



CATHOLIC SCHOOLS AUSTRALIA

2022

ANNUAL SCHOOL REPORT

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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

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 provide the children with a learning environment that caters for individual needs, ensuring each child develops wholistically in God's image. 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.

Maria Regina is a school that 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. At Maria Regina, we strive to set high expectations to ensure each child reaches their full potential.

Throughout 2022, the school community enjoyed many opportunities to come together after COVID restrictions were eased. Staff, students and family members were able to host functions and experiences with the focus to re-build, re-ignite and re-focus the school spirit and special community within Maria Regina.

Parent Body Message

Maria Regina is a beautiful community to be part of and as parents we are valued for our partnership in our child's education. As a community we enjoy being part of such a welcoming, nurturing and energised school. Throughout 2022 the parent body deeply appreciated the many school events that brought us back together after years of COVID restrictions. The parent body organised many wonderful events, including both 'fun-raising' events and fundraising events; such as Mother's and Father's Day breakfasts and a Hollywood themed social night.

Additionally, our parent community enjoyed spending time in classrooms, volunteering in the school and being part of the children's learning journey. Parents at Maria Regina appreciated the opportunity to attend education sessions to learn about such topics as Numeracy, Gifted and Talented education, the new curriculum and Religious Education.

Over the past two years, 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. As parents we greatly appreciate being involved in consultative processes for decision making

School Features

Maria Regina is a co-educational school 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. Maria Regina caters for students in Kindergarten through to Year 6. Maria Regina is one of three schools in the Parish and supports the Parish Priest Fr. Richard Sadowski.

The school has a rich past and was opened by the Good Samaritan Sisters in 1959. In 2022 there was approximately 150 students attending Maria Regina school from a variety of cultural backgrounds. These students were well supported in their learning by 24 full and part-time teachers and non-teaching school staff. Music, Physical Education, Library and Japanese are taught by specialist teachers on a weekly basis. Curriculum integration is embedded into the approach to teaching and learning.

The parent community has supported the easing of COVID-19 concerns in 2022 and the school in many volunteer

Northern
was well
teaching
community

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. Our Year 6 top performing students had the opportunity to compete in the Northern Beaches and Diocesan Public Speaking competitions.

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
76	71	12	147

* 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

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

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 2022 the Maria Regina staff started the year off with a Staff Development Day (SDD) which allowed new and existing staff to revise procedures and structures for the year. During this SDD the staff developed a staff mission, shared goals and vision for the year ahead.

A second SDD for 2022 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 hosted a Staff Spirituality SDD with our partner Parish school, Sacred Heart Mona Vale. During this SDD the staff explored the new CSBB Catholic Charter, listened to the words of Richard Leonard and explored our own faith based on these stimuli.

Our two final SDDs of 2022 were transferred into four twilight meetings that were held throughout the year with our local mini-cluster

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

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 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

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 staff progressed through the familiarisation phase of the new NSW K-2 English and Mathematics syllabus. These new syllabus will be implemented in 2023. Additionally, CSBB introduced a new Religious Education syllabus for Kindergarten which will progress through all grades in coming years.

At the core of learning and teaching at Maria Regina 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 high expectations 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 Maria Regina 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. Our Learner Diversity team also assist students who require additional support, reinforcement and revision of concepts and skills.

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	39%	52%	0%	12%
	Reading	56%	54%	6%	11%
	Writing	65%	50%	0%	7%
	Spelling	33%	48%	17%	15%
	Numeracy	50%	34%	11%	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	42%	31%	0%	14%
	Reading	58%	39%	0%	11%
	Writing	26%	25%	0%	18%
	Spelling	32%	37%	5%	14%
	Numeracy	32%	25%	5%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

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](#)

increasing the wellbeing of our learners and by focussing on what they can do, the students become more engaged in their learning experiences.

Our major teaching and learning goal is our work in Collaborative Coaching to improve student writing, specifically sentence structure. Our minor goal in teaching and learning is Mathematics to ensure our students grow their skills and knowledge in counting and demonstrate a

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

The TTFM presented very positive data from our Year 4-6 students that their sense of belonging, sense of safety, teacher expectations and overall satisfaction has improved dramatically in the past couple of years.

Teacher satisfaction

Teacher surveys have shown teachers are highly satisfied with many aspects of their work and life at Maria Regina. Staff worked collaboratively with the new leadership teams (a new AP started in 2022 and went on maternity leave in Term 3) to ensure a strong sense of team, mutual respect and trust were established. Staff appreciated the commitment, support and dedication of leadership within and outside the classrooms.

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

Collaboration, team-work and professional partnerships within the Maria Regina staff has heightened enormously with the implementation of Collaborative Coaching. The benefits of this program are evident in all aspects of the school as teachers have developed their professional relationships with teachers across the school.

Throughout 2022, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,620,115
Government Capital Grants ²	

\$04.67 Tf0.75 0 0 0.75 75.37 502.03 Tm【GranTmETQq02】JJETState

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