



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



St Mary's Catholic Primary School

1 Denison Street, MANLY 2095

Principal: Mr Paul McGuire

Web: www.smmdbb.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 (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

This 2022 St Mary's Catholic Primary School, Manly, Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2023 initiatives.

Our commitment to the school's vision and mission, as well as the school motto of 'Listen, Love and Learn', occurs each year at our opening year staff and student's masses. Our devotion to building a school culture based on positive relationships, open and respectful communication, as well as a focus on worthwhile learning for all, is at the core of all we do. A community whereby students and staff are supported through a coaching and mentoring process which enables people to strive to be the best they can possibly be.

Our staff, parent and student relationships are all built on respect, honesty and striving for the common good, the students in our care. We would not be able to focus on this without the tremendous contributions of many people within our whole community. Their enthusiasm for everything the school stands for is testament to the wonderful community perception and school reputation. The amazing support and guidance from our two parent groups, Parents and Friends Association, as well as the School Advisory Group, has been significant in yet another successful year at St Marys School, Manly.

Parent Body Message

Finally, we have seen a move towards normality after the Covid lockdowns, cancelled events and home schooling of 2020 and 2021.

After two years of basically no social activities or fund raising, 2022 was, for the most part, back to normal. We were able to once again hold all the events that show what a great community St Mary's really is. This year we held the first cocktail party since 2019 and it was an amazing success. With "Mingle and Jingle" as the theme, the 2022 cocktail party was a more casual affair and looks likely to have raised close to the goal of \$22,900 (final numbers pending). It was a fun night and was great to see everyone let their hair down and Party! Thanks again to the cocktail party committee for all their hard work.

This year we clarified exactly what P&F funds would be used for going forward. With building works now off the table, it was clearly stated that P&F funds would primarily be used for resources. This includes items such as:

- Stationary Packs for all students ordered by the school and paid for by the P&F. (This should save parents a lot of time and money).
- Literacy Resources
- Music Resources
- Maths Resources
- Sports Equipment
- IT Equipment (iPads / Chromebooks)
- Social Events to build a sense of community (Welcome Drinks for example).

We are always interested to hear new ideas on how funds can best be spent to enrich the learning experience of the children at the school.

After some excellent work from our Treasurer, the P&F invested in two square terminals for electronic payments. This should really help with events going forward.

I would like to thank the P&F members and staff for their continued efforts, and also to all the parents who have helped out at any of the events that we have held this year.

I would also like to welcome any new members to the P&F and wish them all the best for 2023.

Student Body Message

This year has been a great year for the whole school. We have accomplished so much throughout 2022 and I cannot wait for what we will accomplish next year. A special thank you to the staff and class parents who made this year so wonderful and fun. Let's hope next year goes smoothly and we don't have to worry about more Covid outbreaks.

We would like to take time to remember the amazing activities that we have enjoyed throughout the year. From amazing movie nights with popcorn, lollies and laughing with our friends, to the fun school disco, where we danced until we dropped! The wonderful gala days we participated in and the outstanding carnivals where we watched our friends race and we cheered them on. The sensational Carols night what a blast that was!

We would like to recognise the families, students and teachers leaving St Mary's. We thank them for their services to the school. We also say farewell to the families and students that are leaving. On behalf of St Mary's, we wish you luck for your future endeavours. Thank you to our Year 6 class for the fantastic memories I have of this amazing school. Our motto, 'Listen and Love', as well as our school values, will stay with us forever. Thank you St Mary's School Manly!

School Features

St Mary's Catholic Primary School Manly, is a Catholic systemic co-educational school. The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992.

The school currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. The school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide the school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then single stream in Years 5 and 6.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and include: speech and drama; chess; skipping; Science; band; choir; dance; coding; meditation and wellbeing; languages- (Japanese, French, Mandarin, German and Spanish); as well as a comprehensive program within the before and after school care service, with vacation care starting in 2023. Students are able to choose school-based 'clubs' such as technology, homework, song, garden and art, at lunch and morning tea times.

With a school of this age, maintenance and improvement is an ongoing focus. Major refurbishments continued in 2022 and included work completed on the playground, hall and classrooms, by way of painting, carpets, window coverings, shelving and electricals. Continued support from Catholic Schools Broken Bay will see further improvements during 2023, such as roof repairs, play equipment refurbishment, playground surface and sunshade repairs.

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
159	130	47	289

* 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 88.50%. 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
88.50	88.10	89.70	89.90	88.30	87.70	86.80

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	31
Number of full time teaching staff	13
Number of part time teaching staff	12
Number of non-teaching staff	6

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

Staff professional learning is an important aspect of a teachers professional pathway. School priority planning and strategic directions of the school system (Catholic Schools Broken Bay), as well as student and staff needs, are all taken into strong consideration when determining staff learning programs. Within the strong coaching culture evident at the school, each teacher participates in sessions with our Collaborative Coach (Assistant Principal) each week with grade partners and other support staff. These sessions look at student data to inform curriculum planning in Literacy.

Our staff development days (SDD) in 2022 focussed on the following areas-

SDD 1 & 2- Numeracy and Literacy assessments and analysis

SDD 3- School system-wide Professional Learning

SDD 4- Spirituality

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.

Family and Parish Masses recommenced this year after two years of Covid restrictions. Our school Feast Day, Assumption, Listen Love Mass and school liturgies were able to take place with minimal restrictions.

Social Outreach initiatives included support for St Vincent de Paul through Tinnies for Vinnies and Christmas hampers; Catholic Mission - Socktober fundraiser during October to coincide with Mission month and the Diocesan Mission Mass; Project Compassion to support Caritas during Lent.

This year a Parent Engagement Coordinator (PEC) was appointed to support school, Parish and parent connections. In her role in 2022, she liaised with parent volunteers to support Family Mass BBQs, Feast Day activities and Christmas hamper wrapping.

Curriculum, Learning and Teaching

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

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During 2022, the school entered the familiarisation phase of implementing the new English and Mathematics curriculum into Kindergarten to Year 2. In addition to this, the school implements the new Diocesan Religious Education syllabus, which has been launched across Kindergarten to Yr 2.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. Curriculum, Learning and Teaching continued to be centred on two main areas (i) a sustained consistent approach to collaborative coaching in literacy and (ii) gathering and analysing purposeful data to inform the teaching process. An example of this is the use of the School's data tracking tool where teachers are able to review students' progress as it shows results in Best Start, Mathematical Assessment Interviews, PAT-Maths, PAT Reading, AGAT, Reading Levels and previous grades across their school years.

A consistent Kindergarten to Year 6 approach to spelling and writing (proofreading, editing and recrafting) was established throughout 2022. This assisted in reviewing our approach to writing and spelling across all grades.

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	64%	52%	3%	12%
	Reading	73%	54%	9%	11%
	Writing	69%	50%	3%	7%
	Spelling	61%	48%	3%	15%
	Numeracy	63%	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	50%	31%	3%	14%
	Reading	77%	39%	0%	11%
	Writing	46%	25%	3%	18%
	Spelling	68%	37%	0%	14%
	Numeracy	42%	25%	0%	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

In a school such as St Mary's, where the culture is centred on positive relationships and where coaching/mentoring are powerful strategies of support and collaboration. Staff, students and parents are all committed to initiatives which promote respect and responsibility. Our staff Wellbeing Committee meet twice a term to plan and review these initiatives, which in turn are presented to staff at staff meetings, at parent group meetings (Parents & Friends and School Advisory Group) and the Year 6 Pastoral Care Team and their teacher mentor. Our assemblies, newsletter and social media channels are excellent ways to convey the strong culture of respect and responsibility that exists. Initiatives such as Harmony Day, National Day of Action Against Bullying and BEYou Day are important occasions whereby this culture is expressed and celebrated. Our Positive Behaviours for Learning and Values Awards processes are vital in building awareness and celebrating the student commitment to the school's culture where the school motto, school rules and school values are enhanced. Our senior student leaders are supported in building their own awareness of the values of respect and responsibility, so evident in their day to day interactions with each other and the school community. These values, as well as the full set of school values, are important in their own personal development as they continue to grow and mature into becoming the best possible people they can be.

- Harmony Day
- Anti Bully Day
- BeYou Day
- Values Awards
- PBL Awards
- Merit Awards
- Leadership Team

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 Collaborative Coaching Project began in 2022. It proved an outstanding opportunity for teachers to come together to analyse assessment data, map this against syllabus documents and then plan/prepare tasks at student's point of need. Under the leadership of our assistant principal, the project focussed on literacy, spelling and writing.

At St Mary's School, mentoring between students, students/staff and between staff, is vital in promoting a positive culture, especially an effective learning culture. Every staff member has the support of a senior leader mentor, who supports the teacher in promoting the work of Collaborative Coaching, as well as the general tasks of a teacher. They visit classrooms, meet with the teacher and report to leadership weekly.

During 2022, a comprehensive review of the south peninsula Catholic schools was undertaken. One of the review targets was to provide parents with a broader choice option for secondary schooling, as well as building on the positive work of our school in regards to enrolments, particularly in stage 3 (Years 5 & 6). The recommendations which emerged include: the establishment of a stage 3 Hub in Manly, the creation of a Manly K-Yr 12 Precinct and St Paul's Secondary College Manly moving to a co-educational setting from 2025 for Yr 7 and Yr 11.

Priority Key Improvements for Next Year

A school such as St Mary's Catholic Primary will always require ongoing maintenance and refurbishments. The school follows its repairs and maintenance plan consistently and works with Catholic Schools Broken Bay Facilities Team in ensuring that the school continues to be a safe and contemporary space for all. Priorities for 2023 include a focus on play spaces, equipment, surfacing and sunshade. General repairs and maintenance projects from 2022 will continue into 2023.

The Northern Beaches Project (formally Sth Peninsula Schools Project) will continue the initial initiatives planned such as St Mary's senior students visiting St Paul's College Manly, as well as all year 3 students visiting, combined staff meetings between the primary and secondary schools and joint community events such as parent education talks.

Our Collaborative Coaching program will continue with the focus on Literacy for semesters one and two. The later half of the year will see the school focus on Numeracy, this will continue into 2024.

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 School Advisory Group (SAG) has met on four occasions through the year. On each occasion, the school's executive and the parents of the SAG met to provide advice, opinions and thought leadership to the Principal and the Executive on a variety of matters as per the SAG charter focussing on the following 7 areas:

Mission

Policy

Strategy

Educational leadership

Collaboration and communication

Relationship building; and

SAG sustainability.

During 2022, SAG welcomed 3 new members, combining with existing parent members, we had a successful and productive year. A diverse group able to provide thought leadership and advice on a range of issues as raised by the Executive from time to time.

The School Advisory Group (SAG) plays a vital role in strategic decision making and includes community satisfaction as an important component. I wish to thank all the members of the 2022 SAG for their time and contribution to the group. I would also like to thank retiring members, who along with myself, are leaving this group after many years of thoughtful service.

This is an important structural support group, providing sample 'parent voice' to the leadership of our school. It has run successfully for the last nine years and we urge parents to take up a representative role in the future. A positive school culture is built on many things, not the least, open communication, trusting relationships and partnership with parents and the wider community.

These sentiments were expressed in the Tell Them From Me survey conducted in 2022. Parent responses identified St Mary's as a "friendly school community" that has a "calm and warm feel". They especially liked the focus on "school values" and the strong emphasis on "wellbeing" and "pastoral care". Parents were impressed by how senior students are "empowered" within the school and their "behaviour" was a prime indicator of the quality

education provided at St Mary's. Further focus on further creating an inclusive school was noted and will be included in 2023 planning. Also, during 2022, the school conducted a survey on why parents choose St Mary's School Manly. There were very strong indicators across many areas, these included: Values, size, caring community, proximity, quality of Principal, siblings attend, quality of learning programs and reputation, to name a few.

Student satisfaction

During 2022, students from Years 4-6 completed the TTFM (Tell Them From Me) survey once again. The overwhelming majority of students showed a "positive sense of belonging" and the majority reported that they have "positive relationships" at school. Their responses indicated that they "valued schooling outcomes", displayed "positive behaviour at school", "are interested and motivated" and apply "effort" in their learning. The students "feel safe" and have "positive teacher-student relations".

Our senior leadership formation program is central to, not just their growth as role models, but in the vital role they play in setting the cultural tone of the school. Senior students work with their staff mentor in realising their plans for the year in contributing to the positive nature of the school. Students express great satisfaction in leading the school at assemblies, playgroup sessions, school and parish masses, charity and outreach programs, sports carnivals, community events and at diocesan opportunities.

Teacher satisfaction

Each year, staff engage in their own personal 'Staff Goal Setting', which involves understanding system and school goals influencing their own individual growth pathways for 2022. Meeting regularly with the Principal and their own staff mentor, staff are committed to these goals with regular checkins.

Staff completed the 'Tell Them From Me' survey and indicated their appreciation of the school culture, focussed on learning and wellbeing. The Collaborative Coaching Program was central to their development as teachers and the ability to know and understand better how to cater for the needs of students in their classes. The focus on Literacy has engaged all staff-teachers and support staff in enabling them to know their class even better.

Staff retention and recruitment at the end of 2022 was always going to be a challenge, given national and international teacher shortages. This was the case at St Mary's School, however, staff retention was high and recruitment positive with the school settling on 2023 staff early in term 4.

The school continues to be a designated Early Career Teacher Hub, linked to Notre Dame and Australian Catholic Universities. This is a significant statement on the school culture and the

supportive structures which exist. Many of our staff completed the training and development programs at St Mary's School, Manly.

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	\$2,261,590
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$602,150
Fees and Private Income ⁴	\$1,262,368
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,246
Total Income	\$4,127,356

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$74,765
Salaries and Related Expenses ⁷	\$3,168,301
Non-Salary Expenses ⁸	\$1,255,685
Total Expenditure	\$4,423,986

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