

# 2017 Annual School Report

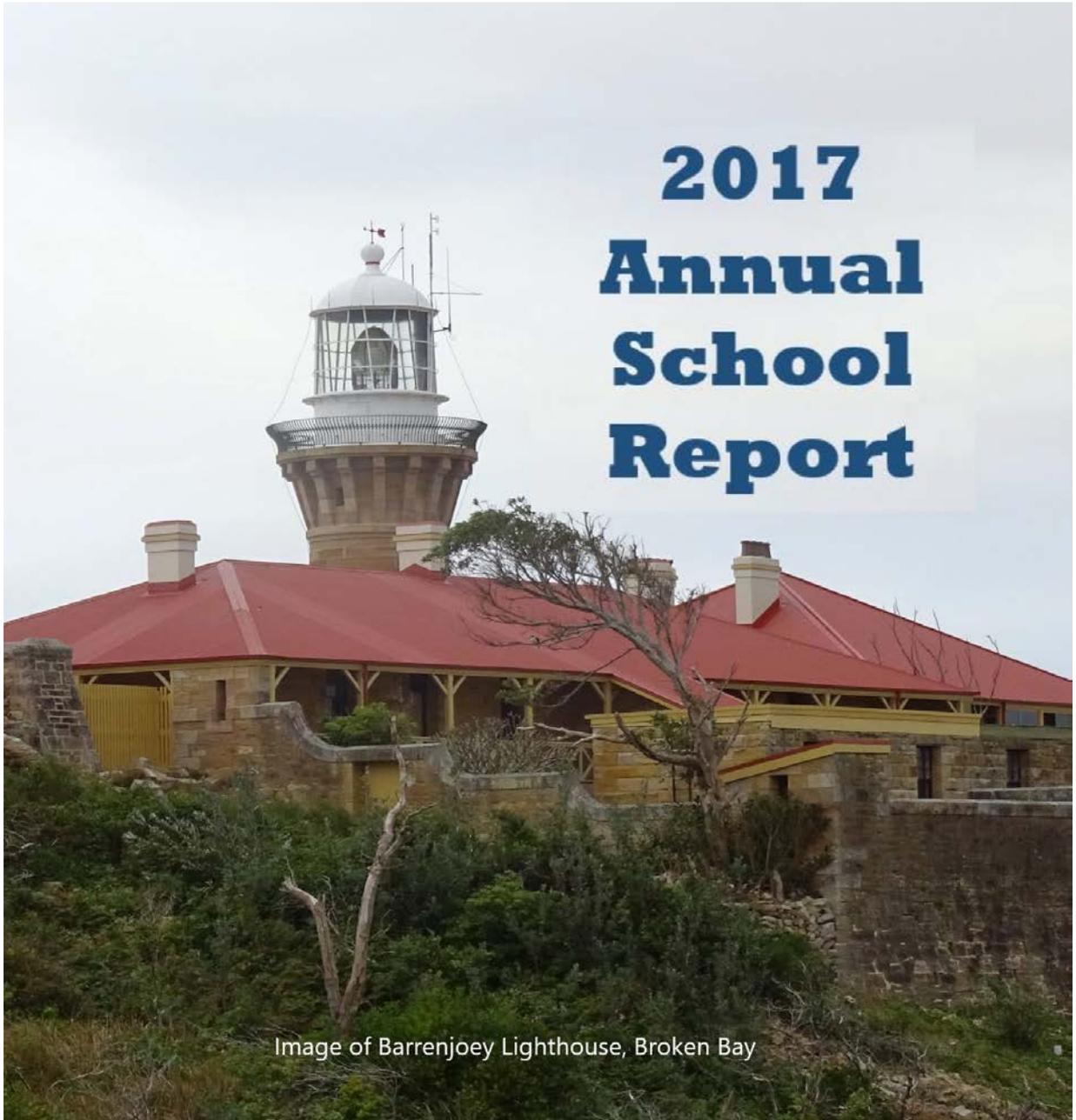


Image of Barrenjoey Lighthouse, Broken Bay



## St Cecilia's Catholic Primary School, Wyong

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## ABOUT THIS REPORT

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St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2017 was a year of reflection and looking to the future. In May we engaged in an intensive school review process that allowed us to reflect on all that we are doing well, and to explore areas in which we could improve. It also gave us the opportunity to critically determine directions for the future. The school has been validated in its achievements with positive feedback presented by the review panel. From this review it was evident that the school is providing students with learning opportunities that challenge them and their development; it also allowed us to set clear goals for the students' learning into the future.

