



CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

458 Main Road, TOUKLEY 2263

Principal: Mrs Emma Sellars

Web: www.smtddb.catholic.edu.au

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (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

St Mary's is a welcoming and inclusive school, where a strong and visible expression of Catholic life and mission is deeply embedded in all aspects of school life. Throughout 2025, we continued to strengthen a collaborative culture focused on ongoing improvement, working together towards our Diocesan Vision: "Inspiring hearts and minds to know Christ, to love learning, and to use their talents to be the very best they can be."

Students at St Mary's are happy, respectful and supportive of one another, consistently encouraged by our motto of 'Faith, Love and Understanding'. Our Catholic faith and values are central to everything we do, guiding both our learning and our relationships. Staff are dedicated to supporting students to grow as faith-filled, hopeful and resilient young people who value connection and uphold the dignity of all.

Our school sustains a strong partnership with our parish community, fostering a cohesive environment where spiritual development and academic growth are closely connected. In 2025, our weekend Grade Masses continued to be highly successful, alongside regular participation in Friday morning Parish Masses and whole-school liturgical celebrations. We remain committed to strengthening the partnership between school, home and parish.

Parent Body Message

At St Mary's, we take great pride in being a well-established and welcoming community where students and their families experience a strong sense of belonging.

Our parent group, the P.I.P. Team (Parents in Partnership), has continued to strengthen family engagement through the successful 'Just One Thing' initiative—an open invitation for families to contribute to school life in ways that suit them, even if it is simply by doing 'just one thing'.

This approach has encouraged sustained participation from our families and, under the leadership of the P.I.P. committee, has supported the delivery of a range of inclusive, large-scale events. These gatherings have brought together mums, dads, grandparents, aunts, uncles and extended family members, reflecting the richness and diversity of our community.

In 2025, we have celebrated significant occasions such as Mother's Day, Father's Day and Grandparents' Day. Families have come together at outdoor school discos, supported students through their sacramental journeys, and warmly welcomed new Kindergarten families at morning teas.

We are grateful for the strong partnership between the school and our parent community and look forward to continuing to foster meaningful connections in the years ahead.

Student Body Message

At St Mary's, we are proud of the way our teachers support us to grow, learn and achieve our best. They create engaging and supportive classrooms where we feel encouraged to participate and succeed. Through their guidance, care and commitment, they help prepare us for the future. We also value the opportunities to learn from our specialist teachers in Music, Physical Education and Library, where we develop a wide range of skills and interests.

Our school motto, Faith, Love and Understanding, is central to everything we do. As student leaders, we see this lived out each day in the way students treat one another with respect and kindness, contributing to a strong and caring school culture. This is especially evident in our Religion lessons, whole-school liturgies, Masses and other experiences that help us to grow in our faith.

There are many opportunities for students to be involved during lunch and recess. We enjoy visiting the library, joining in Wellbeing Games or Choir, and being part of the Stage 3 Mini Vinnies group, among other activities. Sport is also an important part of school life, with games such as soccer and oz-tag, as well as opportunities for free play available at lunch. One of the things we value most is the inclusive nature of our playground, where students from Kindergarten to Year 6 play together and build positive friendships.

As student leaders, we also appreciate the many opportunities to extend our learning beyond the classroom. Events such as the Swimming and Athletics Carnivals and Cross Country are always highlights, bringing our school together in a spirit of participation and friendly competition. Excursions are another memorable part of school life, including the Year 5 overnight experience at Milson Island and the Year 6 camp in Canberra. These experiences strengthen our connections as a school community and create lasting memories for all students.

School Features

St Mary's Catholic Primary School is a dynamic and nurturing faith and learning community, proudly educating more than 540 students in a co-educational setting.

We are a welcoming and inclusive school where every student is supported to deepen their relationship with Jesus through a rich prayer life and meaningful engagement in liturgies and faith celebrations.

A strong sense of belonging is at the heart of life at St Mary's. Our inclusive environment fosters respect for diversity, and students flourish in a culture of encouragement and support. We are committed to developing compassionate, capable young people who are equipped to make a positive contribution to the world around them.

Students are provided with a wide range of opportunities across academic, sporting, musical and social justice experiences, enabling them to develop important life skills such as resilience, empathy and leadership.

Learning is central to all that we do at St Mary's. Informed by strong educational research, our approach to teaching and learning maintains high expectations for every student within a supportive and encouraging environment. We promote a collaborative culture of continuous improvement, with staff regularly reflecting on their practice, adapting their approaches, and striving to enhance student outcomes.

2025 saw us continue to embed our commitment to working as a Professional Learning Community at Work, with collaboration and reflection as strong foundations of our daily work. Collaborative Coaching has continued at St Mary's, allowing teams of teachers from each grade to meet with our Assistant Principal each week for an hour. This time's clear purpose is for student achievement discussions, data analysis and content development, aimed to strengthen student learning outcomes. The focus is across English and Maths, with Spelling included as a minor focus each week. The collective accountability that is shared across grades and the school empowers our teachers and drives our professional learning.

Our learning culture is characterised by a clear sense of purpose, the use of evidence-based practices, and a shared commitment to ongoing growth. Staff continue to deepen their understanding of the Science of Learning and implement contemporary curriculum frameworks to ensure high-quality teaching in every classroom.

We had eagerly anticipated the commencement of our school building project, after receiving a significant government grant to support our capital works program, as determined by the Catholic Block Grant Authority (CBGA), we were thrilled to see the building works commence in October 2025, marking an exciting milestone for our school community. The works are

anticipated to be completed late 2026, with new and innovative learning spaces for our students.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 251 | 294 | 53 | 545 |

* 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 2025. 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 2025 was 89.96%. 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 |
| 91.48 | 91.24 | 91.52 | 90.09 | 89.58 | 89.45 | 86.14 |

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 Department of Education 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 2025:

| | |
|------------------------------------|----|
| Total number of staff | 51 |
| Number of full time teaching staff | 22 |
| Number of part time teaching staff | 13 |
| Number of non-teaching staff | 16 |

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

| | |
|----------------------|----|
| Conditional Teachers | 1 |
| Provisional Teachers | 4 |
| Proficient Teachers | 29 |
| HALT Teachers | 1 |

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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.

St Mary's Catholic Primary School, Toukley, was established in 1973. Our school motto, "Faith, Love and Understanding," calls us to be disciples of Jesus, and our Vision and Mission statements guide us to live, learn, and grow as disciples within a welcoming, inclusive, and evangelising Catholic community. Our authentic and meaningful Religious Education programs and opportunities for students to live out their faith, equips St Mary's students to embody Catholic values and answer the call to discipleship.

Throughout 2025, staff participated in continuous professional learning and spiritual formation centred on Scripture. As a staff, we unpacked the Year of Jubilee and its historical context, then staff went on a pilgrimage to St Patrick's East Gosford where the artifacts of St John Paul II are kept. There was a special liturgy following Mass. These opportunities enabled teachers to deepen their faith and more intentionally connect it to their work as educators. This focus has strengthened connections between students, families, and Jesus through rich, scripture-based learning and faith development.

As Catholic educators, we remain committed to delivering quality Religious Education. Catholic values resonate through all Key Learning Areas (KLAs) and underpin the respectful relationships that define our school community. Staff focused on developing creative and thought-provoking scripture activities, while also revisiting the Religious Education syllabus and programming requirements. Professional learning continued to emphasis effective assessment practices in Religious Education to support consistent, quality outcomes.

Our strong partnership with the parish community remains a central part of school life. Students regularly engage in liturgical celebrations, prayer experiences, and sacramental programs, extending their faith journey beyond the classroom. These opportunities play a significant role in nurturing students as disciples of Jesus and deepening their relationship with God. Throughout the year, we were delighted to see strong family attendance at our Sunday grade Masses, where students led ministries, sang the Thanksgiving Hymn, and gathered for morning tea afterwards. In 2025, many students also celebrated significant sacramental milestones within our parish community.

The broader school community demonstrated remarkable generosity in supporting those in need, both locally and globally. Initiatives led by Mini Vinnies were a key highlight, with students actively involved in social justice efforts such as Kids 4 Community, Project Compassion, the St Vincent de Paul Winter Appeal, the Christmas Appeal, and Mission Month's Socktober campaign. Several student representatives also attended the Diocesan Mission Mass in October.

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.

In 2025, we continued our commitment to achieving high levels of learning for all students. Our teaching team collectively defines “high levels of learning” as students performing at or above their expected grade level. We had an increased focus on improving student outcomes in Spelling and Maths, responding deliberately to identified needs.

Professional learning in Explicit and Direct Instruction remained a key priority. This focus supported staff in building their understanding of recent curriculum reforms and strengthened alignment with new curriculum documents, syllabus content, and teaching expectations.

We maintained a cycle of continuous improvement in 2025. Staff attended targeted and timely professional learning sessions in weekly staff meeting on Spelling and Maths throughout the year. Our Literacy and Maths leaders played a vital role, drawing on insights from a blend of online and face-to-face learning opportunities to shape these sessions.

Our weekly Collaborative Coaching meetings were highly effective. The grade teams met weekly, with an alternating fortnightly focus of Maths and Spelling. These meetings centred on answering four essential questions from DuFour (2006) that guide our teaching practice:

What do we want our students to learn?

How will we know when our students have learned it?

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

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

Whole-school curriculum professional learning was focus. The English and Mathematics syllabuses was successfully embedded across K–6. Staff meetings offered valuable opportunities for teachers to deepen their understanding of new curriculum expectations and explore practical classroom application.

In 2025, we introduced our inaugural K–6 Spelling Bee and our inaugural K–6 Public Speaking Competition. Both initiatives were successful and well received by the school community. Parents attended the finals of each event in strong numbers.

The Learner Diversity Team continued to provide targeted support for students with diverse and additional learning needs. This support extended across all classrooms, with effective intervention programs and small-group instruction addressing both learning and behavioural needs. The team worked collaboratively within classrooms throughout the school to ensure inclusive and responsive practice.

In 2025, we introduced “Tech Weeks” to our school. These provided students in every class and grade with opportunities to engage in targeted, technology-based learning experiences with a clear focus. Our Year 5 and Year 6 Tech Club leaders demonstrated and further developed their skills in both technology and leadership. “In-tech/Insect Week” and “Techmas” are examples of these themed initiatives.

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 St Mary's Catholic Primary School for 2025 is reported in the table below.

| NAPLAN RESULTS 2025 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 72% | 54% |
| | Reading | 64% | 66% |
| | Writing | 70% | 76% |
| | Spelling | 60% | 62% |
| | Numeracy | 73% | 64% |

| NAPLAN RESULTS 2025 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 64% | 63% |
| | Reading | 43% | 73% |
| | Writing | 73% | 65% |
| | Spelling | 61% | 69% |
| | Numeracy | 64% | 69% |

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 2025.

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 significant changes made to this policy in 2025.

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 2025 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

The parents of St Mary's value the welcoming and inclusive nature of our school. We consistently receive positive community feedback through enquiries to the school, interviews with prospective families and through formal data-gathering such as surveys. Below are some comments offered by parents, collected in school surveys:

"I love the sense of community. My daughter has thrived since starting. 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."

"We know that they are well looked after, we know that they are cared for, we know that they are well educated and nurtured."

"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."

Student satisfaction

The students of St Mary's value the relationships and the learning that occurs during their time here. Below are a few comments offered by students, collected in school survey 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 teaches 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 some comments offered by teachers, collected in school survey data:

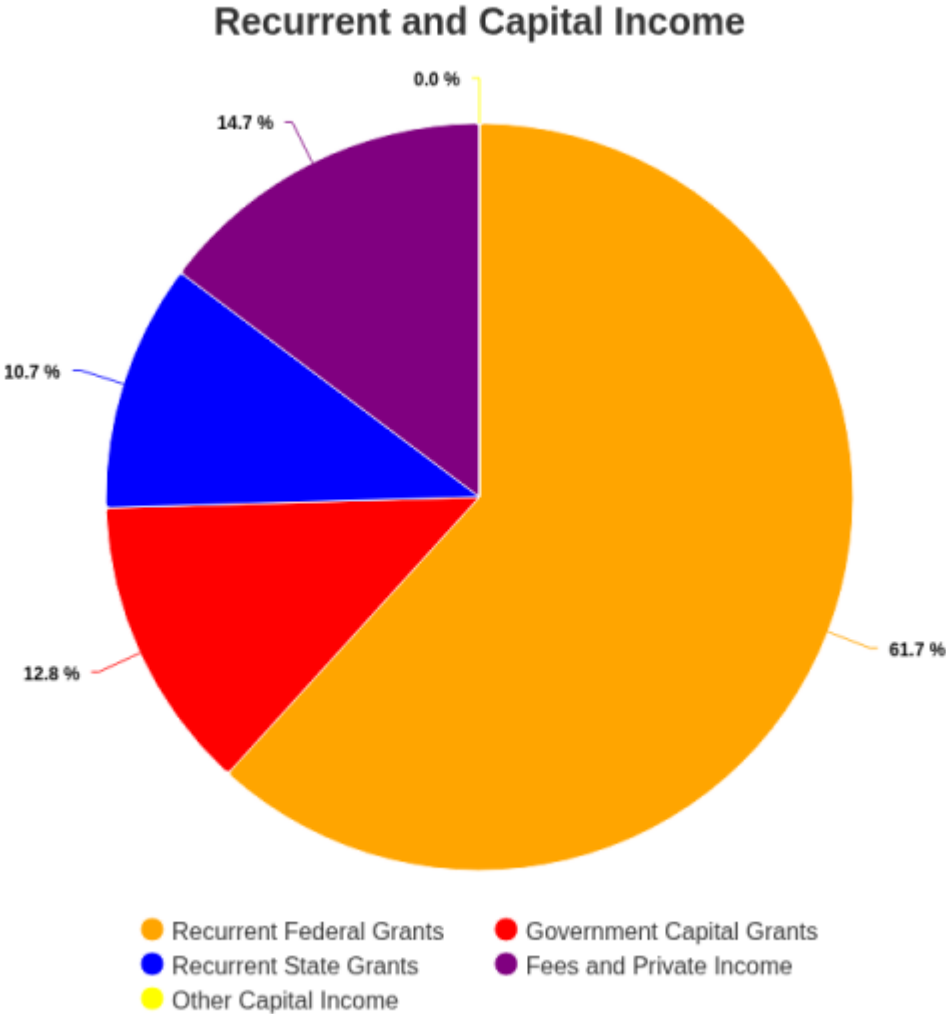
"Being a teacher at St Mary's is both a rewarding and a satisfying experience. We are consistently nurtured and encouraged to grow as professionals. The support that is provided by the Leadership Team, coupled with the collaborative nature of the school creates a positive learning environment for the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

"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."

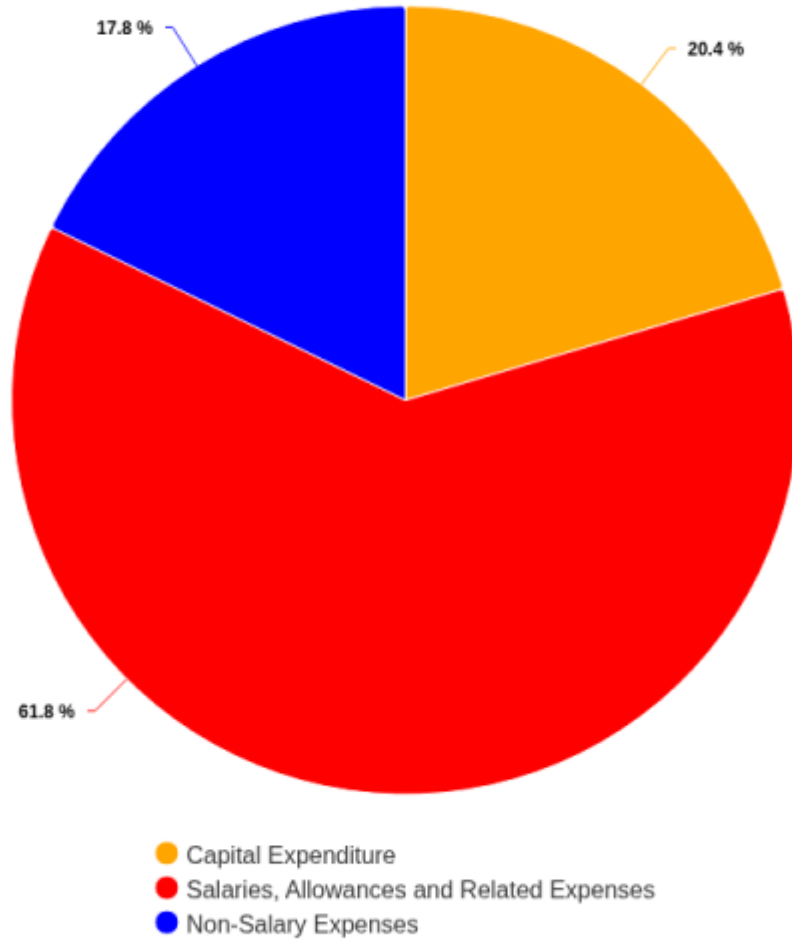
"As a teacher at St Mary's I always feel supported, appreciated, encouraged and valued. I know our leaders are there to guide and support me. I really feel like a part of our community and it's truly a positive place to be."

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT