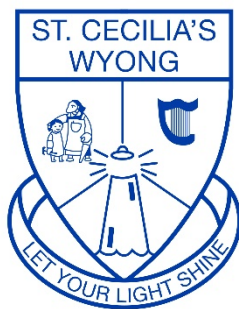


# 2018 Annual School Report



## St Cecilia's Catholic Primary School, Wyong

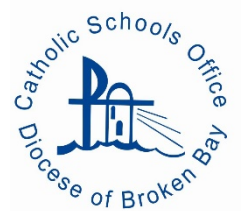
Panonia Road, Wyong 2259

Principal: Mrs Yvette Owens

Phone: (02) 4353 2922 Fax: (02) 4353 2943

Email: [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au)

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



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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**

2018 has been a year of consolidation and celebration. We consolidated many of the academic innovations that have been established over the past two years and celebrated the talents of our students through concerts and a Musical. The spirit of St Cecilia and her musical talent was certainly evident through our students this year.

We have again demonstrated what a generous and caring community we have through the many and varied opportunities to support those in need. Everyday, members of the school community live the ethos of Mary MacKillop, 'never see a need without doing something about it'.

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.

The School 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**

The relaxed and conversational style of the Parent group, "Cheese and Chat" meetings have continued to see more parents attending, particularly some of our new families who share new ideas. During Wellbeing week, parents were once again given opportunities to take part in the events and activities. In the fourth term parents were invited to attend a Wellbeing thank you morning tea as they play such a major role in making St. Cecilia's the wonderful school that it is. Communication is paramount and continues to be achieved through fortnightly Newsletters and Principal's Update on alternate weeks, emails, School Calendar, Facebook Updates, Parent Meetings, Parent Room, and the School Noticeboard. The saying "It takes a village to raise a child" continues to be reflected at the School with the driving force being the well-being and education of our students, and the strong relationship between the school, parents and students supports this.

## **Student Body Message**

St Cecilia's is a place where everyone is welcome. The student body has enjoyed many opportunities throughout the year including being able to work with other grades and to participate in peer support, which allows them to become acquainted with other students from across the school. The students also enjoyed the many other activities that allowed them to interact with each other including: the School Musical, sports programs, Book Week, PATCH Club and themed fun days. These opportunities show that school is not just about learning, but about the students as individuals, about them having fun and working together; the goal being to continue to build upon the strong relationships that have thrived in our community. Students take part in regular Masses and Liturgies and have the opportunity to be part of parish Masses as a school community. The school is run fairly and everyone has a say through the Student Representative Council (SRC), House 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 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
170	132	25	302

\* 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 2018 was 92.77 %. 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 %	91 %	94 %	93 %	94 %	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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	27
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	6

### 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>	Introduction to Cultures of Thinking
<b>Day 2</b>	RE - Liturgy and student agency
<b>Day 3</b>	Literacy - Cameron and Dempsey Writing Workshop



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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.

2018 commenced with our Opening School Mass and Ash Wednesday celebrations. The Opening Mass welcomed the community to another exciting school year and the 2018 captains were commissioned.

The celebration of other special liturgies and events were also held throughout the year. These included the celebration of Holy Week involving the leadership of House Captains; an Andrew Chin Easter concert; Mother's day, Father's day and Grandparent's day liturgies that involved students; grade and school Masses (NAIDOC and Feast of the Assumption); the Year of the Youth Cross procession from St Cecilia's Church and open-air Liturgy; St Cecilia's feast day led by the students; year 6 Graduation Mass and the end of year Thanksgiving Mass and Advent Liturgies led by the School Captains.

The students were involved in varied formal and formational opportunities. These included the Year 6 students attending a special day with Bishop Peter as well as the stage 3 students attending a leadership day led by St Peter's students. The Year 2 and 3 students participated in the sacramental programs of Eucharist, Confirmation and Reconciliation. Reconciliation was also offered for our senior students. Our Parish and Assistant Priests visited the students regularly throughout the year and Year 6 School Captains attended the Diocesan Catholic Mission Mass. We also had a visitor who spoke to the children about the work of the Sisters of Mercy in Peru.

The School community is extremely generous and there were many fundraising initiatives held throughout the year. These included Project Compassion, the Homeless Appeal, Farmer's Appeal, Catholic Mission, Candela Peru and Operation Christmas Child.

Parents play a very important role at the School, and to support their faith development they were invited to participate in parent reflection mornings held each term, stage Masses and school Masses organised by the students, in-class and school liturgies, also led by the students, and Plenary Council sessions.

Ongoing Professional Development and nurturing of the faith of the school staff is essential. To support this, staff took part in a Staff Development Day on liturgy, led by staff from the Catholic Schools Office. They also learnt about how to create quality assessment tasks in Religious Education. Four of the teachers attended the Sweeter than Honey Summit and shared their learnings at stage meetings. Staff attended a Plenary Council session and all Early Career Teachers attended the diocesan formation program 'In the Beginning'.

The year ended with a beautiful Thanksgiving Mass and Awards Ceremony where the 2019 Captains and House Captains were announced. This celebration was a great way to end another successful and faith filled year as a school community.

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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 2018, the School continued the Literacy Coaching model to support student learning outcomes in English, with a particular focus on *spelling and writing*. The Numeracy Coaching model was also developed further, with a particular focus on working with Stage 1 and 2 students and teachers, as this has continued to be an identified area of need reflected in the February Mathematical Assessment Interview (MAI) results. The model has been refined to include an instruction-co-teach-support cycle.

Both the 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 reinforcing examples of instructional strategies were integral to their roles. 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 opportunities.

Staff Development was undertaken around the introduction to the Cultures of Thinking Routines and teachers have implemented these into their classroom practices across all key learning areas. Stage 3 teachers were involved in the Encouraging Persistence, Maintaining Challenge (EPMC) Program. The principles of this program were also implemented throughout the school from Years 1-6. This program lent itself to the continuation of teaching and learning using a growth mindset as well as Cultures of Thinking. This reinforced the 2018 goal of implementing strategies for emphasising thinking and making thinking visible. Staff were also introduced to the new Science and Technology syllabus, ready for further staff development and implementation in 2019.

The Learning Support teacher continued the peer support reading program where vulnerable students were given the opportunity to practise reading, comprehension and fluency on a daily basis.

The Extending Mathematical Understanding (EMU) intervention program continued into its fifth year at the School. Two successful EMU intervention groups were run throughout the year: one Year 1 group, and one Year 2 group.

## 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	58.33 %	53.20 %	13.89 %	8.60 %
	Writing	56.76 %	41.90 %	13.51 %	10.00 %
	Spelling	56.76 %	46.60 %	8.11 %	12.50 %
	Grammar	51.35 %	53.10 %	13.51 %	11.00 %
	Numeracy	38.89 %	39.20 %	8.33 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	26.67 %	38.60 %	31.11 %	12.60 %
	Writing	6.67 %	13.70 %	24.44 %	23.40 %
	Spelling	17.78 %	34.50 %	20.00 %	13.60 %
	Grammar	26.67 %	35.50 %	20.00 %	14.30 %
	Numeracy	15.56 %	27.60 %	22.22 %	14.00 %

### **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 2018.

### **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 2018. 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 2018 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 2018.

## Initiatives Promoting Respect and Responsibility

In 2018, a major focus in Pastoral Care was to make genuine connections and links with Social and Emotional Learning (SEL) across the other domains. At the commencement of the year, staff attended a professional learning session on the importance of goal setting for students, and developing strategies that students could identify with, and that would assist them in achieving a designated goal, using a growth mindset. Staff were encouraged to utilise this method across all key learning areas throughout the year.

The whole school behaviour and consequence system was reviewed and re-crafted. Parents, students and teachers were involved in this process. This allowed a range of different viewpoints from across the school community, all striving for a common goal, to adopt a similar language and understanding of expectations. A new *behaviour consequences matrix* was created and shared with all students as well as parents to ensure a consistent understanding of the processes.

Along with the re-crafted behaviour consequence matrix, the school's behaviour guidelines were reviewed, updated and developed with the CSO Guidelines as a base. These guidelines align with the CSO policies and were shared with staff and placed on the school website for parent access.

This year has seen an improvement in student agency. The election of Captains and House Captains has allowed the students to work with staff in the Teaching & Learning, Mission, Sport and Pastoral Care domains. Regular meetings with student representatives have encouraged a greater student voice and a sense of the community working together.

Professional learning for staff has increased this year to help develop a deeper understanding of SEL and how to address lagging skills. Stage meetings were conducted in Term 1 and Term 2 that allowed time for teachers to reflect on the students in their class and consider ways to support them. Mindfulness has also been an effective tool, with the Pastoral Care coordinator modelling in classrooms as well as at the start of weekly staff meetings. Whole school breathing at the beginning of each day has also been consistent with skills being practised and embedded. Continuing to survey students and the collection of SEL data twice this year, have given valuable feedback, informing staff on where students are located on the SEL continuum and what future skill development is needed.



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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**

In following the 2018-2020 School Improvement Plan (SIP) the staff focused on Literacy and Numeracy teaching and learning. The continuation of the Numeracy and Literacy coaching models provided for the development of the skills of teachers to provide students with the best possible learning opportunities.

As a staff, student assessment was explored and greater understanding and consensus was achieved around moderating and reporting on student achievement. This will be further developed in 2019.

Science and Technology units of work, developed in consultation with CSO personnel, following professional learning, were provided for staff to support implementation in 2019.

Information Technology (IT) is an ongoing focus with the IT coach and student digital leaders. The purchase of a large number of technological devices has enabled the school to provide 1:1 devices in Year 3 - 6.

Cultures of Thinking was introduced through professional development opportunities to support all teachers to develop, in the students, the ability to think critically, creatively and deeply. The 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 2019.

The Mission goal is *to strengthen and deepen student faith development*. By the end of 2019, the aim is for student learning to demonstrate a deeper understanding of the scriptures.

The Learning and Teaching goal is *to develop students' ability to think creatively and to be confident problem solvers*. The focus in 2019 is to provide students with opportunities to demonstrate creative thinking, This would be evident in the work produced, and reflected in their academic report grades. Professional Learning will also be undertaken in Cultures of Thinking and moderation of grades.

The Pastoral Care goal is *to further strengthen students' social and emotional learning (SEL) skills to optimise wellbeing and engagement in learning*. In 2019 the focus for students is on the development of Social Awareness and Relationship Skills. The goal is for this to be reflected in survey data completed by the students.

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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 past year, parents have had many opportunities to engage in either whole school events or attend social activities and parents educative workshops. An increase in numbers and enthusiasm for these events has been very positive.

The Andrew Chin Concert and the School Musical were major highlights. Parent events including 123 Magic Workshop, Parent Reflection mornings, Mother's day High Tea, St. Cecilia's cooking class, Anxiety and Mindfulness presentation, Nutrition workshop and Transition were all well attended and interactive. Parents have expressed their keen interest to continue to have opportunities to attend learning and social events.

### **Student Satisfaction**

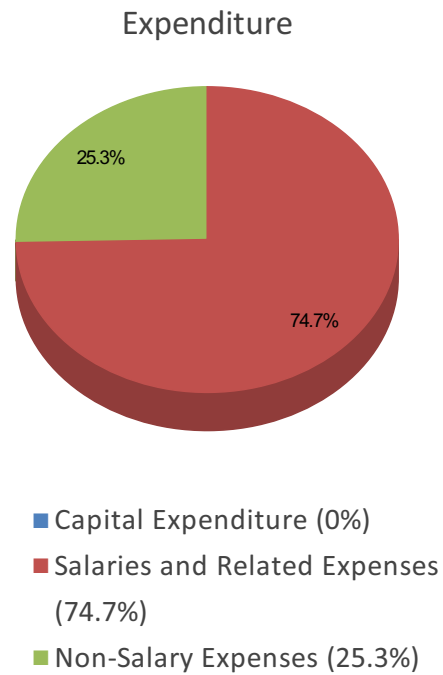
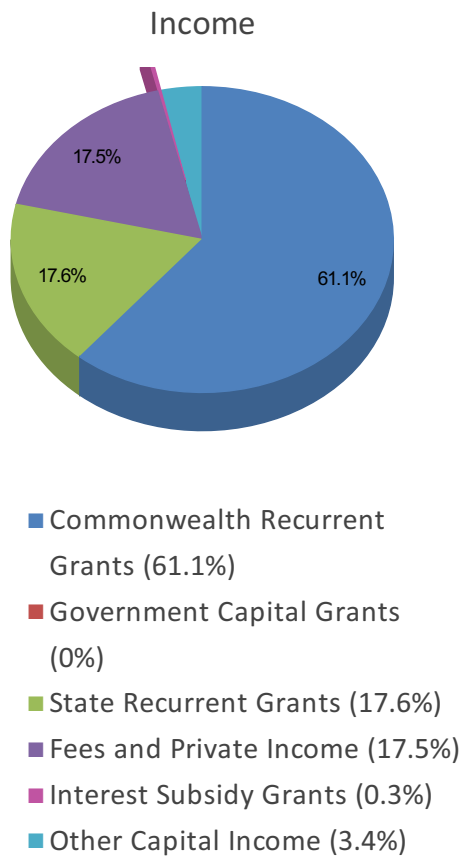
Students have flourished at St Cecilia's in 2018. They have had the opportunity to participate in many events and activities such as: Mini Vinnies and nursing home visits, school musical, dance troupe, sports carnivals, gala days, swimming events, peer support, PATCH Club as well as a variety of others activities and events. Students have also enjoyed a variety of key learning area initiatives such as: the Planetarium visit, Music Bus, Science week visits, Bishop's Art Prize as well as Drought Relief fundraising. The students have continued to enjoy the house points system and the link of the chosen names to the history of the school. Students have also expressed their satisfaction with the technology the school offers, including a multitude of devices, robotics program and technology lab.

## **Teacher Satisfaction**

During 2018, staff were given opportunities to develop their skills through participation in professional learning (PL). Cultures of Thinking was introduced through staff meetings. PL was provided on the introduction of the new Science and Technology curriculum and followed up with the opportunity to work with specialist staff to deepen their understanding and develop units for 2019. The Literacy and Numeracy coaching model continued to support teachers in classroom practice. The IT coach mirrored this model, providing support in the classrooms, with the use of technology. Enhancement of school premises was welcomed this year with refurbished classrooms and new flexible learning space furniture as well as the renovation of the students' bathrooms. Staff wellbeing remains a priority, this is promoted and recognised with small gestures like having the coffee van attend morning teas, and further developed through lunches and social events. Teachers feel supported and valued for their hard work and this creates a welcoming and nurturing school community.

## 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	\$2,423,326
Government Capital Grants	\$0
State Recurrent Grants	\$699,291
Fees and Private Income	\$696,102
Interest Subsidy Grants	\$13,658
Other Capital Income	\$135,670
<b>Total Income</b>	<b>\$3,968,047</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$596
Salaries and Related Expenses	\$2,835,363
Non-Salary Expenses	\$960,930
<b>Total Expenditure</b>	<b>\$3,796,889</b>