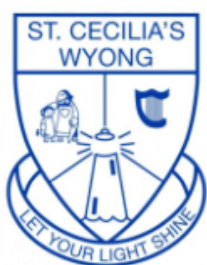




2022

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259
Principal: Mrs Marta Chylewska
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 at local school level and 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

At St Cecilia's Catholic Primary School, we are committed to seeking quality education that nurtures the whole child; spiritually, academically, socially, physically and emotionally, in an authentic Catholic community.

As a school community we work in partnership with families to ensure that every child has a positive and fulfilling school experience. The staff and parents work as partners in nurturing faith filled, curious children to become creative contributors and innovative problem solvers for a changing world.

Our professional and highly dedicated staff are deeply committed to knowing and caring for the individual needs of each child. We deliver a rich and engaging curriculum where thinking is valued, visible and actively promoted through the lens of Visible Thinking and an inquiry-based approach to teaching and learning.

Our school motto 'Let Your Light Shine' aims to provide widespread opportunities to enable everyone's light to shine and to foster the light in those around them. We recognise that all children are unique individuals and they are supported to build connectedness with learning, the environment, people, through mind, body, heart, and spirit. We learn in a way that grows self-awareness so that children can discover their potential and embrace life to its fullest.

As we travel this educational journey together, may we be of inspiration to one another.

Parent Body Message

With COVID restrictions easing upon us in the year of 2022 parents were pleased to be allowed back onto the school grounds for school assemblies, masses, book fairs, class visits and just the simple act of being able to walk their child into school made many realise how it's those little things that matter.

The introduction of our new Parent Body, Families Leading in Partnership came to fruition with formal meetings commencing once a term. In the Tell Them From Me Survey parents expressed they are thankful for the new restructure of the parent body which is inclusive, flexible and capitalises on parent strengths to assist wherever the need is. At each of the meetings there was a strong representation of parents, caregivers and the wider community, welcoming expression of opinion and concerns in a safe and respectful environment whilst providing ongoing support to teachers and staff of St Cecilia's Catholic Primary School in the best interest of all students.

We saw the slow re-introduction of whole school events that brought a sense of community back that many parents have missed and been longing for throughout COVID. The Grandparents' Liturgy was successfully attended by over 500 guests making it one of the biggest events the school has ever hosted. Grandparents and parents expressed their appreciation for the heart warming and welcoming event that brought a strong sense of connectedness to the children's school life and learning. Other bigger annual events in 2022 that contributed to the building a sense of community which families expressed gratitude for include; Mother's and Father's Day Breakfast, our annual Book Fair raising over \$7200, End of Year Mass and Awards Ceremony. Generally, parents expressed gratitude for being able to be included in their children's learning at school. The families felt embraced and welcomed in the school learning environment.

Student Body Message

At St Cecilia's our students let their light shine by acting safely, cooperating with others and being respectful. St Cecilia's is a place where everyone is welcome and student voice is valued and this was emphasised this year by the introduction of some significant and positive changes to the varying student bodies.

Our year six cohort was provided with some new and exciting leadership opportunities through the introduction of the Leadership T.E.A.M's (Together Everyone Achieves More). The five leadership T.E.A.M's include the *Pastoral Team*, *Wellbeing Team*, *Digital Leaders*, *Arts Team* and the *Environmental Team*. The leadership opportunities within these teams T.E.A.M's emphasise service to others, teamwork, taking initiative and developing responsibility.

Year six children appreciated the expansion for leadership opportunities as they were able to contribute in a purposeful and meaningful way, where they extend and use their individual gifts and talents to inspire others. The implementation of the TEAM's provided new leadership opportunities to help many of the year six children to:

- further develop their leadership skills
- develop the skills needed to carry out tasks in an effective manner in their position of responsibility
- forge a strong sense of belonging to the school community
- develop a sense of self worth

The Mini Vinnies Team also expanded from having representatives in grades 3-6 to including Kindergarten through to Year 6. Our school Mini Vinnies team met 3-4 times a term with the Pastoral TEAM teacher leader and felt empowered to become advocates within our school and local community by putting their values into action through coordinating Winter Appeals, Mini-Vinnies fundraisers and food and hygiene product collections. Their regular meetings

helped them to learn and raise awareness about social justice issues, develop leadership skills and engage with the wider St Vincent de Paul Society.

