

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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2016 marked the centenary of St Cecilia's and as such was a year of celebrations with a number of events culminating with a special celebration on the 26 November. This event exemplified the spirit of the Sisters of St Joseph and the rich history of the School. The day was shared with a number of special guests including Bishop Peter Comensoli (Bishop of Broken Bay) and Mr Peter Hamill (Director of Schools), students, principals, staff and parents both past and present.

School staff are a dedicated group of professionals who have worked tirelessly, above and beyond their regular administrative and/or teaching load to plan and organise the many and varied celebrations throughout the year.

The physical environment of the school had seen many changes in an attempt to take it from a school of 100 years to an environment that is conducive to contemporary education. These changes are the beginning of the future for St Cecilia's.

Parent Body Message

The parent group have transitioned from a formal, traditional organisation to a social conversational group whose main goal is to foster parent engagement and bring the community together. The parents engage in a wide variety of ways including 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 'Cheese and Chat' 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 calendars with key dates, Facebook updates, parent meetings, the parent room and informing the parents of school improvement projects. These initiatives ensure the relationship between the school, parents and students grows stronger, thereby ensuring all students have a strong foundation for learning.

Student Body Message

The student body has the opportunity to work with other grades and to participate in peer support. The school is a place where everyone is welcome. The centenary celebrations were fun for all and a great way to showcase the school. The most popular events for the students were the 'Old School' day, the Grandparent's day with old school games and the 'Obstacool' held on St Cecilia's Feast day. The students take part in 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.

The School, opened in 1916 by the Sisters of St Joseph was originally established 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 the School 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 Peter's Tuggerah.

Students attending the School 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 Bathurst.

The year also saw a number of changes made to the school site such as the redesigning of the school library and the installation of a further office in the admin block.

The school community boasts an active parent community who assist whenever possible to support their children and the school. Calendared events 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 per 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.

The School 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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
191	128	36	319

* Language Background Other than English

There have been a relatively large number of students move onto other schools in grades other than Year 6. In all cases this has been due to family relocation. Enrolments have remained relatively stable over the past two years.

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 2016 was 93.44 %. 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
93 %	93 %	94 %	94 %	93 %	94 %	93 %

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 [*Procedures 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	7	34

* This number includes 14 full-time teachers and 13 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.	27
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	Religious Education: Aboriginal Spirituality
Day 2	Pastoral Care: Mindfulness
Day 3	Non Violent Crisis Intervention Training

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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 educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

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 explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

2016 was a year of celebration with St Cecilia’s celebrating 100 years of Catholic Education. The events throughout the year were a tribute to the work and dedication of the Sisters of St Joseph’s along with the many lay teachers and parents who worked together to build a community of faith. 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 the 2017 School and Sports Captains were commissioned. Kindergarten students were welcomed and given a special blessing by their Year 6 buddies. Year 6 students attended the Diocesan Year 6 Cluster Mass.

Liturgies were celebrated for a variety of events including Lent, Holy Week, Catholic Schools Week, St Joseph’s day, Harmony Day, St Cecilia’s Feast day, All Saints and All Souls days, Remembrance day and Advent. Parish Masses are an important tradition at St Cecilia’s where the School celebrates the faith with the Parish community. The year began with a Wyong/Tumbi Parish Mass that was celebrated at St Peter’s Catholic College Tuggerah along with the communities of St John Fisher Catholic Primary School Tumbi Umbi and St Peter’s Catholic College Tuggerah. Our local Parish Priests visited classrooms to talk with the children and also held reconciliation for classes in the School hall.

Mother’s Day and Father’s Liturgies were very well attended as was the celebration for grandparents. Students in Year 2 received the sacrament of Confirmation while Year 3 made their first Reconciliation and received their first Eucharist.

For mission month, fund raising was held through a very successful 'Crazy Sock Day' and a visiting guest speaker who shared, with the children, descriptions of the the living conditions and needs

of the very poor in the shanty-town of Candela in Lima, Peru. Other activities during mission month saw the School Captains attending the Catholic Mission Mass held at Waitara.

The year concluded with a Christmas carols evening and special end of year Thanksgiving Mass. Year 6 graduated at a very moving Mass held in the St Cecilia's Church.

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 2016 the school implemented the new NSW syllabus for the Australian curriculum in History and Geography. Staff were in-serviced throughout the year on the new curriculum working with the leadership team and CSO staff. Staff worked collaboratively with History and Geography Education Officers from the CSO and teachers from neighbouring Catholic schools to develop quality units of work in these key learning areas.

The Literacy Coach model was continued this year to support the students learning outcomes in English. 2016 also saw the implementation of the Numeracy Coach model. Staff meetings were utilised by Literacy and Numeracy coaches, the principal and CSO Education Officers to provide professional development for staff, to deepen their understanding of the NSW syllabus for the Australian Curriculum in English and Mathematics. Teachers were supported in the implementation and development of English and Mathematics teaching and learning strategies through the learning cycle. This involved identifying the needs of the students, planning, coaching and implementing quality teaching practise. This process allowed staff to be supported and strengthened in their professional areas of need as well as supporting the needs of the students in their classes.

Mathematics has continued to be major focus in 2016 for the professional learning of the staff. 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 third year at the school. Two more teachers undertook *EMU Specialist Training* and three successful EMU intervention groups were run during the year - two with Year 1 students and the third with Year 3 students. *Mathematics Assessment Interviews* (MAIs) were undertaken with 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 2016.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	46.81 %	52.50 %	2.13 %	9.60 %
	Reading	42.55 %	49.40 %	17.02 %	11.50 %
	Writing	48.94 %	48.80 %	0.00 %	6.20 %
	Spelling	42.55 %	46.40 %	14.89 %	12.40 %
	Numeracy	34.04 %	35.60 %	12.77 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31.11 %	36.30 %	8.89 %	15.00 %
	Reading	48.89 %	35.30 %	6.67 %	15.50 %
	Writing	15.56 %	17.20 %	20.00 %	18.10 %
	Spelling	22.22 %	29.80 %	15.56 %	17.20 %
	Numeracy	15.56 %	28.30 %	6.67 %	16.50 %

NAPLAN Comments

Year 3 students achieved results relatively near their national counterparts with regard to the

percentage of students in the top 2 bands across all NAPLAN areas. This was also the case for Year 5 students with the exception of spelling and numeracy. These are areas previously identified by the school as areas of need and form a part of our School Improvement Plan. When compared to students nationally in the bottom 2 bands, the school's performance was favourable, particularly in Year 3 writing where none of the Year 3 students placed in the bottom 2 bands. This may be an indication of the work done by the Literacy Coaches in the past year to build skills in first wave teaching. Results in Reading in Year 3 however, indicate a need to work with the Year 3 teachers to support them in developing the skills of these students.

In previous years, the results for Mathematics in the bottom two bands were higher than national figures. This prompted the decision to appoint a numeracy coach in 2016. The results indicate an improvement in this key area with fewer students achieving the lower 2 bands than national figures, particularly in Year 5. In contrast though, there is an indication that more work needs to be done on challenging and developing the skills of the higher achieving students.

These Year 3 and Year 5 cohorts have a high number of students with special needs and the 2016 results reflect this to some degree. These results inform the way forward to support these students through first wave teaching, intervention and differentiated learning.

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.

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.

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.

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.

Initiatives Promoting Respect and Responsibility

To promote desirable behaviours within our school community, the School has adopted a token system to 'catch students BEEing 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. The 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 2016 the mentoring program continued to offer support to students with social and emotional challenges. The program assisted in the strengthening of relationships between students and staff and to enable students to feel happy and safe while they are at school. Teachers have nominated 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 continues to be a priority for St Cecilia's in 2016. The introduction of saying 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. As previously indicated, 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. The implementation of the new History and Geography curriculums were successfully undertaken.

The redevelopment of the school library took the library from being a closed environment to an open planned environment that is more conducive to learning.

Technology has continued to be a priority with Apple TVs being installed in every classroom and Chrome books purchased as well as more iPads and ThinkPads

The centenary celebrations in 2016 were the highlights of the year and a wonderful celebration of the rich history of the School and the spirit of the Sisters of St Joseph's.

Priority Key Improvements for Next Year

In 2017, the School will be undertaking School Review, following which a 2018-2020 School Improvement Plan will be developed. Until this review takes place we will continue to consolidate the current priorities. These priorities include the consolidation of the roles of the literacy, numeracy and technology coaches. NAPLAN results indicate the need to continue to develop the skills of the teachers to provide their students with the best possible learning opportunities. The role of the coaches is to support this development.

The focus for Religious Education is to explore effective and purposeful student assessment.

With the implementation of the History and Geography curriculums, units of work were developed in consultation with the CSO Education Officer. These units will be reviewed,

evaluated and revised during 2017.

A goal for 2017 is to explore thinking frameworks that will develop, in our students, the ability to think critically, creatively and deeply. A staff team will undertake investigation and training in the *Cultures of Thinking* model, as well as other possible frameworks, in order for the staff to make an informed decision about the best option for our students.

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 school community have had many opportunities to share their thoughts on the direction the school. 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 and the parents have demonstrated their appreciation of this focus. The centenary celebrations were a highlight of the year for all members of the community. The parent community were actively involved in all aspects of these celebrations.

Student Satisfaction

The students have had a very good year at the School. 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 particularly enjoyed the centenary celebrations especially the 'back to old school day' and the Feast Day 'Obstacool' course.

Teacher Satisfaction

In 2016, staff were provided with a number of opportunities to develop their skills through participation in professional learning (PL). All staff found the Science, History and Geography PL, particularly regarding the development of the units of work, highly valuable in terms of the quality of the units developed and their professional learning.

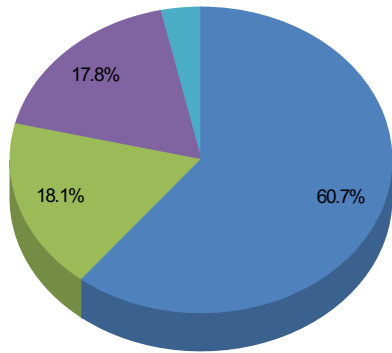
Literacy, numeracy, IT support and coaching, higher ability focus, strategic resourcing and improvements to the school site and learning environment were well received, valued and appreciated by the teachers.

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. Teachers worked tirelessly to prepare the hundred year celebrations throughout the year and were proud of their achievements. Staff welcomed and appreciated the positive feedback from the community.

SECTION ELEVEN: FINANCIAL STATEMENT

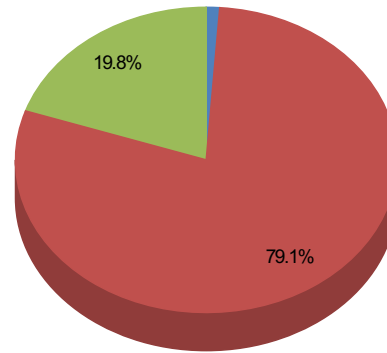
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (60.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (17.8%)
- Other Capital Income (3.4%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (79.1%)
- Non-Salary Expenses (19.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,367,444
Government Capital Grants	\$0
State Recurrent Grants	\$704,340
Fees and Private Income	\$693,608
Other Capital Income	\$134,184
Total Income	\$3,921,182

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$42,731
Salaries and Related Expenses	\$2,983,162
Non-Salary Expenses	\$747,102
Total Expenditure	\$3,772,995