



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## ANNUAL SCHOOL REPORT



**Maria Regina Catholic Primary School**

42 Central Road, AVALON BEACH 2107

Principal: Miss Kirsty Thorpe

Web: [www.mradbb.catholic.edu.au](http://www.mradbb.catholic.edu.au)

[www.csodbb.catholic.edu.au](http://www.csodbb.catholic.edu.au)

---

## About this report

---

Maria Regina Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). 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 in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

Maria Regina Catholic Primary School Avalon is a welcoming, inclusive school where staff, parents and Parish work towards providing the children with happy, yet challenging learning experiences. The School's motto "Making a Difference" and vision 'Ignite, Connect and Excel' is lived out in the community by embracing and celebrating the uniqueness, creativity and achievements of each individual.

The School nurtures and challenges students to become lifelong learners and believes in providing an innovative, purposeful learning environment where students are actively engaged in their learning - discovering, exploring, creating, and thinking critically about the world in which they live. The School is committed to excellence in teaching and learning, providing experiences that are relevant, stimulating and developmentally appropriate.

The 2021 school year proved to be challenging given the COVID-19 restrictions, lockdown and subsequently the inclusion of Home-Based Learning for 15 weeks. The school year was heavily disrupted with various events, professional learning and school experiences postponed or cancelled.

### Parent Body Message

The school farewelled their long standing Principal, Mrs Kathy Gee, and welcomed, Miss Kirsty Thorpe into the role. The school has been reignited with Miss Thorpe's energy and initiatives to make Maria Regina the best place possible for staff, students and families.

The staff of Maria Regina are to be commended for the seamless transition to and from Home Based Learning. The dedication, passion and talent of the staff is to be recognised as students continued to flourish throughout this period and student wellbeing was evidently very important to everyone. The work teachers did during the period of HBL was outstanding and was recognised in the local community as well.

Even though the parent body missed interacting with the students and teachers, due to COVID restrictions, communication remained constant and clear which resulted in a strong school spirit being maintained and developed.

Maria Regina is a beautiful community to be part of and as parents we are valued for our partnership in our child's education.

## Student Body Message

Although Maria Regina had to go back to home based learning in Term 3 and 4, 2021 was an extremely successful year for our school in the year of faith. Our wonderful teachers and peers helped everyone make new and incredible relationships throughout our learning in 2021. Especially with home based learning, every teacher strived to make sure we were in a peaceful environment to succeed in our subjects. Though our period of home based learning was a challenging time, we would still be having some of the best days together as if we were learning in our classrooms. One of our school's favourite memories of 2021 was having fun Friday assemblies on zoom.

During the first 2 terms of 2021 at Maria Regina, we were so excited to finally meet our new principal Miss Thorpe. She has brought so much joy and light into our school and has taught many amazing things that are going to stick with us as students of Maria Regina.

Our 2021 school leaders have made a huge difference to our school such as upgrading the canteen, making clubs at lunchtime and boosting the spirits of students. Our leaders helped us interact with technology and learn how to do schoolwork from home. If there's one thing to remember 2021 by is to just have faith.

---

## School Features

---

Maria Regina Catholic Primary school is located in the Diocese of Broken Bay on Sydney's Northern Beaches. Students are primarily drawn from the Northern Beaches area north of Mona Vale.

The school has a rich past and was opened by the Good Samaritan Sisters in 1959. In 2021 there were approximately 140 students attending Maria Regina school from a variety of cultural backgrounds. These students were well supported in their learning by 18 full and part-time teachers. Music, Physical Education, Library, Art and Japanese are taught by specialist teachers on a weekly basis.

Curriculum integration is embedded into the approach to teaching and learning. Classrooms are modern, well-equipped and designed for optimum learning opportunities. Technology is utilised in all aspects of the curriculum by the use of interactive white boards and panels, laptops, iPads, Apple TVs, Chromebooks and Google applications. Located close to Avalon Beach, the local beaches and parks are used to support learning. The School grounds encompass modern play areas, under-cover spaces, a flourishing eco-garden, an imaginative terrace space, and a beach-inspired creative play area. Students have the opportunity to participate in many activities including band, choir, public speaking, Japanese, dance fever, sporting activities, gala days, competitions and after-school clinics

When COVID restrictions allowed, extra-curricular activities included piano and the junior and senior school bands. Due to COVID restrictions inter-school activities were unable to go ahead after Term 1, 2021.

Public Speaking is highly valued and nurtured in all classes and the annual competition K-6 was able to be held which demonstrated the resilience and determination of all students.

The staff at Maria Regina worked tirelessly to ensure Home Based Learning catered for the academic, social and wellbeing needs of all students and families. Daily zoom sessions allowed for explicit instruction, social interaction and fun to be had by all students. The use of online programs (Google Classroom, See Saw, Zoom and social media), students were able to share their learning and remain part of the school community. School events continued to be held via Zoom, including weekly assemblies, Grandparents Day and Father's Day liturgies and fun events such as discos and trivia nights. The transition between Home based Learning and returning to school was highly successful at Maria Regina and all staff, students and parents remained calm, supportive and safe during 2021.

---

## Student Profile

---

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
71	65	17	136

\* 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 2022. 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 2021 was 95.28%. 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
96.39	93.39	95.63	96.18	95.66	94.78	94.96

## 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 2021:

Total number of staff	23
Number of full time teaching staff	10
Number of part time teaching staff	7
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: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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

In 2021 we started the year off with a Staff Development Day (SDD) which was a great introduction to a new Principal and some new procedures and structures for the year, including those relating to COVID guidelines. During this SDD the staff developed a staff mission, shared goals and vision for the year ahead.

Our second SDD for 2021 was held at the end of term 2 and was a whole Diocesan day. The Bishop and Director of schools presented the Towards 2025 strategy and vision to the Broken Bay staff.

We were unable to hold our staff spirituality SDD in 2021 due to the period of lockdown, so the staff are very much looking forward to one in 2022.

One of the final SDDs of 2021 was transferred into two twilight meetings that were fortunately held prior to the lockdown period of term 3 and 4. These twilight meetings were 3 hours each. The first twilight was about Mathematics - analysing data, creating quick wins and planning for student growth. The second twilight was on PBL (Positive Behaviours for Learning) and developing expectations and learning experiences for the year ahead.

The final Staff Development Day of 2021 was compliance issues - it included CPR, Anaphylaxis training, the completion of SALT modules and handover between teachers for the 2022 school year.

---

## 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. This 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

At Maria Regina during 2021, the School community and Parish continued to work together participating in zoom liturgies to celebrate whole school events such as Father's Day and Grandparent's Day. Members of the School community supported the Parish's 'Year of Family' initiatives however, participation was limited due to restrictions.

The School's social justice program follows a specific schedule each year covering issues on a local, state, national and global level. On the global level the support of the village of Soibada in Timor Leste continued to be a priority as well as involvement with Caritas, Catholic Mission and the Vinnies winter appeal.

Teaching staff had opportunities to participate in Professional Learning to upgrade their knowledge about teaching Religious Education. A new Religious Education Syllabus is being implemented starting in the early years. This student-centred pedagogy invites each child to continue their journey of faith in an experiential learning environment. Teachers continue to refine programs to better enable their students to delve deeper into the scriptures. More dynamic ways to explore scripture continue to be developed.

---

## 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.

The staff at Maria Regina successfully navigated the very steep learning curve of teaching online during Home Based Learning (HBL) and this professional development continued through the remainder of 2020. The period of HBL provided deep learning experiences when teachers led each other through navigating new online teaching strategies and pedagogies. The new online teaching strategies and the inclusion of ICLT continued to be authentically integrated across all Key Learning Areas that heightened engagement, challenge and critical and creative thinking throughout the remainder of 2020.

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 are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. 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.

At the core of learning and teaching at the School is the recognition that the early years of schooling shape attitudes towards lifelong learning. Building positive relationships with children, giving them agency in their own learning, and providing them with success criteria and a rich and engaging learning environment is key to successfully preparing the students for their future. We believe in learning that is based on problems to be solved and implemented a whole school focus on creative and critical thinking into the curriculum. At the School we seek to create learning environments that foster and promote experiences where children collaborate with each other and develop their social skills and growth mindset. The School values the importance of catering for the individual needs of the learner and differentiating tasks to meet these needs and challenge learners. The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher. Our students are continuously enriched and challenged through our 'SOAR Higher' program which caters for students who are gifted and talented.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	54%	0%	11%
	Reading	75%	55%	0%	10%
	Writing	75%	53%	0%	6%
	Spelling	65%	49%	0%	13%
	Numeracy	45%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37%	35%	5%	14%
	Reading	37%	40%	0%	11%
	Writing	26%	20%	0%	18%
	Spelling	37%	38%	21%	14%
	Numeracy	30%	29%	10%	15%

---

## 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 2021.

### 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 2021.

### 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 2021.

### Initiatives promoting respect and responsibility

Maria Regina School is continuously developing and promoting the values of respect and responsibility through initiatives relating to both our school & the wider community.

We have reinforced our position as a 'PBL' (Positive Behaviour for Learning) school. We use our school rules – Respect Yourself, Respect Others and Respect the Place we are in – to create a positive and safe environment. Additionally, we have created a new school vision 'Ignite, Connect and Excel' to encourage all community members to strive to be their best in all aspects of school life.

Our Wellbeing Support Team, run by school staff, with parent and community support, continues to make informed decisions on how to improve the wellbeing of our students. The team continues to meet once a term. Data derived from Compass Chronicles is analysed and discussed during these meetings.