The school is run justly, with our 3 – 6 children having a say through the Student Representative Council, House and School Captains and this year the SRC proposed that from 2023 they have representatives from K-6 on the SRC to ensure a voice from all grades is present.

Student involvement in these representative bodies such as SRC, Mini Vinnies, School or House Captains and the TEAM's shows 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.

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, Maths Olympiad, community activities such as ANZAC day celebrations, local day-care programs and many others. Year 5 and/or Year 6 students have had the opportunity to take part in leadership initiatives such as Peer Support, a Kindy buddy program and youth ministry. Year 6 made it to their overnight excursion to Canberra and their first time ever Leadership Camp and thankfully Year 5 didn't have to miss out on Bathurst due to COVID.

There are extra curricula opportunities which are more structured play in the playground with rotational lunch clubs running. The lunch clubs included this year were: *Gardening Club, Coding Club, Lunch Buddies, Choir, Dance Troupe and Karate*. The Library is open three lunch times a week (Tuesday-Thursday) and of a morning the teacher librarian runs a Reading Buddies Program each morning. Every morning we also have the Zen Den open, which is a calm space for the children to start the day, relax and get ready to learn. Many Sensory Processing crafts are set up to engage in as we know the benefits of creating sensory opportunities for children, meditation, yoga etc.

The school introduced a range of new opportunities for our Gifted Program this year. This included Maths Olympiad (Year 5&6), Maths Games (Year 4), a Gifted Writing Program that saw the group produce a termly school newspaper, Techmatics Day which integrates Mathematics and Technology and our Coding teacher took selected students to UNSW Quantum Computer Lab, where they met a quantum researcher and the Australian of the year Michelle Simmons, and learnt about the most advanced quantum computer technology in the world.

Our weekly specialist teacher classes for all grades K-6 include Japanese, Library and Dance/Drama or Music. Grades 4-6 have Coding lessons once a week for one hour.

The school community boasts an active parent community (Families Leading in Partnership) 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 usually include school discos, parades, Mother's Day and Father's Day events which the children and parents thoroughly enjoy. Parents had limited opportunities to assist in classrooms due to still maintaining some COVID restrictions indoors, however outdoor events welcomed many families and all excursions were had with parents assisting as parent helpers.

To help parents gain a thorough understanding of their children's learning the school hosts goal setting meetings in term 1 & 3 and parent/teacher meetings in terms 2 & 4, as well as an open invitation to meet with their child's teacher whenever the need arises. The school also has a Family Liaison Officer (FLO) who works towards building positive connections between the school and home and was able to run the Circle of Security training for parents this year and the 1-2-3 Magic (Positive Parenting-Effective Disciplining) 3 part workshop.

The School is looking towards the future and nurturing our children 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
154	153	18	307

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 85.90%. 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
86.70	86.50	86.10	84.70	87.60	85.10	84.60

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 Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	36
Number of full time teaching staff	12
Number of part time teaching staff	13
Number of non-teaching staff	11

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Staff Development Days:

1. How can we embed an effective culture of Inquiry at St Cecilia's?
2. System Staff Development Day - Towards 2025; The Future, Learning and Wellbeing.
3. Spirituality Staff Development Day - Listening to my life.
4. Management of Actual or Potential Aggression (MAPA) training.

Twilight Session 1: Mathematics Learning Improvement Program - Familiarisation of New K-2 Mathematics Syllabus

Twilight Session 2: Heggerty's Training (Learning & Exploring for New K-2 English Syllabus)

Twilight Session 3: Science of Reading (Learning & Exploring for New K-2 English Syllabus)

Twilight Session 4: Curriculum Assurance PD/H/PE & Creative Arts

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

At St Cecilia's we share in God's mission to proclaim the Gospel, to reach out and serve those in need keeping our hearts and minds open to know Christ and to love learning. We continued this mission by supporting prayer life through regular whole school liturgical celebrations, such as our combined Opening School and Ash Wednesday Mass, Mother's and Father's Day Liturgies, and Graduation Mass. Throughout the year many faith formation opportunities were provided for children, staff and parents/carers to celebrate stage Masses together. Father Raul also met weekly with the children to strengthen relationships between the Parish and school community.

We maintained an awareness of our responsibility to care for and support those less fortunate than ourselves and continued to find new ways to express our Catholic faith in action. With an emphasis on social justice, our children participated in fundraising to support the work of local and overseas missions, including Caritas through donations to Project Compassion and during Mission Month donating to Catholic Mission. In addition, support for

Mary Mac's Place helping the Homeless, in Woy Woy and St Vincent de Paul Society through the donations of perishable items.

St Cecilia's continued its support for the parish sacramental programs. The teachers and parish team prepared the students to celebrate their First Rite of Reconciliation, Confirmation and First Eucharist. These liturgical celebrations were beautiful and embraced the teachings and traditions of the Catholic Church.

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.

Numeracy

St Cecilia's focus was on place value in mathematics as a response to the students learning needs from our schools Mathematical Assessment Interview results. We are involved in the Leading Improvement professional development with Linda Bendikson, who has guided us in our processes to focus our thinking and action on student achievement.

Data

To gain up to date data, we created a place value assessment tool based on MAI on the way growth points. This enabled us to pinpoint the point of need for each individual student and set individual goals for students. It also allowed teachers to use the data to group their students with similar needs.

Our tracking of students achieving their goals was vital in providing us with weekly up to date data for each individual child. The tracking tool provided the teachers with data to:-

- Analyse the needs of the students. Plan and develop learning experiences to cater for the individual child.
- Implement and refine teaching strategies. Review and measure the growth.
- Celebrate the students' achievement of 'quick wins'.
- Group student with similar learning needs.
- Identify students the students having difficulties and those that are exceeding expectations.
- Respond to the learning needs of each student.

Teacher learning

Providing the environment for teachers to work collaboratively with their colleagues to improve student outcome allowed professional sharing of wisdom, ideas, challenges and success, from early career teacher to those more experienced staff to come together with the common goal of improving the learning outcomes for all students. Teachers are now continuously more aware of what their students know and what they need to learn.

Impact on student learning

Through the students understanding and knowing their individual goals, they were motivated and excited to achieve their goals.

Literacy

At St Cecilia's, the staff really value their time to be able to take part in Literacy Coaching which is conducted every week. Throughout the year, teachers either meet with the Literacy Coach every second week, or every week to look at the data, analyse the needs, refer to the curriculum to plan accordingly. When required, a variety of lessons were modelled, co-taught and then evaluated in conjunction with the classroom teachers. At each coaching session we would aim to:

- Celebrate any students' achievements
- Analyse the needs of the students using student data and teacher observation (we would also moderate the work samples if needed)
- Plan and develop learning experiences to cater for the individuals' learning needs, referring to the syllabus and considering the 'must knows'
- Discuss the teaching strategies that would be implemented
- Discuss how we would assess the learning experiences (formally or informally).

This year the K-2 teachers were required to familiarise themselves with the new curriculum as implementation will occur in 2023. Through the process of familiarising ourselves with the new curriculum, we had to look deeply at what we were currently doing, what the syllabus states as well as the suggested teaching advice. We had to determine what we need to stop doing, continue doing, and start doing. From this information, during coaching sessions, we worked towards creating new literacy blocks. Throughout the last term particularly, teachers implemented the new Literacy Block and we would meet weekly to amend the block based on teachers' observations and students' data. As a result of this, it will be a smooth transition into 2023 when the new curriculum is officially implemented.

The school collects a variety of data to help monitor the students' growth. Including but not limited to:

- Four Forms Spelling Assessment
- Running Records to determine reading levels
- Letter Identification
- Blend and Digraph Identification
- Writing Assessments
- Oxford High Frequency Words
- PAT Reading
- NAPLAN – Reading, Writing, Language Conventions

Similar to Numeracy Coaching, Literacy Coaching provides an environment for teachers to work collaboratively with their colleagues to improve student outcomes. The sessions allowed for professional sharing of wisdom, ideas, challenges and success. Moving forward, we will need to spend time in the coaching sessions to break open the new 3-6 English Syllabus and develop school wide tracking systems to best document and track the data.

Digital Pedagogies

Curriculum

Digital Pedagogies can be defined as the way in which we teach through digital avenues. We are so fortunate to be able to align Technology at St Cecilia's to many learning areas. Digital Pedagogies covers a broad range of curriculum content aligning with outcomes from Science and Technology, English, Mathematics, Personal Health and Development and Geography. We also employ a third party coding company to educate students in Years 4, 5 and 6 using Scratch coding. The lesson duration is an hour a week, which equates to 40 hours within the year of coding time.

Learning

This year we have aligned our learning with digital online safety, problem solving and technology enrichment. Students have engaged in online safety lessons that discuss the impact of safety when using devices as well as being online at home. Students are exposed to using technology to assist with problem solving tasks including using robotics and working mathematically to find a multistep solution to guide them through mazes. Students that were identified as being gifted or a high potential learner within the realm of technology were invited to an interschool technology enrichment day, "TechMatics Day". The students worked mathematically to solve problems using technology. They flew drones to find a message on a hidden piece of paper, they used green screen technology to host a news broadcast about the TechMatics Day and they coded Spheros to get through a complex maze in a time race.

Teaching

Teaching staff at St Cecilia's have had a range of professional learning opportunities to gain a deeper understanding of how to encourage the authentic use of technology within the classroom. Teachers engaged in learning for platforms including, Microsoft Teams, ClickView, Canva, and Seesaw. Teachers engaged in learning experiences that will directly assist them with the implementation of authentic activities that support learning within the classroom, for example: the SAMR model.

St Cecilia's were fortunate enough to receive new devices for every student within our school. We replaced 4 screens with new displays that have been installed into classrooms. These devices and technology will increase engagement and encourage students to enrich their learning in this ever evolving digital world.

Religious Education

The New Religious Education Curriculum

The new Kindergarten Religious Education Curriculum was implemented and executed. The well-researched, planned programs and excellent resources allowed for best practices and many opportunities for the children and teachers to be continuous learners. The Religious Education programs and learning environments have been designed to be age appropriate and meet the developmental needs of all children. The children were provided with opportunities to respond to the stories of Jesus with their hands, hearts, and minds. This was achieved through listening to presentations, engaging in response tasks (e.g., practical life activities, concrete materials, painting), and journaling. These experiences allowed the children to be drawn into the mystery of God and strengthened their relationship with Christ and developed an understanding of the significance and meanings of scripture and liturgy for their lives.

Learning with St Peter's Catholic College

The Year 6 Pastoral Team attended Shine, a student gathering at St Peter's Catholic College, Tuggerah. Many Central Coast Catholic Schools gathered for this exciting and uplifting experience. This event allowed the pastoral team to explore their faith journey and servant leadership in their lives.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	59%	52%	7%	12%
	Reading	65%	54%	9%	11%
	Writing	67%	50%	2%	7%
	Spelling	50%	48%	15%	15%
	Numeracy	32%	34%	13%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39%	31%	9%	14%
	Reading	52%	39%	7%	11%
	Writing	44%	25%	7%	18%
	Spelling	33%	37%	7%	14%
	Numeracy	28%	25%	2%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Post COVID there was a noticeable need for teaching of skills in emotional regulation as an area that needed to be developed in our students. In response, Zones of Regulation was adopted at a school level. This helped the students to be able to identify their feelings and gave the students a common language to discuss their feelings and how to respond to those feelings. The program focussed on developing their own 'toolbox' of strategies to assist them in regulating their emotions.

In Term 3 Peer Support program was reintroduced due to easing of restrictions around cohort mixing. Year 6 students were trained and then delivered lessons to their peers with a focus on 'Emotions', 'Zones in Me' and Bullying. These lessons were written with a targeted social skill and Zones of Regulation weaved through too. The Peer Support program promoted respect among peers and responsibility in the Year 6 students. The feedback from staff, parents and students about the program was very positive, creating a positive sense of belonging where the children felt valued by their peers and others.

Data reflected that the playground before school, at recess and lunch was a time that some students were finding it particularly difficult to regulate their emotions and implement social skills. In response to this, several initiatives were implemented. A Zen Space and Reading Buddies Program was set up in the mornings to give students a quiet space from the playground to begin their day. In the Reading Buddies Program, Year 5 students are buddied up with an infants student and the infants student reads their reader to their buddy. This promoted respectful relationships between the students and encouraged participation in extra curricula activities. It also promoted responsibility in the infants student bringing their reader and responsibility and commitment from the Year 5 students to give back to the community. In the Zen Space, quiet activities such as mindful colouring, meditation and mindfulness and

quiet games give the students more structured and calm opportunities to implement SEL skills such as turn taking, listening to others, resilience and problem solving. The introduction of 'Lunch Clubs' at lunchtime gave the students more structured activities that they could attend. These were organised and facilitated by staff members. A variety of activities were selected to appeal to students of different interests. Some of these clubs included coding, Lego masters, dance troupe, board games, gardening club. Lunch buddies was also introduced where a group of Year 5 students would set up small activities on the infants playground. Some of these activities included loom bands, chalk drawing, lego, toy cars, craft. The lunch buddies program promoted responsibility in the Year 5 students through the organisation of the activities, responsibility of the equipment and modelling social skills such as sharing, turn taking and following rules. The infants students loved the connection with their Year 5 peers as well as the opportunity to engage in fun activities in a small group setting, building respect among peers.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Numeracy

- Data tracking and analysis and understanding of students point of need.
- Grade 2-6 Place Value Summative Assessment Tool devised for measuring accuracy of goal achievement retention rate.

Literacy

- Implementation of Heggerty's Phonemic Awareness program.
- Whole staff training in the Science of Reading.
- Resourcing of whole new school set of decodables.

Digital Pedagogies

Technology enrichment day, "TechMatics Day"

- Updated 1:1 devices.
- Roll out of Microsoft Teams
- First phase of installation of Vivi Screens

Religious Education

- Implementing and resourcing the new Kindergarten Religious Education Curriculum

Inquiry

- First Phase of Implementation with Inquiry pedagogy. Staff are *familiarising* themselves with Kath Murdoch's Inquiry model, while integrating the Cultures of Thinking.

Priority Key Improvements for Next Year

Mathematics

Focus Area #1 - *Developing Children's Place Value Number Sense*. The Learning Improvement Program around Mathematics will remain a strong focus next year in Coaching. The program was implemented whole school with student personal Place Value goals being tracked, however the goals were aligned to the Mathematical Assessment Interview data, which does not completely align with the new syllabus. Therefore, a review of the type of data gathered will be required review next year, as will the whole school implementation and

processes for ongoing data collection, review of the data and planning from the data to meet the needs of our children.

The ongoing monitoring of growth associated with the tracking of goals will become a focus for next year. Teachers will continue to assign, monitor and continuously review students' mathematic goals to focus learning and formation of school programs and the scope and sequences around these goals.

Focus Area #2 - Adapting pedagogical practises to align with the Structure of a Mathematics Lesson. Teachers are all utilising the new Mathematics Programming template to help foster certain pedagogical approaches that are most effective to the delivery of the new curriculum.

Mathematics and English

Focus Area # 3 - Continue through the Phases of Implementation of the New Mathematics and English Curriculum Reform.

In K-2 Mathematics and English we will be in the Implementation Phase and continue to review the Teaching Advice so we are not unnecessarily teaching. The goal will be to become familiar with the content, skills and concepts of the new K-2 Mathematics Syllabus and gain understanding of the evidence base that informs the new Mathematics and English syllabus, in particular the Working Mathematically processes that should be embedded within the concepts being taught. Ensuring the embedding of Working Mathematically will ensure students are able to fluently understand concepts and make connections to other focus areas.

Grade 3-6 teachers will be in the Implementation Phase of the new English and Mathematics Syllabus. Teachers will build their knowledge and understanding of the structure, content and intent behind the new syllabus documents with a particular focus in Maths on recognising the critical importance of developing an increasingly sophisticated understanding of mathematical concepts, and fluency with mathematical processes, to help students interpret and solve problems. In English the particular focus will be on outcomes and content informed by evidence that identify skills needed by all students to develop competence in oral language, reading and writing.

Religion

Focus Area #1- Implementation of New RE Curriculum. Continued support for Kindergarten and Year One teachers with the implementation of the new Religious Education Curriculum. These teachers will be given many professional learning opportunities to be continuous learners and improve practice. This will be achieved through workshops or reconnect sessions (via zoom) lead by Catholic Schools Broken Bay.

Focus Area #2 - Celebrating Mass with a Deeper Understanding. A weekly Mass has been introduced so that the children can celebrate Mass with the Wyong parish. This opportunity will allow the children to gain a deeper understanding of the four parts of the Mass and the

important holy rituals that take place during the Mass. This will be achieved by the children using prayer cards so they can follow along with the Mass.

Focus Area #3 - Strengthening Partnership with Families- Each grade will celebrate a Faith and Learning Walk where parents and carers are invited to celebrate a grade liturgy. The liturgy theme will highlight what the children are learning during their Religious Education lessons and allow an opportunity for the families to connect with the Catholic faith. Following the liturgy, the children will demonstrate their acquired knowledge by showcasing their favourite pieces of learning. Participating in these learning walks will enable parents and carers to engage as partners in their child's learning journey.

Inquiry

Focus Area #1 - Developing increased student autonomy through effective questioning, ongoing opportunities for reflection and embedding of 8 Cultural Forces of Visible Thinking during the teaching of inquiry pedagogy in Science and Technology, History and Geography.

Focus Area #2 - Developing student Learning Assets by utilising the split screening of learning intentions to include Learning Assets through the teaching of Inquiry and other Learning Areas.

Wellbeing

Focus Area #1 - Implementation of Second Step SEL Program. Implement and monitor the effectiveness of the Second Step Program and track how children's Social and Emotional Learning is impacting on behaviour and learning.

Focus Area #2 - Educate the parent community on Social and Emotional Learning. Through the implementation of the Second Step Program a collaborative approach to the teaching and learning of SEL skills will be implemented.

Digital Pedagogies

Focus Area #1 - Improved integration of technology within all subjects. Continually upskill all new and current staff members within the technological platforms used within our school.

Focus Area #2 - Integration and embedding implementation of Microsoft Teams.

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

Consecutively the Tell Them From Me Survey has identified that parents acknowledged a strong sense of community at St Cecilia's, inclusiveness, a safe and nurturing environment where children can thrive. Children are well supported and teachers are extremely dedicated to providing a positive, useful and quality learning experience. The teachers genuinely care about the kids and parents recognise the highly dedicated staff and positive workplace culture that seeks to grow and improve at all times. A great school with friendly, knowledgeable staff that always take pride in developing kind, polite and well educated young individuals.

Staff have a strong awareness of child's capabilities, which is evident through goal setting meetings and parent teacher interviews, however parents expressed a desire for an increase in homework to be able to stay more connected with children's learning in the classroom. Several new families have named that the school, and the staff, have far exceeded their expectations and they feel a real peace of mind

Good communication with teachers and from the school was acknowledged by parents, having opportunities to speak or meet with teachers at a minimum of 2-3 times a year and often even more opportunities if requested. The detailed newsletter keeps the community informed and is easily accessible each week online. It's great that the Principal's Update and School Newsletter (alternate weeks) strives to cover all that is needed to know for the fortnight ahead. Just a lot of information to stay on top of, that sometimes parents can miss things.

Parents like the smaller size of school and embrace being a small school as all the children know each other and it makes it easier to form stronger connections for the children.

The great focus on student wellbeing and mindfulness is appreciated by parents and acknowledged as beneficial for the children in today's day and age, with the busyness of life, technological advances causing disruptions and possible lack of presence in life.

Parents are thankful for the new restructure of the parent body identifying that it's inclusive, flexible and capitalises on parent strengths to assist wherever the need is. The involvement has been good but would be good to introduce class parents back in the school to further engage parents and families in the school. A structure for the class parents body was reviewed for implementation in 2023.

Student satisfaction

The children were surveyed in the Tell Them From Me Survey and a common thread was how much they like the general environment of their school and enjoy participating in the events and activities organised by the school, in particular the school musical that happened this year, our first ever Public Speaking competition, the return of swimming and Surf Safety days, overnight camps, the reintroduction of a new key excursion to look forward to in each grade and the lunch club opportunities that are given to the children are all appreciated.