The school has a strong reputation in the community and we are proud of the achievements of our students. The staff are a dedicated group of professionals who work above and beyond their regular teaching load to plan and organise many and varied events and student opportunities throughout the year.

St Cecilia's is a community that cares and I feel privileged to be part of such a strong community. Parents and teachers work together to ensure the whole child is nurtured but they also go beyond the school to generously give to those in need.

### **Parent Body Message**

'It takes a village to raise a child' and this is continually demonstrated at St. Cecilia's. The transition to a social conversational group, especially with the introduction of day-time sessions, has been met with enthusiasm. The goal continues to be fostering parent engagement and a united community. Parents engage in a wide variety of ways including volunteering for canteen, assisting on carnival days, attending various activities organised by the school, attending 'Cheese and Chat' meetings and parent engagement sessions. As a school community, during Wellbeing Week, parents have also been invited to join in activities, such as meditation and 'Laughter Yoga'. The school community fosters this partnership by keeping the parent body informed about school events. This is achieved by fortnightly newsletters, the principal email update on alternate weeks, school calendars with key dates, Facebook updates, parent meetings, parent room, school noticeboard and informing the parents of school improvement projects. These initiatives continue to strengthen the relationship between the school, parents and students, thus ensuring all students have a strong foundation for learning.

### **Student Body Message**

St Cecilia's is a place where everyone is welcome. The student body has the opportunity to work with other grades and to participate in peer support, which allows them to become acquainted with students from across the school. The students enjoy the many activities that allow them to interact with each other. It shows that school is not just about learning but about the students as individuals, and about having fun and working together. 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 has a say through the Student Representative Council (SRC) and school captains. There are three simple school rules, 'Be safe, be respectful and be cooperative'. These rules keep us safe and help us to 'let our light shine'.

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## SECTION TWO: SCHOOL FEATURES

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### 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 student 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 Catholic Primary School Tumbi Umbi and St Peter's Catholic College 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 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 opportunities to be actively involved, particularly where their children have opportunities to shine. Social events include school discos which the students thoroughly enjoy. Parents also have opportunities to assist in classrooms. They are able to gain a thorough understanding of their children's learning through parent teacher interviews held twice each 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 year also saw a number of changes made to the school site in order to create an environment that is conducive to learning. The School is looking towards the future and nurturing our students to grow spiritually, academically, emotionally, physically and socially.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
169	135	28	304

\* Language Background Other than English

Enrolments at St Cecilia's are on a slight downward trend. This is due to the relatively small residential area from which the school draws as well as the ageing population in the local area. However, the School continues to attract strong enrolments from Wyong and surrounding suburbs.

### 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 2017 was 93.25 %. 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 %	94 %	94 %	95 %	92 %	93 %	92 %

## 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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

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](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	22
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	22
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	27
Number of full time teaching staff	13
Number of part time teaching staff	9
Number of non-teaching staff	5

### 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.

<b>Day 1</b>	Religious Education - Walking the Way
<b>Day 2</b>	School Review Process
<b>Day 3</b>	Information Technology

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## SECTION FIVE: MISSION

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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 the Catholic faith. The School provides 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.

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.

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.

The year commenced with a reflective and engaging Walking the Way staff development day. The opening School Mass welcomed the community to another school year and the 2017 captains were commissioned. The Year 6 students attended a special meeting with the Bishop and other Year 6 students from across the diocese.

The celebration of special liturgies and events were held throughout the year including: Lent, the presentation of Holy Week, Mother's day, Father's day and Grandparent's day which were all well attended. The St Cecilia's feast day was another beautiful Liturgy which involved the St Cecilia's school community. Grade and school Masses were also celebrated throughout the year as a school and parish community. The year finished with the Year 6 Graduation Mass, the end of year Thanksgiving Mass, Advent Liturgies and Christmas carols.

Throughout the year, students were involved with many formal and formational opportunities. Students in Year 2 and Year 3 participated in the sacramental program of Eucharist, Confirmation and Reconciliation; our local Parish Priest and assistant Priest visited students regularly; altar server training was provided to our senior students so that they can provide service to the community of St Cecilia's; and for mission month, a fund raising initiative was held through a very successful crazy sock day. Lovely reflection mornings were also held throughout the year for parents to pray and reflect. Staff explored student assessment in Religious Education and greater understanding and consensus was achieved around reporting on student achievement.

Community outreach to organisations such as St Vincent de Paul is extremely strong in the St Cecilia's community. Parents and families give so generously to those in need whenever they are called upon to assist.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **Primary Curriculum**

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.

In 2017, the school continued to implement the new NSW syllabuses for the Australian curriculum, History and Geography. Staff worked collaboratively with History and Geography Education Officers from the Catholic Schools Office (CSO) to enhance units of work in these key learning areas.

The literacy coach model was continued this year to support student learning outcomes in English, with a particular focus on spelling and writing. The numeracy coach model was also developed further, with a particular focus on working with Stage 2 students and teachers, as this was an identified area of need reflected in the February Mathematical Assessment Interview (MAI) results.

Both numeracy and literacy coaches supported teachers in maintaining consistent best practice in English and Mathematics learning and teaching. This involved identifying needs of students, planning, coaching, reflecting upon and implementing quality teaching practice. This process enabled staff to be supported and strengthened in their professional areas of need, while supporting the needs of the students in their classes.

During staff meetings, numeracy and literacy coaches provided professional learning for staff. Data collection and analysis, feedback from external professional learning opportunities, and introducing examples of instructional strategies for oral language development and writing, were the focus of literacy professional learning. Reviewing the MAI, Growth Points, processes for accurate implementation of this assessment and accurate analysis of data, as well as development of quality, open-ended tasks were highlighted during numeracy professional learning. Teachers and students were introduced to approaching teaching and learning with a growth mindset. This was a prelude to the 2018 goal of implementing strategies for emphasising thinking and making thinking visible.

The Learning Support teacher organised and ran a peer supported program where vulnerable students in reading were given the opportunity to practise comprehension and fluency on a daily basis.

The Extending Mathematical Understanding (EMU) intervention program continued into its fourth year at St Cecilia's. Two successful EMU intervention groups were run throughout the year: one Year 1 group, and one Year 3 group.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.46 %	55.50 %	5.77 %	10.50 %
	Reading	59.62 %	51.60 %	5.77 %	10.00 %
	Writing	50.00 %	44.60 %	1.92 %	7.50 %
	Spelling	46.15 %	45.60 %	9.62 %	13.10 %
	Numeracy	48.08 %	39.80 %	5.77 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35.42 %	34.40 %	27.08 %	17.50 %
	Reading	41.67 %	37.00 %	18.75 %	14.60 %
	Writing	14.58 %	15.80 %	8.33 %	19.40 %
	Spelling	41.67 %	34.30 %	16.67 %	14.10 %
	Numeracy	25.00 %	27.90 %	10.42 %	14.60 %

## **NAPLAN Comments**

Year 3 students achieved results higher than their state counterparts with regard to the percentage of students in the top two bands across all NAPLAN areas. This was also the case for Year 5 students with the exception of writing and numeracy. These are areas identified by the school as areas of need and form part of our 2018 School Improvement Plan.

When compared to students across the state in the bottom 2 bands, the school's performance was favourable, particularly in Year 3 spelling where no student achieved a result below the National Minimum Standard. In Year 5 we had no students in the bottom band except in spelling and grammar and punctuation. This reflects pleasing learning gain for the most vulnerable students some of whom, as Year 3 students in 2015, were in bottom band. However, the percentage of Year 5 students in the bottom two bands in Grammar and Punctuation, Reading and Spelling indicates that a more sustained focus on improvement in these areas is required.

The improvements that have been noted may be an indication of the impact of the literacy and numeracy coach initiative, building and developing skills of teachers and enabling them to respond appropriately to identified student learning needs. Our School Improvement Plan for 2018 will focus on developing students' thinking skills, challenging them and developing their skills to support richer, more sophisticated learning that can be applied to new contexts.

### **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 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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **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 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

## Initiatives Promoting Respect and Responsibility

St Cecilia's utilises a positive behaviour reward strategy which aims to acknowledge positive behaviour. House points are awarded to acknowledge students demonstrating positive behaviours. These points are accumulated with rewards for the winning house. *Positive Behaviour for Learning* (PBL) is explicitly taught in classrooms with a specific focus area each fortnight. The focus aims to teach the importance of being respectful, cooperative and safe.

A Year 6 wellbeing team was set up to assist with the maintenance and running of the *Playpod*, *Buddy Bench* and *Positive Activities To Create Happiness* (PATCH) club. Their role also included supporting activities during wellbeing week. The PATCH club assists students who struggle socially or exhibit anxiety, and need further explicit instruction to help them develop resilience. A range of Social Emotional Learning (SEL) skills are taught during lunchtime sessions. These skills are practised during this time through the use of a variety of games and activities and are modelled by their peers. Students are identified through the use of the SEL core competency tracking sheets and via the learning support teacher. Two *Buddy Benches* were introduced in 2017 as a meeting place for students who need some support in either finding friends to play with, or in joining a group during break times. Two *Playpods* have been in operation this year and promote the development of positive relationships through imaginative and creative play. Students interact with each other using a range of safe 'junk' style objects where they can build and create without limitation of sport rules.

Meditation has also continued through an external meditation teacher who explicitly teaches meditation and calming strategies. This practice has been embedded as a whole school approach with the school day commencing by practising these breathing skills. To further support meditation in classrooms, teachers have participated in a staff development day and staff meetings on mindfulness. The Year 5 and Year 6 students attended a leadership training day at the beginning of the school year. This day focused on developing leadership skills and qualities, and prepares them for the responsibility of leading a peer support group. The students learned how to be role models and to lead their groups responsibly, showing respect to all group members.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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**

St Cecilia's participated in the school review process this year and developed the 2018-2020 School Improvement Plan (SIP) that identifies priorities for the future. Our focus on literacy and numeracy teaching and learning, and the use of technology was guided by the coaching model, developing the skills of teachers to provide students with the best possible learning opportunities.

As a staff, effective and purposeful student assessment in Religious Education was explored and greater understanding and consensus was achieved around reporting on student achievement.

History and Geography units of work, developed in consultation with the CSO Education Officer, were reviewed, evaluated and revised during the year.

Information Technology (IT) was also a focus with a large number of devices purchased to support student learning, and the introduction of an IT coach and student digital leaders.

A team of staff investigated thinking frameworks that will support all teachers to develop, in our students, the ability to think critically, creatively and deeply. Our SIP goal reflects the priority that staff have placed upon this and a common language and framework will be developed.

### **Priority Key Improvements for Next Year**

Implementing the new School Improvement Plan (2018-2020) involves a number of key priorities for 2018.

The three-year Mission goal is: To strengthen and deepen student faith development. In 2018 the focus is to increase the number of students who will take leadership of Liturgy and prayer experiences and to develop their skills to undertake this.

The Learning and Teaching three-year goal is: To develop students' ability to think creatively and to be confident problem solvers. In 2018 the target is, in writing and representing, to decrease the number of students achieving the grade Basic and increase the number of students achieving the grade High.

The three-year goal Pastoral Care goal is: To further strengthen students' social and emotional learning (SEL) skills to optimise wellbeing and engagement in learning. In 2018 the focus is to increase students' SEL levels so they are at, or above, the school SEL benchmark. The target is for 50% of Stage 3 students to achieve an average SEL level of 2.5 or greater.

Familiarisation with the new NSW syllabus for Science and Technology will also be a priority in 2018, in preparation for implementation in 2019.

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## SECTION TEN: COMMUNITY SATISFACTION

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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 has had many opportunities to share their thoughts on the direction of the school. Parents have met with the principal and teachers, taken part in surveys and shared insights. One particular survey was a whole school community survey conducted with staff, parents and students on 'behaviour and its consequences'. Parents were also included in discussion on the end of year awards. Parents generally appear satisfied with the changes and developments the school has seen over the year. The wellbeing and education of students has continued to be the driving force behind all decisions and parents have demonstrated their appreciation of this focus. This year families enjoyed a bush dance and would love to continue this on a regular basis.

### **Student Satisfaction**

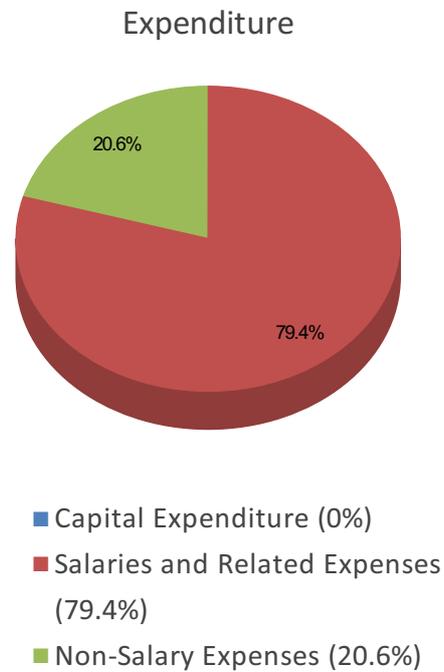
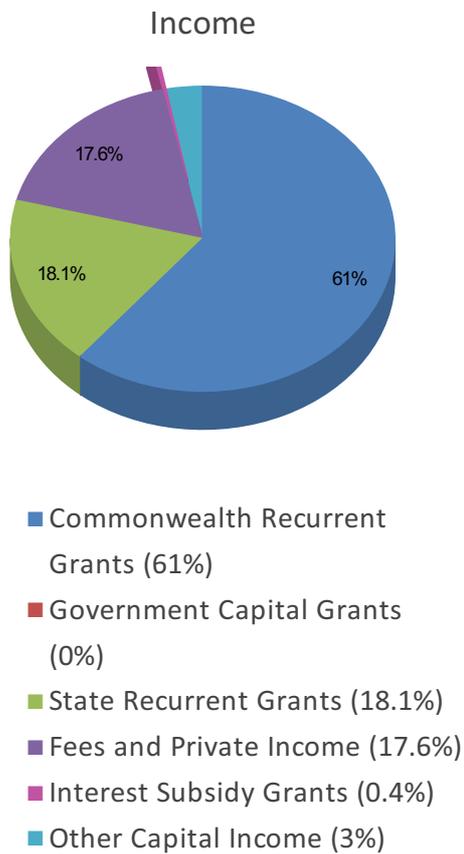
Students have had a great year at St Cecilia's in 2017. They had the chance to be part of many activities such as Mini Vinnies and nursing home visits, dance troupe, sport and swimming events, peer support and a variety of others. They enjoyed having the opportunity to take part in many activities apart from the academic. The students particularly liked the new house points system and the link to the house names that were chosen as a connection to the history of the school.

### **Teacher Satisfaction**

All staff were given opportunities to develop their skills through participation in professional learning (PL). Staff continued to participate in PL in a variety of areas and, in particular, had opportunities to develop their skills and teaching programs in History and Geography. Opportunities to work with specialist staff enhanced the quality of units that have been developed and extended teacher expertise in these areas. Staff continued to receive coaching in the areas of literacy and numeracy. Throughout the year improvements were also made to classrooms, learning environments and school facilities. These improvements have been well received, valued and appreciated by staff. Staff feel listened to and supported through open communication channels, and they know their thoughts and opinions are valued. Staff wellbeing has been a priority this year and has been acknowledged through a variety of forms. It has also been nurtured and developed through social events, morning teas and lunches. Teachers work tirelessly to ensure St Cecilia's is a welcoming and nurturing school community and are proud to know that the community is grateful for their efforts.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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	\$2,401,928
Government Capital Grants	\$0
State Recurrent Grants	\$712,888
Fees and Private Income	\$692,389
Interest Subsidy Grants	\$15,939
Other Capital Income	\$117,612
<b>Total Income</b>	<b>\$3,940,756</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$802
Salaries and Related Expenses	\$3,004,460
Non-Salary Expenses	\$778,410
<b>Total Expenditure</b>	<b>\$3,783,672</b>