Teachers have worked collaboratively with students to map each student's general personal and social capabilities using the Social and Emotional Learning (SEL) continuum. Wellbeing and growth mindset strategies continue to enhance positive attitudes towards the wellbeing of staff and students. The School is a community that provides a strong sense of wellbeing, belonging and security where students are given every opportunity to be affirmed with dignity and assisted to grow to the fullness of their potential. Our school community sees great value in increasing the wellbeing of all individuals by building on their strengths. We foster a growth mindset. Wellbeing is at the heart of our teaching and learning. By increasing the wellbeing of our learners and by focussing on what they can do, the students become more engaged in their learning experiences

---

## School Improvement

---

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

Many of the key improvement goals for 2021 were carried over from 2020 as COVID prevented many initiatives to occur. Unfortunately, the 2021 COVID restrictions and lockdowns further prevented many key improvement goals from being realised.

However, a significant success of the school was the implementation of the 15 week Home Based Learning program that allowed for students to stay connect but also continue with their academic development and progress. Implementing this program included many key learnings for the staff, including advancement in technological skills, developing different teaching methodologies and assessment techniques.

The staff participated in an Improvement program with Linda Bendikson, from Auckland University, to create improvement goals which focused on real-time data. The focus for Maria Regina was counting in Maths. The initiative resulted in short-term gains for many of the students across all grades. Additionally, the staff implemented improved teaching strategies to enhance inferencing skills based on the skills and knowledge learnt through Linda's program.

### Priority Key Improvements for Next Year

The key improvement goals for 2022 include initiatives to enhance academic achievement, student leadership opportunities and to rebuild and strengthen the school community after two years of COVID restrictions.

Our teaching and learning goals will focus on developing writing skills - including enhancing sentence structure, the use of more sophisticated vocabulary and advanced spelling skills. Additionally, the teaching staff will continue to analyse formative and summative assessment

data to create short term goals for Maths achievement based on the number strands (whole number, addition and subtractions, multiplication and division).

Throughout 2021 we will strive to strengthen our student leadership program where our Stage 3 leaders create and embed initiatives to improve the experience for each child at Maria Regina. Students will explore and study leadership characteristics and capabilities, in order to develop their own.

Throughout the past two years, COVID restrictions have prevented parent engagement and involved in the school (other than zoom sessions). Therefore, a key goal of 2022 will be to re-engage and rebuild the partnership between families and the school.

---

## 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

During 2021, parent voice was sought throughout the year, especially during and after Home Based Learning. A large group of parents completed surveys that were sent out by individual teachers and from school leadership. The TTFM survey, held in Term 2, showed parents were highly satisfied with the school.

The level of parent engagement in school events depended greatly on the mode of delivery. In Term 1, we were able to hold numerous highly successful and enjoyable events (Parent Education in Numeracy, The Colour Run and our Mother's Day breakfast). However, for the remainder of 2021, parent meetings and any school events were held via zoom. Parent engagement shifted throughout the year as families focused on getting through COVID lockdowns and ensuring the safety and health of their families.

The staff and parents of Maria Regina, are very much looking forward to re-uniting in 2022 and being able to rebuild the vital partnership between home and school.

### Student satisfaction

Throughout 2021, students were surveyed numerous times to discover their thoughts about: levels of student engagement, challenge with learning, and their overall satisfaction at Maria Regina.

Student voice was especially important during our periods of Home Based Learning and the process of returning to school. Teachers and school leadership needed to know where their students were at with their emotional wellbeing during the pandemic, as this was vital for continued learning.

The students continue to respond very honestly and candidly about their favourite aspects of school life and were able to articulate why these aspects of school life were special to them. Overwhelmingly, students enjoy coming to school and have a genuine love of learning, being challenged and feel their teachers know them well and cater to their personal and academic needs. Finding ways to heighten student voice is a goal that we will continue to work on throughout 2022 and beyond.

## Teacher satisfaction

Teacher surveys (conducted throughout the whole year to check in with teachers during Home Based Learning and the remainder of the year of the pandemic) have shown teachers are highly satisfied with many aspects of their work and life at Maria Regina. Staff worked collaboratively with the new leadership team and new Principal to ensure a strong sense of team, mutual respect and trust were established. Staff especially appreciated the commitment and dedication of leadership during a year of change and unprecedented challenges.

Staff engagement is consistently high at all school events, Professional Learning opportunities and the daily running of the school. Staff enthusiastically contribute to assisting in school events, contribute to school decision making and openly discuss their successes and needs with each other. Staff work collaboratively to heighten learning experiences for students and develop teacher content knowledge.

Throughout 2021, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,758,220
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$475,828
Fees and Private Income <sup>4</sup>	\$525,884
Interest Subsidy Grants	\$1,785
Other Capital Income <sup>5</sup>	\$20,597
<b>Total Income</b>	<b>\$2,782,314</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$3,314
Salaries and Related Expenses <sup>7</sup>	\$2,040,362
Non-Salary Expenses <sup>8</sup>	\$640,308
<b>Total Expenditure</b>	<b>\$2,683,984</b>

### 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 2021 REPORT