Our school Christmas Concert with Drew Lane was a fun, energetic day where they loved having the picnic on the lawn with their parents and the whole community. Year 6 were excited to get to vote on a theme for their year 6 graduation and have dinner together after Mass in the school hall. The theme was Hollywood and the hall set up and celebrations will forever remain a beautiful memory in their mind.

Children commented on how the best thing about the school is all teachers who answer questions immediately, try to help and encourage a growth mindset in the children. The teachers are friendly and kind helping children to challenge themselves in their thinking and try their best. They always find time and ways to help the students of our school and give us great environments to learn in.

Many children identified what special friendships and bonds they have within the school, which helps them feel safe, respected and cared for. "Teachers even let you work with your friends as long as you show you can be responsible and get the work done."

Final words from one student, "It is the best school you could ever go to!"

Teacher satisfaction

Teachers returned to their first full, uninterrupted year post COVID and noticed the impact COVID has had on children's learning and development of social and emotional skills. Where some children received and greatly benefited from one to one support during Home Based Learning, not all students received that and upon the return to school in 2022 the gaps became quickly evident. Therefore a targeted student goal system was established to help target the more specific academic and social and emotional learning needs of each child.

Teachers appreciated the regular literacy and numeracy coaching time allocated to all classroom teachers. The coaching sessions allowed for a relentless focus on analysing and interpreting the students' personal goals and whole class data, in turn being able to plan relevant, differentiated learning experiences to help address children's individual point of need.

Throughout the year teachers expressed immense gratitude for the ongoing support in their classrooms from work colleagues, the leadership team and the Learner Diversity team. Additional funding was provided from Catholic Schools Broken Bay through Targeted

Learning Support and in particular the Kindergarten classrooms had full time teacher aides, which allowed for a smooth transition for all the Kindergarten children in their first year of primary school.

The school musical was a highlight for staff, bringing together the community and teaching children a sense of shared ownership of working towards a common goal as a whole school. Many teachers expressed how the musical contributed to children's personal wellbeing through developing their self- image, self-confidence and self-esteem.

The school has always had a system for logging the red (major) or amber (minor) behaviours in the student online management system, however the green (positive) data was not being gathered. Therefore the introduction of logging a record in Compass of children's fortnightly awards they receive and a whole school Shine Award system was introduced to acknowledge and gather data around the Positive Behaviours for Learning that many children display all of the time. The Shine Awards were introduced mid term 3 and by the end of the year approximately a dozen exemplary, role-model students reached their Bronze Award (20 Shine Awards). It was great to see the majority of the children in the school striving for excellence and modelling safe, respectful and cooperative behaviours.

Lastly, the teachers really felt this year the impact of how COVID-19 pandemic caused both unprecedented disruptions and massive changes to education. Returning to a full uninterrupted year of classroom learning saw teachers having to adapt to a new educational context post COVID. The pandemic created a unique opportunity for educational changes that have been proposed before COVID-19 but were never fully realised. Teachers identified that education post COVID will require curriculum that is developmental, personalised, and evolving; pedagogy that is student-centred, inquiry-based, authentic, and purposeful; and delivery of instruction that capitalises on the strengths of both synchronous and asynchronous learning.

Our teachers acknowledged the school's need to undoubtedly move with major changes coming in education in the next decade. These changes include the new English and Mathematics Curriculum Reform, which determines what is to be learned by learners and moves towards competency-based learning that has an emphasis on developing unique skills and abilities e.g. *mathematical habits of the mind*.

Through developing staff pedagogy in Inquiry Learning staff have voiced they are excited, yet challenged on how to best become more based on strengths and passions of children to help personalise the learning experience. In response, the teachers have trialled to make student autonomy and student agency more prominent in their classrooms acknowledging that students will prosper by having more say in their own learning and their learning communities.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$3,717,850
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$989,564
Fees and Private Income ⁴	\$823,998
Interest Subsidy Grants	\$3,967
Other Capital Income ⁵	\$72,326
Total Income	\$5,607,708

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$74,495
Salaries and Related Expenses ⁷	\$3,508,841
Non-Salary Expenses ⁸	\$1,450,461
Total Expenditure	\$4,959,303

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 2022 REPORT