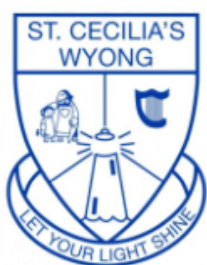




2020

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259

Principal: Mrs Yvette Owens

Web: www.scwddb.catholic.edu.au

About this report

St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the 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](#).

Message from key groups in our community

Principal's Message

2020 has been a year unlike any other. The year began with a flood which caused much damage, and Covid! However, the school has remained a place of positivity and growth. The community supported each other and continued to let their light shine. The connection with parents and families was challenged with Covid restrictions yet communication continued to flourish with families feeling informed and supported throughout.

The school has a strong reputation in the community and we are proud of the achievements of our students. The staff are a highly dedicated and skilled 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 genuinely cares and it is a privilege to be part of such an amazing school. 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

We have seen a very different year this year with Covid 19 with parents being unable to enter school grounds. The world of Zoom and live stream have enabled us to continue our Parent Advisory Board meetings and informal discussion as well as catchup with parents. We have also used Zoom for the Central Coast Cluster meetings to see how other schools are managing and for new ideas and concepts. Earlier in the year we suffered flood damage to some of our buildings and our new lawn. We now have a beautiful, bright new parent room, uniform shop and multipurpose room and most importantly new grass for our children. The wellbeing walk to Pioneer Dairy was held recently and again proved to be popular. Our Headstart proved successful with children allowed on site and parents connecting by zoom for information and discussion. We so look forward to welcoming our families in person next year.

Student Body Message

St Cecilia's is a place where everyone is welcome. Even though 2020 has been difficult, the students at St Cecilia's have been able to adapt and experience everything our school has to offer in new ways. The student body has enjoyed many opportunities throughout the year including being able to work with other grades (pre Covid-19) as well as collaborate with member of their own grade.

At St Cecilia's, the student body have been able to participate in a multitude of events, including; Book Week, PATCH Club, Gala Day, school carnivals, St Cecilia's Feast and Fun Day as well as other themed activity days. These opportunities show that school is not just about learning, but about the students as individuals, about 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 justly, with everyone having a say through the Student Representative Council, House and School Captains. At St Cecilia's our students let their light shine by acting safely, cooperating with others and being respectful.

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 Tumby 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 works 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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
161	123	22	284

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.39%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.29	92.58	93.56	93.39	92.30	93.25	94.35

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	5

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Staff Development Day focusing on using open ended tasks, developing confidence in implementing the Encourage Persistence, Maintaining Challenge (EPMC)

Pastoral Care / Wellbeing:

Twilight Session 1: BE YOU Training Part 1

Twilight Session 2: BE YOU Training Part 2

Diocesan SDD: Towards 2025

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in 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.

Catholic schools have a unique role in the evangelising and educating mission of the Church. The aim of Catholic schooling is committed to the formation of the whole person within a school culture that embraces the teachings and traditions of the Catholic Church.

The School's Religious Education program is based on the Broken Bay K-12 Religious Education Curriculum and aims to engage students with new ideas, making the Scriptures and tradition relevant to their lives and challenging students to respond in Catholic discipleship. A significant initiative that commenced this year was the implementation of Godly Play. The storytelling materials complement the curriculum which adds great value to the students' learning experiences in Religious Education.

St Cecilia's continued its support for the parish sacramental programs. Particularly, this year a closer partnership with Father Raul, Father Alex, and the parish team was created when preparing the students to celebrate their First Rite of Reconciliation and First Eucharist. These liturgical celebrations were intimate and beautiful.

In addition, St Cecilia's celebrated a number of age-appropriate liturgical experiences aimed at living out the students' mission as disciples of Jesus. The school year commenced with an opening school Mass where new students and families were welcomed to the St Cecilia's school community. The 2020 school leaders were also commissioned during this special

celebration. Throughout the year faith formation opportunities were provided for students, staff, parents, and caregivers. Students and staff regularly celebrated in-class and whole school liturgies and prayed together. Many of these liturgies were live-streamed, which allowed the St Cecilia's school community to stay connected and, importantly provide faith formation opportunities for parents and caregivers.

The Year 6 leaders coordinated fundraising events for outreach programs. This year St Cecilia's supported Caritas Australia (Project Compassion Appeal) and Catholic Mission. These influential events provided the opportunity for students to serve others and contribute to the formation of young people in the Catholic faith.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The development of school-wide pedagogy throughout 2020 was addressed by the appointment of three coaches; Numeracy Coach, Literacy Coach and Cultures of Thinking (COT) Coach. All three coaches worked in collaboration to assist teachers to deepen and develop their understanding of how to deliver a quality curriculum. As the main focus may have been on either Literacy or Numeracy, the inclusion of the COT coach enabled the team to work closely together with teachers, to highlight areas of need with regard to the cultural forces. All three coaches were released on the same day to enable them to work closely together. Part of this day was spent meeting and planning for future learning.

Staff surveys were conducted throughout the year to ascertain the professional learning needs. As teachers experienced working with the coaches, at times, when their needs changed, the coaches adjusted their time tables. 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.

At the start of the year, the literacy coach worked with a variety of teachers focusing on connecting COT and developing inference skills. The aim was to develop and deepen thinking and understanding through the use of collaboration, questioning and language.

Some teachers also sought support in developing their skills in the area of teaching writing. A period of time was spent working with year 6 focusing on different engaging ways to address a learning intention during the writing hour. In Stage 1, the focus then shifted to again using the COT umbrella, for example, the use of language and modelling, to support students in understanding, using and composing persuasive texts. A variety of lessons were modelled, co-taught and then evaluated in conjunction with the classroom teachers.

During Term 3, surveys were conducted to obtain information about what reading resources teachers used and what they felt was needed to support their teaching of reading. Quality reading resources were then researched, tested and purchased. A number of staff meetings were conducted to upskill staff in how to utilise these effectively within their classrooms. As a result, the literacy coach spent time in classrooms modelling how to use these resources.

A spelling staff meeting was conducted in term 4 reviewing current teaching practice of spelling and a possible way forward to address student needs. A new resource 'Effective Spelling' by Christine Topfer was introduced. This will be an area of investigation for 2021.

The numeracy coach worked closely with the COT coach in classrooms to develop a culture where teachers gave time to students, and required them to explain their thinking using concept-associated language. The numeracy coach modelled these cultural forces for classroom teachers and, after debriefing sessions, teachers put into practice what they had learnt.

The focus area in Term 1 was in Early Stage 1, working with a teacher who was returning to the classroom after a number of years in a different role. In Term 2 the focus was in Stage 1, and in Term 3, Stage 2. There was great growth in the Stage 2 classrooms as identical lessons were modelled by different teachers, and the rich discussion which followed highlighted how effective different deliveries can be.

During Term 1, the numeracy coach facilitated a Staff Development Day focusing on using open ended tasks, developing confidence in implementing the Encourage Persistence, Maintaining Challenge (EPMC) model for mathematics learning and teaching, and reviewing elements of the MAI assessment to assist in teacher planning.

The EMU program was conducted for two groups: a Year 1 group and a Year 3 group. This was interrupted due to COVID 19 and home based learning, but was resumed once school returned and continued to its conclusion.

The MAI assessments were conducted on all students in February and the data was used to inform teaching.

The COT coach continued to lead the professional learning and understanding of the Cultures of Thinking model during staff meetings throughout the year. By using the coaching model and working closely with the literacy and numeracy coaches, we were able to work collaboratively with teachers in classrooms to demonstrate, model, reflect and evaluate the teaching practice and learning environment. This combined coaching model has made a valuable impact on improving teaching skills and increasing learning outcomes.

Due to COVID 19, the planned coaching model was disrupted for a period of time throughout the year. Following the return to school after home based learning, the Kindergarten teachers showed some concern about the progress of some students. Both the literacy and numeracy coaches spent time in the Kindergarten classrooms assisting teachers with vulnerable students.

This collaborative coaching model proved to be effective and is planned to continue in 2021.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

Pastoral Care and Student Wellbeing

2020 was our last year in our current School Improvement Plan with a major focus on 'to further strengthen students' SEL skills to optimise wellbeing and engagement in learning.' Although the SIP target was 'by the end of 2020 the semester report 'learning behaviour' levels will show an improvement on 2018 data,' due to COVID 19 we felt that this may have affected our results.

During Term 1, stage 3 students participated in a leadership day at St Peter's Catholic College. This day was run by the Wellbeing Coordinator and the St Peter's Youth Ministry Team. Stage 3 students were exposed to a variety of different leadership styles and worked in groups to discover the skills they already had, and what skills they could further develop. This training assisted students to be confident in running a peer support group and be leaders at our school.

P.A.T.C.H commenced and then resumed in Term 2. Students were selected using the SEL trackers, student data and advice from classroom teachers. Stage 1 participated in terms 1 & 2, Stage 2 in term 3 and Stage 3 in term 4.

Throughout this term, the wellbeing coordinator and the learning support teacher worked with small groups of stage 1 students, working on developing SEL skills to target individual needs. These students were identified by using the SEL trackers and advice from classroom teachers. In term 3 stage 2 students participated and then in term 4 stage 3 students participated. The students were withdrawn from their classes and the program 'Everyday Speech' was utilised.

Term 2 was disrupted due to COVID 19.

During Term 3, Vicki O'Leary visited the school for a day each week to work again with students on meditation. Because some students were affected by COVID 19, Vicki O'Leary was invited to continue to work with students in term 4 for 7 weeks.

A St Cecilia's, Non Classroom Expectation Matrix was completed after consulting with staff and students. All classroom teachers shared this matrix with their students to ensure the school community understood the expectations in different areas around our school.

In Terms 3 and 4, staff participated in 2 twilight sessions developing an understanding of what BeYou is, the transition from KidsMatter and then completed surveys to ascertain where the school was at, and future directions. These future directions will then drive the new SIP for 2021.

Also Term 4, saw the wellbeing team again participate in the TFI evaluation meeting led by the PBL coach. Areas of need within the school were identified and these will now form part of the annual plan for 2020.

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. 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 2020 staff continued to focus on Literacy and Numeracy teaching and learning with the continuation of the Numeracy and Literacy coaching models. This enabled the development of the skills of teachers to provide students with the best possible learning opportunities. This was further enhanced with the introduction of a Cultures of Thinking Coach.

Information Technology (IT) is an ongoing focus with the IT coach and student digital leaders. The provision of a large number of technological devices has enabled the school to provide 1:1 devices in Year 3 - 6. This became particularly crucial due to the Covid Pandemic and the shift to home based online learning. Teachers had to rethink and restructure the way they taught, while supporting parents. The Cultures of Thinking framework was further developed through professional learning opportunities as well as dedicated staff meetings. This was an important aspect of the Professional Learning plan in order to support all teachers to develop, in their students, the ability to think critically, creatively and deeply. The School Improvement Plan goal reflects the priority that staff have placed upon this and a common language and framework is being developed. The implementation of a Cultures of Thinking coach allowed greater support and development of skills for those teachers who required additional assistance.

Priority Key Improvements for Next Year

The Evangelisation and Catechesis goal is to maximise learning growth for all students, Religious Education is taught with the same rigour as other key learning areas. Our measures of success will have assessment tasks aligning with outcomes. Student work samples will reflect deep thinking and understanding and grades reflect the "bell curve". Class programs and strategies will provide opportunities to develop deep thinking, understanding and knowledge.

The Student Achievement goal is to develop students' ability to think critically and demonstrate deeper understanding in a learning environment that is agile and equitable. Our measures of success will have assessment tasks aligning with outcomes. Student work samples will reflect deep thinking and understanding and grades reflect evidence of moderation and standardised tests result reflect understanding and knowledge. Class programs and strategies will provide opportunities to develop deep thinking, understanding and knowledge.

The Wellbeing goal is to create a deeper connection between student wellbeing, SEL skills, and academic achievement. Our measures of success will be shown in improved data from the SEL survey, teacher SEL trackers and from the TTFM survey.

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

Disappointingly many of our school events were either cancelled or became online events so that parents could be engaged with their children. Parents were very appreciative and felt supported this year especially during lock down by the Principal and staff. They felt continually informed with Compass messages, emails and Zoom meetings. The Pastoral Outreach Program has been especially beneficial to families affected by financial stress. The open communication and support for our families has again reiterated the strong community we have here at St Cecilia's. We look forward to more workshops and presentations next year as we engage in our children's learning.

Student satisfaction

Even through adversity, the students have flourished at St Cecilia's in 2020. They have had the opportunity to participate in many events and activities such as: Mini Vinnies, sports carnivals, gala days, swimming events, peer support, PATCH Club, Christmas concerts, student fun days as well as a variety of other activities and events.

Students have also enjoyed a variety of key learning area initiatives such as: Canberra virtual tours, Music Bus, leadership days, African drumming, sporting programs, Bishop's Art Prize as well as fundraising initiatives. 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 STEM lab.

Teacher satisfaction

Staff were given opportunities to develop their skills through participation in Professional Learning (PL) during 2020. Cultures of Thinking and student wellbeing were a focus for PL as other opportunities were restricted due to Covid-19. Staff were very active in learning new skills for developing Home based learning for the students and using zoom and other communication tools. Staff rallied and rose to every challenge presented by the restrictions of

the pandemic. The Literacy, Numeracy, Cultures of Thinking and IT coaching model continued to support teachers in classroom practice.

The school premises has had several improvements after being flooded early in 2020. The Multipurpose room and storage areas needed to be gutted and replaced. The playground had affected areas and they have been replaced with new gardens, learning and play spaces. The canteen has also been refurbished. Staff wellbeing is actively promoted and continues to be a priority. Staff are recognised with small gestures like well being week each term, having the coffee van attend morning teas, and further developed through lunches and social events. The staff at St Cecilia's feel supported and valued for their hard work, this creates a welcoming and nurturing school community.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$2,682,600
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$744,704
Fees and Private Income ⁴	\$570,389
Interest Subsidy Grants	\$4,856
Other Capital Income ⁵	\$411,087
Total Income	\$4,413,636

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$37,234
Salaries and Related Expenses ⁷	\$3,000,107
Non-Salary Expenses ⁸	\$1,041,264
Total Expenditure	\$4,078,605

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT