons, whole school Liturgies and Masses, as well as other faith development opportunities are important to us.

There are a range of activities that students can participate in at lunch and recesses, these include Library, Chess Club, Choir, being a member of our Stage 3 Mini Vinnies group among other fun activities. There are many opportunities to play sports that include soccer and oz-tag, along with the regular lunch games and use of our equipment. The supportive way we treat others also extends to break times; as an example there are many groups of students ranging from Kindergarten to Year 6 who regularly play tip together on the oval. In these groups, formed by students, everyone gets a fair go and helps form friendships.

Our school also has many wonderful opportunities to go outside of school and experience new adventures. Our school Swimming Carnival and Athletics Carnival, which involve swimming and all kinds of sport, are a highlight. We also have many excursions where we explore places outside of our school. These excursions are opportunities to have fun and enjoyable experiences while still having plenty of time to learn. Some of the most notable of these excursions is going to Bathurst for one night in Year Five and going to Canberra for three days in Year Six. In all of these adventures, we have created memories for every St Mary's child and they will never be forgotten.

School Features

St Mary's Catholic Primary School is a dynamic faith and learning community, a Catholic co-educational school with over 500 students.

Our school is a welcoming 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 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. Our learning culture is characterised by its clarity of purpose, critical teacher inquiry and an action orientation that, together, result in improved student learning.

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.

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
258	252	21	510

* 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 87.00%. 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
89.10	86.30	87.10	87.60	84.90	87.00	85.90

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	47
Number of full time teaching staff	20
Number of part time teaching staff	15
Number of non-teaching staff	12

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

First Day Staff Development Day (January)

MAI (January)

CSBB "Towards 2025" Staff Development Day (July)

Staff Spirituality Day (September)

Syllabus Day (November)

Curriculum Planning and Development Twilights x4

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.

St Mary's Catholic Primary 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. Staff experienced moving activities and faith formation opportunities through the analysis of the Catholic Charter and its application to our school and role as teachers.

As Catholic educators we are committed to providing quality teaching in Religious Education. 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 based on the development of thought-provoking classroom activities around scripture, while revisiting the Religious Education syllabus and programming requirements. Professional learning on contemporary and creative RE learning experiences occurred, particularly supporting the new syllabus, which began implementation in Kindergarten classrooms this year. Year 1 teachers also spent time this year preparing for the implementation of this new syllabus in 2023. 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.

A tremendous effort was made by the entire school community to support those in need in our local and global community. Activities including Mini Vinnies were a highlight in our school. Students actively lead social justice initiatives (e.g. Kids 4 Community, Project Compassion and the St Vincent de Paul Winter and Christmas appeals) and Mission Month (Sock-tober). Student representatives attended the Diocesan Mission Mass in October. In 2022 our parish witnessed many students celebrating the sacraments.

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.

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.

Our 2022 we continued to work towards our goal of high levels of learning for all students.

Collectively, our teachers defined high levels of learning as grade level or higher. With the work of Linda Bendikson as a support, we began to further focus on, and respond even more deliberately to, improving our results in Spelling.

To achieve our goal we continued to work in a cycle of continuous improvement; seeking professional learning through the Australian Literacy Educators Association (ALEA) Conference and leading focussed and timely professional learning on Spelling throughout Semester Two. Rich learnings from the conference helped to shape professional learning led by our literacy coaches.

Our Grade Meetings continued in 2022, in a slightly altered format. Literacy Coaches and Assistant Principal facilitated these weekly meetings for English (1 hour) and Maths (1 hour). 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?

Professional Learning was also focused on the three new syllabus that were for trial during 2022 before implementation in 2023. These were English, Maths and Religion. Support materials, provided by CSBB, were shared widely with staff and staff meetings provided an opportunity for all teachers to gain an understanding of the expectation of the new documents, in addition to the practical implications for practice.

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

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	73%	52%	3%	12%
	Reading	73%	54%	1%	11%
	Writing	85%	50%	0%	7%
	Spelling	52%	48%	4%	15%
	Numeracy	56%	34%	3%	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	35%	31%	3%	14%
	Reading	46%	39%	4%	11%
	Writing	35%	25%	10%	18%
	Spelling	34%	37%	9%	14%
	Numeracy	38%	25%	6%	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

St Mary's is a proud BeYou (formerly 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. Again, student mental health, family mental health and wellbeing of teachers were a priority and an important focus as we move beyond COVID-19 in 2022.

Our Wellbeing Team (6 staff members) were led by our Wellbeing Coordinator, whose brief centred on the welfare of students, staff and parents. Regularly scheduled meetings of the Wellbeing Team, coupled with consistent communication with the Principal, Assistant Principal and Family Liaison Officer (FLO), helped enhance a clear focus on wellbeing throughout the year.

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. The Wellbeing Team worked with staff to accurately identify and monitor children who were vulnerable on the SEL continuum. Bounce Back gained a renewed focus within the PDH units of work across the school.

Continued professional learning was undertaken to ensure that positive relationships continued to build on the basis of compassion, trust, forgiveness, acceptance and inclusion. As a growing need emerged in our school, four teachers were trained in 'Rock and Water'. This was then implemented in selected classrooms across the school in 2022, with whole staff training and implementation to begin in 2023.

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.

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

Our Collective Purpose of high levels of learning for all students grew in both its understanding and application by teachers. As a Leadership Team, we tightened our own understanding of what it means for all students to be learning at high levels. We continued to further define what the Intervention Pyramid looked like and how, in particular, Tier 2 and Tier 3 practices could be tightened and consistency could be guaranteed. This will continue to be a focus.

Throughout 2022 student achievement was pleasing. We attribute this to a deep understanding of shared teaching practices, teacher collaboration focused on the individual learning needs of students, quality professional learning and mutual accountability for student learning.

Our Grade Meetings moved to new levels in 2022 as teams refined their practices and increased efficacy. There is a high level of coordination and focus within these meetings. Teachers focused on high levels of learning for every student. As a teaching staff, we grew in our understanding of the difference between a 'must-know' and a 'nice-to-know' for students. Stronger intervention practices were developed for students who did not acquire learning at the first attempt. Anchored in the school is a shared ownership of student learning.

Our Wellbeing Team and ICLT Teams continued to work to support the learning in our school. Their clear agendas and regularly scheduled meetings, both teams were instrumental in supporting our Collective Vision of "high levels of learning for all students".

Priority Key Improvements for Next Year

Considerable professional learning will be devoted to (1) ensuring that we have a shared understanding of how students learn; (2) deepening collaborative practices; and (3) basing our decision-making on necessary student data. We will develop tight structures around Spelling and looking at ways we can improve practice and increase student results. We will also continue to refine how we support students requiring more time to achieve the 'must-knows'. Key, specialist teachers together with classroom teachers will form a collective to ensure all children learn at or above grade level.

Substantial time will be allocated to supporting the implement of the K-2 English and Maths Syllabus, and supporting teachers learn about the 3-6 English and Maths Syllabus so that this can be successfully implemented the following year.

Further work will be centred on stronger support for Early Career Teachers (ECTs) and their practice.

The Wellbeing Team and the ICLT Team will be both resourced and supported to embed and sustain their good practices and strong achievements.

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 value the welcoming and inclusive nature of the school. Below are a few of the comments offered by parents, collected in the 'Tell Them From Me' data:

"I love the sense of community. My daughter has thrived since starting this year. The children are encouraged and loved by all the staff. I haven't experienced an educational atmosphere like St Marys before. I'm incredibly happy my children do."

"My favourite thing about St Mary's is the compassion, not only from staff but also the students."

"I love how the teachers work collaboratively and set clear expectations of the students and do their best to accommodate all students. I also am very happy with how receptive all school staff are to hearing from parents and discussing concerns with parents."

"I am really loving all of the fun days and events bringing our school community together that have been occurring over the past year. I feel as though it makes the school feel more welcoming for parents and like a big family community, it's beautiful."

"We know that they are well looked after, we know that they are cared for, we know that they are well educated and nurtured. Here at St Mary's they focus on the whole child."

Student satisfaction

The students of St Mary's value the relationships and the learning. Below are a few comments offered by students, collected in the 'Tell Them From Me' data:

"I like my school because I feel safe there, I have an amazing and caring teacher, I have great friends, everyone tries their hardest, we have fun events, everyone cares for me, and the teacher always makes things make sense and explains how to do it."

"I love school because everyone includes people and I love playing handball."

"I think this school is great, it has plenty of welcoming and kind people and teachers, it is the perfect place for children. To learn and still have fun at lunch, it is just an all-round perfect school for a child to come to".

"I like that we all get help from our teachers and other students."

"I really like it because all the teachers are kind and funny if you need help they will come straight over. I like how all the kids in the school are caring."

Teacher satisfaction

The teachers of St Mary's value our school's collaborative and supportive culture. Below are a few comments offered by teachers, collected in the 'Tell Them From Me' data:

"Being a teacher at St Mary's is both a rewarding and a satisfying experience. We, as teachers, are consistently nurtured and encouraged to grow as professionals. The support that is provided by the Leadership Team, coupled with the collaborative nature of the school creates a positive learning environment for the students and teachers. I am so lucky to be part of such a welcoming, hard working team of professionals."

"Community is important at our school. St Mary's provides a collaborative environment where, as a teacher I feel trusted, respected and encouraged to be my absolute best, so that all our students can achieve high levels of learning. I feel very humbled to be a part of such a unique culture that builds positive partnerships across our whole school community, ultimately focusing on our students' learning and well-being."

"As a teacher at St Mary's I always feel supported, appreciated, encouraged and valued. I know our leaders are there to guide and support me. I really feel like a part of our community and it's truly a positive place to be."

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	\$5,974,180
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,587,637
Fees and Private Income ⁴	\$1,630,765
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$2,200
Total Income	\$9,194,783

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$162,486
Salaries and Related Expenses ⁷	\$5,014,055
Non-Salary Expenses ⁸	\$2,074,482
Total Expenditure	\$7,088,537

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