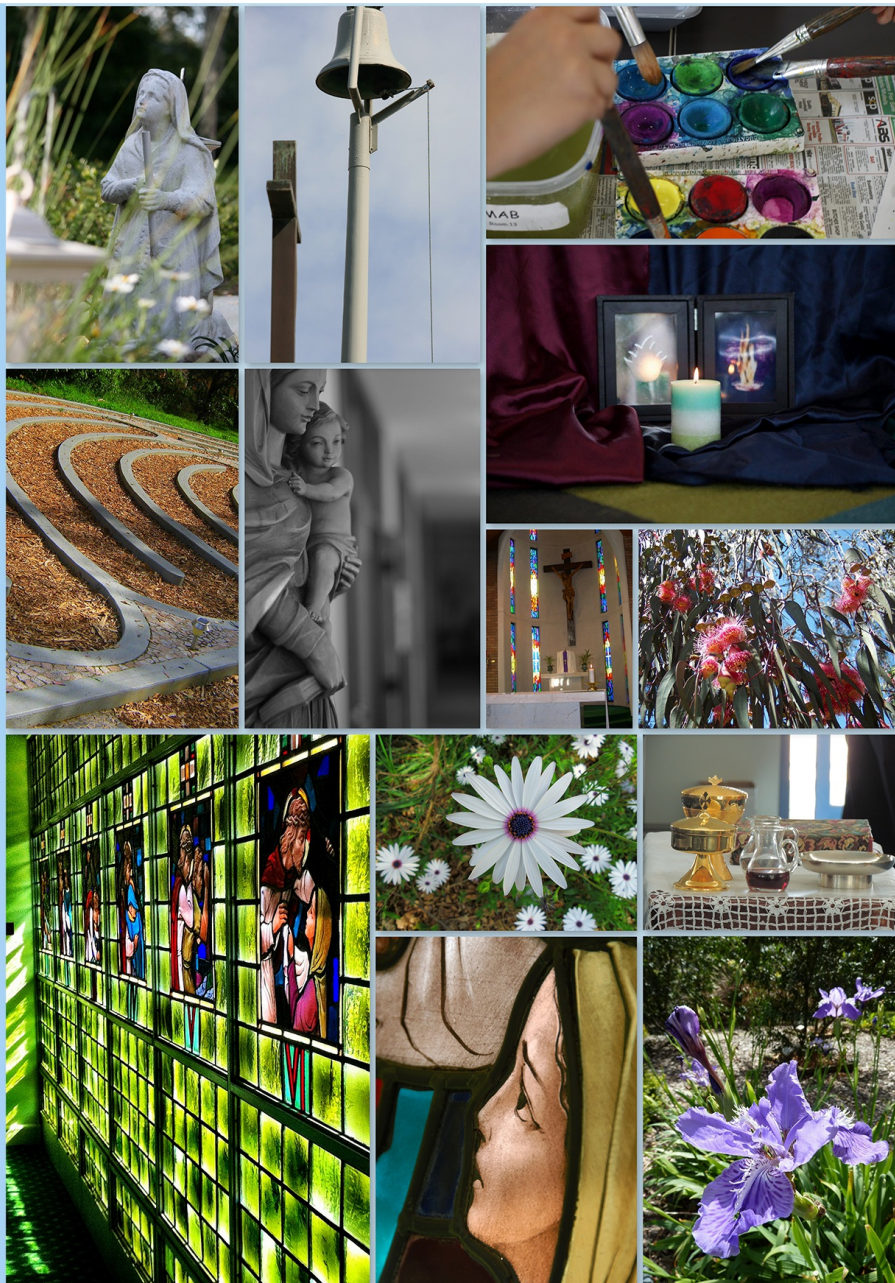


2015 annual school report



St Cecilia's Catholic Primary School, Wyong

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ABOUT THIS REPORT

St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2015 was a year of change for St Cecilia's. The appointment of a new Principal, Assistant Principal (AP) and Religious Education Coordinator (REC) marked a new way forward for the School. Change brings with it a new vision and perspective and I feel privileged to be a part of the community and to share my knowledge and experience.

The staff are a dedicated group of professionals who have worked collaboratively to provide students with a rich and nurturing learning environment that caters for the needs of all students. The staff have actively engaged in professional development to ensure their programs are contemporary and highly effective.

The physical environment of the school has also seen change with a number of significant improvements made to the site over the year.

This report is an opportunity for the community to share in the developments of the year and to gain an insight into the growth that has taken place. I am confident that the future of St Cecilia's is a bright and positive one. 2016 marks St Cecilia's 100th year and I believe we have begun a journey that would make the founding sisters proud.

Parent Body Message

The aim of the Parents and Friends (P&F) is to foster parent engagement and bring the community together. We understand the importance of maintaining good relationships between parents and the school for the children's education. In our school community we are lucky to have dedicated parents and teachers working together. Some of the ways parents engage in the school include: volunteering for canteen, assisting on sport/carnival days, attending the number of activities organised by the school (Father's day, Mother's day, Grandparent's day), attending P&F meetings and parent engagement sessions, attending excursions and paying the fundraising levy to provide assistance for school projects. The school community fosters the partnership by keeping the parent body informed about school events. This is achieved through fortnightly newsletters and email updates on alternate weeks, school calendar with key dates, Facebook updates, an app for mobiles, P&F meetings and informing the parents of school improvement projects. These initiatives ensure the relationship between the school, parents and students grows stronger, thereby making the children the benefactors of our involvement.

Student Body Message

St Cecilia's is a fantastic school to be a part of. We all get the opportunity to mix with other grades and to participate in peer support. Everyone is welcome here and we look out for each other. We have teachers that provide great education. We have regular masses and liturgies and have the opportunity to be part of parish masses. The school is run fairly and everyone gets a say through the School Representative Council (SRC) and our School Captains. We have three simple

school rules, 'Be Safe, Be Respectful and Be Cooperative'. These rules keep us safe and help us to 'Let our Light Shine'.

SECTION TWO: SCHOOL FEATURES

School Features

St Cecilia's Catholic Primary School Wyong, is a Catholic systemic co-educational school.

St Cecilia's was opened in 1916 by the Sisters of St Joseph. The Sisters originally established it as a secondary day and boarding school as well as a primary school. The primary school was named St Cecilia's and the secondary school, which provided an education up to Intermediate level, was named St Joseph's. In 1966, the decision was made to offer only a primary education. During the early eighties, there was a considerable increase in school enrolments and several classroom blocks were erected to cater for the numbers. The Sisters of St Joseph withdrew from St Cecilia's at the end of 1988 and the first lay principal was appointed in 1989.

The school has remained a K-6 school that draws from a large area in the Wyong Shire. It is a part of the Wyong Parish sharing the parish with St John Fisher Tumby Umbi and St Peters Tuggerah.

The students of St Cecilia's are actively involved in a number of diocesan and community initiatives including public speaking, debating, sporting events, community activities such as ANZAC Day celebrations and many others. Year 5 and Year 6 students have had the opportunity to take part in leadership and social skills programs as well as overnight excursions to Canberra and Southern Cross Ranch, Somersby.

The year also saw a number of changes made to the school site such as the refurbishment of the oval, removal of railings and the installation of amphitheatre style seating. Air conditioning has been installed in the hall creating a more pleasant environment for the school and community.

The school community boasts an active parent community who assist whenever possible to support their children and the school. Events such as Mother's day, Father's day and Open School days are well attended with parents valuing the opportunities to be actively involved. Social events include school discos which the students thoroughly enjoy.

Parents also have the opportunity to assist in the classrooms. They are able to gain a thorough understanding of their children's learning through parent teacher interviews held twice in the year as well as the invitation to meet with their child's teacher whenever the need arises.

The school has a Family Liaison Officer (FLO) who is working towards building positive connections between the school and home.

St Cecilia's is a school that is looking towards the future and nurturing our students to grow spiritually, academically, emotionally, physically and socially.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
188	142	38	330

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 93.46 %. 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
94 %	95 %	94 %	93 %	94 %	93 %	92 %

The school reminds parents of the importance of school attendance and proactively monitors students with high absenteeism.

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	8	33

* This number includes 14 full-time teachers and 11 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	25
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Mathematics: Review of the implementation and analysis of the Mathematical Assessment Interviews (MAIs)
Day 2	Science and Technology: To build staff understanding of the new NSW Science and Technology syllabus and plan a teaching unit for Term 2
Day 3	KidsMatter Component 4 'Helping Children Who are Experiencing Mental Health Difficulties' and Religious Education 'Joy of the Gospel'

A focus of PL for the year related to the implementation of the new syllabus documents. Literacy

and numeracy staff meetings were led by the school literacy and numeracy coaches. Early career teachers attended the Diocesan early career teacher's program and were supported by mentors and supervisors within the school.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The opening School Mass was combined with Ash Wednesday to create a very prayerful and reflective Liturgy which involved the St Cecilia's parish and school community. During this Mass new families were welcomed and had stones blessed to place in the school garden. The 2015 School Captains were commissioned, and Kindergarten students were welcomed and given a special blessing by their new Year 6 buddies. Year 6 students attended the Diocesan Cluster Mass with the new Diocesan Bishop, Bishop Peter Comensoli.

Liturgies were celebrated for a variety of events including Lent, Catholic Schools Week, St Joseph's day, Harmony day and Holy Week. Year 4 led a parish Mass and the whole school was invited to help with the Palm Sunday Mass. Our local parish priests visited classrooms to talk with the children and also held reconciliation for classes in the school hall.

Term 2 began in a busy manner with the 100th Anniversary of ANZAC Day being commemorated. The annual Mother's day breakfast and Liturgy was a highlight of the term. Mass was also celebrated for Pentecost along with class masses being held for Kindergarten, Year 2, Year 3 and Year 6. Year 2 celebrated the sacrament of Confirmation with Bishop Peter in four beautiful ceremonies in the parish.

Term 3 saw the children in Year 3 make their first Reconciliation. Two of the most popular Liturgies of the Year, Grandparent's day and Father's day, were also celebrated, along with Liturgies for Mary MacKillop, (who the school has a strong tie to through its Josephite history), the Transfiguration and the Assumption. Term 3 also saw a mission focus for Years 5 and 6, where students participated in a sleep-out. The children brought in food and new items to help the needy in the local community, which was then donated to Coast Shelter. The first parent formation morning on the theme *Spirit of Motherhood*, was led by the Catholic Schools Office (CSO).

Term 4 began with Mission Month, with fund raising through a very successful Crazy Sock day and visiting guest speakers talking about helping the poor in the shanty-town of Candela in Lima, Peru. Other activities included: the School Captains attended the Catholic Mission Mass at Waitara; Year 3 celebrated their first Eucharist in the parish; Liturgies were held for St Cecilia's day, All Saints and All Souls days, Remembrance day, and Advent; Kindergarten and Year 1 parish

Masses were conducted; the school celebrated its Feast day with a very special and reverent Mass.

The year concluded with an awards and Christmas carols afternoon which followed our end of year Mass. Year 6 graduated at a very moving Liturgy held in our school hall.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2015 the school implemented the new NSW syllabus for the Australian curriculum in Science and Technology. Staff were inserviced throughout the year on the new curriculum working with the leadership team and CSO staff. Staff utilised the CSO and Primary Connections program to develop units of work to meet the curriculum outcomes and learning needs of the students.

The literacy coach model was introduced this year to support the students learning outcomes in English. Staff meetings were used by literacy coaches, the principal and CSO Education officer to provide professional development for staff, to deepen their understanding of the NSW syllabus for the Australian Curriculum in English. Teachers were supported in the implementation of English teaching and learning strategies through the learning cycle. This involved identifying needs, planning, coaching and implementing quality teaching practice. This process allowed staff to be supported and strengthened in their areas of need as well as supporting the needs of the students in their classes. The CSO English block model is consistently used across all classrooms, along with appropriate task board strategies and learning intentions.

A major focus in 2015 has been the continued professional development of teachers in Mathematics. A number of staff meetings were allocated to Mathematics, providing teachers with practical ideas for improving student results in mathematical understanding. The *Extending Mathematical Understanding* (EMU) program continued into its second year. One specialist teacher undertook the training for *EMU in the Middle Years* and two successful EMU intervention groups were run during the year. Opportunities were given to all staff to experience coaching in mathematics, working cooperatively with an EMU specialist teacher and leader. This enabled staff to discuss and work on their areas of need in team teaching situations in order to assist student development. *Mathematics Assessment Interviews* (MAIs) were undertaken for all students and the results of these provided teachers with information for point of need teaching. Staff have successfully used the *NSW Mathematics syllabus for the Australian Curriculum* for planning, programming and teaching Mathematics in 2015.

SECTION SEVEN: 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.70 %	52.20 %	5.90 %	10.70 %
	Reading	49.00 %	48.20 %	3.90 %	11.00 %
	Writing	68.70 %	46.80 %	4.00 %	7.40 %
	Spelling	47.10 %	41.20 %	11.70 %	14.80 %
	Numeracy	43.20 %	33.50 %	7.90 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	32.70 %	35.90 %	13.40 %	16.60 %
	Reading	36.60 %	33.50 %	7.70 %	18.10 %
	Writing	25.00 %	19.10 %	5.70 %	17.60 %
	Spelling	36.50 %	32.60 %	17.30 %	15.30 %
	Numeracy	27.40 %	27.80 %	11.80 %	15.80 %

NAPLAN Comments

Year 3 students achieved above national counterparts with regard to the percentage of students

in the top 2 bands across all NAPLAN aspects. This was also the case for Year 5 students with the exception of grammar and punctuation and numeracy. When compared to students nationally in the bottom 2 bands, the school's performance was favourable.

Further analysis of the data showed the need to develop the first wave teaching approach in English to further strengthen these results. Staff were supported during the year by two literacy coaches utilising the *Teacher Inquiry and Knowledge Building Cycle* (Timperley, 2008). To further support staff the school has appointed an additional literacy coach for commencement in 2016. This will enable the coaches to work within stages. The School Improvement Plan (SIP) goals for 2016 concentrate on continuing the development of teacher practice in this key learning area with a specific focus on the teaching and learning of spelling within the English block.

On further investigation using the mean (average), NAPLAN results in numeracy were slightly below the Diocesan average in both Year 3 and Year 5. This prompted the school to appoint a numeracy coach in Term 4 following the release of the results. The numeracy coach undertook the *Teacher Inquiry Cycle* with individual teachers and led staff development in first wave teaching practice.

The NAPLAN assessments also confirmed the students who had been previously identified as high achievers. To support the learning needs of these students higher ability and information technology programs have been developed and coaches assigned for 2016.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

2015 was the school's third year of *KidsMatter* implementation. *KidsMatter* is a mental health and wellbeing framework for primary schools that aims to work with parents, carers and the wider community to nurture happy, balanced students. St Cecilia's staff undertook training in *KidsMatter* Component 4 'Helping Children who are Experiencing Mental Health Difficulties'. This has given teachers professional development in understanding and responding to children who may be experiencing mental health difficulties.

The teaching of Social Emotional Learning (SEL) strategies and the tracking of SEL skills has allowed staff to continue to look at the social needs of students and how to explicitly teach resilience. SEL assessments are included in student transition to support the development of students in the new year. The explicit SEL teaching in the classroom and other initiatives such as Positive Activities to Create Happiness (PATCH), Positive Behaviour for Learning (PBL), Peer Support and the Mentor program, have played a vital role in the children's learning and the results have been very pleasing.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Students, families and staff have the right and responsibility to create and experience a safe, respectful, cooperative and caring learning environment. Therefore, the school implements

proactive strategies to teach and support appropriate student behaviours. This maximises student learning and helps them self-manage their choices which in turn empowers them to 'let their light shine'.

St Cecilia's has adopted a whole school approach to bring about the tenets of the PBL program. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

The St Cecilia's community is committed to acknowledging students in order to encourage the behavioural expectations and school rules. Students are acknowledged through a wide variety of both intrinsic and extrinsic rewards. The rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students are taught, encouraged and supported to demonstrate these expected behaviours.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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 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 [CSO website](#) or by contacting the CSO.

In addition to implementing the Diocesan and School policies, St Cecilia's has a range of school-based support documents, such as the Anti-Bullying and Behaviour Management policies to support the management of student behaviour. The school Anti-bullying policy addresses bullying, its definition and strategies to support students and staff to deal with bullying issues.

Complaints and Grievances 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 [CSO website](#) or by contacting the CSO.

The parents have been informed of the diocesan based policy for addressing concerns about the school. In general the parents are invited to contact the class teacher to work through concerns.

If the issue is of major importance, or if the teacher and the parent can't resolve the issues, the school executive team works with the parents and teacher to attempt to reach an amicable resolution . All executive team members are trained in dealing with school-based complaints and grievances. If parents are not satisfied that the issue has been dealt with appropriately then the Catholic Schools Office contact details are made available.

Initiatives Promoting Respect and Responsibility

To promote desirable behaviours within our school community, the school has adopted a token system to 'catch students BEE-ing good'. When a child is demonstrating desirable behaviours, they are awarded a bee. The reward is given out immediately so that students understand that their positive behaviour had a positive effect which is to be celebrated. This token, or bee, is placed on their class beehive. Once the class have reached the agreed number of bees on their beehive, they then place a honeycomb on the school's 'swarm-o-meter'. The principal sets a goal at the commencement of a term for the school to work towards. Once all classes have contributed and reached the set amount of honeycombs, a whole school reward is given. Teachers also have their own unique in-class behaviour strategies and are encouraged to align these with the bee tokens in order to maintain a consistent whole school approach.

Positive Behaviour for Learning (PBL) is explicitly taught in classrooms with Year 6 students introducing a focus area each fortnight. Our fortnightly focus aims to teach students the importance of being respectful, cooperative and safe.

The school PATCH club has been set up to assist those students who struggle socially or exhibit anxiety and need further explicit instruction to help them become more resilient. A range of SEL skills are taught during a lunch time session. These skills are practised during this time through the use of a variety of games and activities and are modelled by their peers.

In 2015 St Cecilia's set up a mentoring program. The purpose of this program is to strengthen relationships between students and staff and to enable students to feel happy and safe while they are at school. Teachers have selected children in their class who they believe would benefit from another support person within the school. The mentor touches base with their mentee at least once a week and are kept up to date with any information that may affect the mentee.

The Year 5 and Year 6 students attend a leadership training day at the beginning of the school year. This day focuses on developing leadership skills and qualities and prepares them for the responsibility of leading a peer support group. The students learn how to be role models and to lead their groups responsibly, showing respect to all group members.

SECTION NINE: 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.

Key Improvements Achieved

Being visibly Catholic was a priority as a whole school in 2015. The introduction of the school prayer every morning and constant reminders of the place of God and reverence have become part of daily life.

SIP goals promoted the development of the teaching of English and Mathematics across the school. Literacy and numeracy coaches were appointed and staff were provided with a number of professional learning opportunities to support this goal. Positive results were evident in the quality of the teaching programs, improvement in classroom practice and student achievement. Implementation of the new Science curriculum was successfully undertaken.

Improvement of the school site was a priority with safety issues being addressed. These improvements included the installation of a public address (PA) system incorporating evacuation and lockdown alarms and the relocation of a noisy technology system from a classroom into a more appropriate setting.

Display walls were installed in classrooms allowing teachers to display student work appropriately and attractively. Technology was a priority with Thinkpads and iPads bought to enable all classes to have daily access to these devices.

Priority Key Improvements for Next Year

The Mission focus for the year will be to increase opportunities for the members of the school community to experience their faith.

Student academic achievement and wellbeing continue to be a high priority for 2016. Literacy and numeracy coaches will continue to play a major role in supporting teachers to provide their students with the best possible learning opportunities.

Establishing a calm environment to enhance the wellbeing of students, staff and parents is also a goal for the year. The development of programs and activities to support this have been explored.

The implementation of the new Science curriculum was a high priority in 2015 as was the

introduction of the new curriculum for both History and Geography. These will continue to be a major focus for 2016. Professional development in the form of staff meetings and mentoring will be undertaken.

A major event in 2016 is the celebration of 100 years of Catholic education at St Cecilia's. The celebrations will continue throughout the year culminating in a day of celebration on the anniversary, Tuesday 22nd November.

SECTION TEN: 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

Over the year the community of St Cecilia's have had many opportunities to share their thoughts on the direction the school is heading. Parents have met with the principal and teachers, taken part in surveys and shared insights. There appears to be general satisfaction with the changes and developments the school has seen over the year. The wellbeing and education of the students have been the driving force behind all decisions made and the parents have demonstrated their appreciation of this. The changes have included the professional development of staff, opportunities for students and improvement to the school site.

Student Satisfaction

The students have had a very good year at St Cecilia's. They had the chance to be part of many activities such as Mini Vinnies and nursing home visits, dance troupe, sport and swimming events, peer support and many others. They enjoyed having the opportunity to take part in many activities other than academic learning. They have appreciated the addition of new staff members and enjoy the changes made to the physical aspect of the school. The Mother's day and Father's day barbeques and liturgies were highlights as were the opportunities to represent the school in the local and wider community.

Teacher Satisfaction

2015 saw a number of opportunities for staff to develop their craft through participation in PL. The School saw the introduction of improved and streamlined processes for programing and evaluation. All staff undertook a performance appraisal to direct their professional growth.

A shared learning community has been created in the School with various opportunities provided, such as literacy and numeracy coaching, IT support, higher ability focus, strategic resourcing and improvements to the School site and learning environment, for example, technology, more effective public announcement system, oval and assembly area.

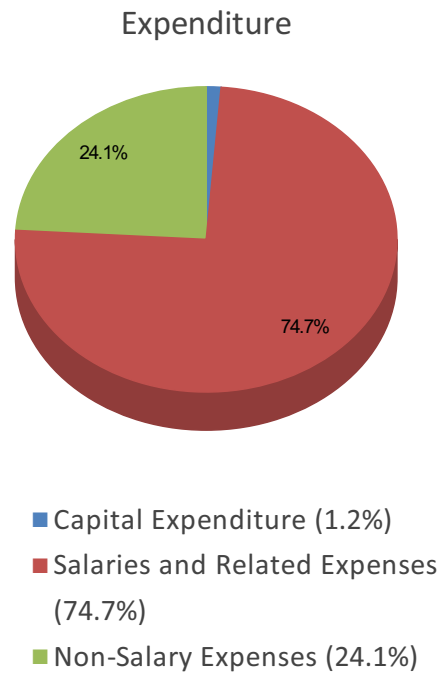
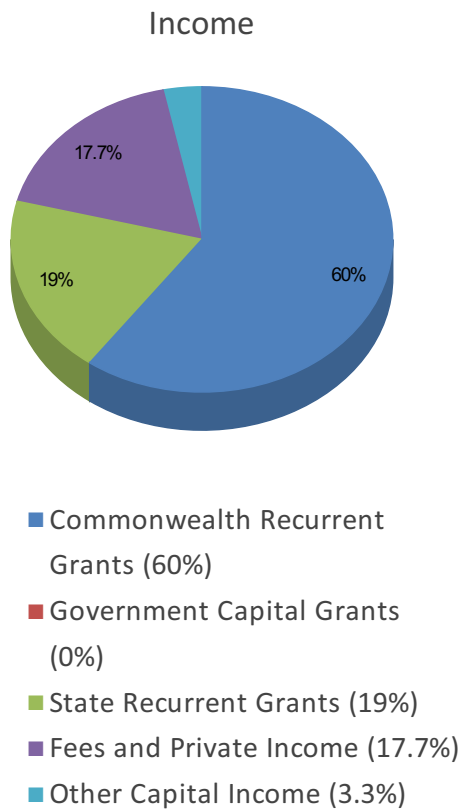
General expectations were clearly defined in collaboration with staff and there was an improvement in communication to ensure staff are aware of what is happening within the School. Staff felt listened to and supported through open, two way communication during meetings and through the use of surveys. The wellbeing of staff was a priority and this was acknowledged and nurtured through the provision of social events and lunches.

The School actively supports the wellbeing of students, staff and families in many ways, including

grief support and the provision of meals.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School 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	
Commonwealth Recurrent Grants	\$2,494,314
Government Capital Grants	\$0
State Recurrent Grants	\$789,849
Fees and Private Income	\$735,809
Other Capital Income	\$136,113
Total Income	\$4,156,085

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$47,774
Salaries and Related Expenses	\$2,860,791
Non-Salary Expenses	\$921,329
Total Expenditure	\$3,829,894