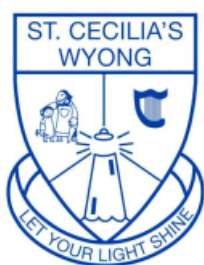


2025

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259

Principal: Mrs Marta Chylewska

Web: www.scwdbb.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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

Message from key groups in our community

Principal's Message

I am filled with gratitude for the strength, resilience and spirit of the St Cecilia's community. This year brought both challenges and opportunities, marked by significant change, continued growth, and a steadfast commitment to learning, faith and wellbeing.

Our motto, "Let Your Light Shine," guided us as we undertook a process of consultation and reflection to renew our school's Vision and Purpose. Together, we embraced the vision:

"Letting our light shine as we learn, grow, and achieve together in faith and community."

This is supported by our purpose as a Christ-centred community that nurtures the spiritual, emotional and academic growth of every learner through faith, belonging, inclusion and authentic, research-informed learning. These renewed statements provide clear direction for our future and our commitment to excellence and holistic development of each child.

A major focus throughout the year was the continued construction of six new contemporary learning spaces. While this project transformed the physical landscape of our school, it also brought unavoidable disruptions. Learning continued uninterrupted thanks to the flexibility of staff and students, while families showed patience and understanding as access arrangements, events and school spaces changed. These experiences highlighted the adaptability, resilience and strong sense of belonging that define St Cecilia's.

Adding to this period of transition was six months of temporary leadership while both the Assistant Principal and I were on Long Service Leave. I thank the acting leadership team and staff for ensuring continuity, stability and progress during this period.

Student wellbeing remained a priority. Alongside our Wellbeing for Learning Framework and the Second Step program, we introduced the URSTRONG Friendship Program. This initiative provides students with practical strategies and a shared language to build healthy relationships, navigate social challenges and strengthen our culture of respect, empathy and inclusion.

Our commitment to excellence in teaching and learning remained strong. Building on our coaching model, staff engaged in professional learning focused on English, particularly writing and spelling. This research-informed work strengthened consistency and effectiveness in literacy instruction across all year levels.

The resilience shown during a year of change, our commitment to continuous improvement, and the care demonstrated across our community are testament to the unique culture of St Cecilia's.

We look ahead, with confidence and optimism. With new learning spaces nearing completion, a renewed Vision and Purpose, and continued focus on learning, wellbeing and faith, we are well positioned to nurture curious, confident and compassionate learners.

Parent Body Message

As parent representatives, we continue to see the value of strong partnerships between families and the school. Through our Goal Setting Meetings and the ongoing work of the Families Leading in Partnership (FLIP) group, it is clear that parent voice plays an important role in shaping the educational experience of our children.

Parents bring invaluable knowledge of their children's strengths, interests and needs, and when families and the teachers work together, students benefit. We appreciate the many opportunities provided by St Cecilia's for parents to engage with the life of the school and contribute to an environment where every child can flourish.

Throughout the year, many parents have expressed that they miss the sense of community that came from gathering together on the school grounds before and after school. While we understand the need for current safeguarding practices and recognise the limitations of space on the school site, some families have shared that they miss the informal connections and conversations that helped strengthen relationships across the community. Parents look forward to seeing the building work complete and how some of these processes may be able to return as they were before the build.

In the second part of the year, parents from St Cecilia's participated in a consultation session led by the Southern Precinct Lead regarding the future needs of the Central Coast Southern Precinct, which encompasses all Catholic Schools Broken Bay schools from Wyong to Woy Woy. The session reflected the spirit of our school community, with parents contributing positive, practical and thoughtful ideas about the future of Catholic education across the region.

This consultation forms part of a broader process involving all ten schools within the Precinct. Following consultation with parent communities, further discussions will take place with staff across all schools. By mid-2026, a briefing paper will be developed for the Catholic Schools Broken Bay Board, presenting recommendations for the Board's consideration and discernment based on the needs and priorities identified through the consultation process.

On behalf of the parent community, we thank all families who continue to engage with school initiatives, share their perspectives and work in partnership with staff and the leadership. Together, we are contributing to a vibrant, connected and future-focused community that supports the success and wellbeing of every student

Student Body Message

As St Cecilia's students, we are proud of the way we let our light shine each day by being safe, respectful, and cooperative learners. Through our Shine Award system, we are recognised for demonstrating these behaviours, and we enjoy working towards our Bronze, Silver, Gold, and Platinum awards. As this is still a relatively new system, we are excitedly waiting for our first Platinum recipient!

We are also looking forward to moving into our new building and are eager to see which classes will be in the new learning spaces. Our teachers support and challenge us by providing enabling and extending prompts, helping us to grow in our learning. We always understand our learning intentions and the Learning Assets we are developing.

Year 5 students especially value their buddy program, enjoying the opportunity to build strong relationships over two years. Together, we continue to shine brightly as a supportive and motivated school community.

School Features

St Cecilia's is a systemic co-educational Catholic school in the Diocese of Broken Bay. Established in 1916 by the Sisters of St Joseph, it originally operated as both a primary school (St Cecilia's) and a secondary day and boarding school (St Joseph's). In 1966, the school transitioned to primary education only. A rise in enrolments during the early 1980s led to the construction of additional classrooms. The Sisters of St Joseph withdrew in 1988, and the first lay principal was appointed in 1989.

St Cecilia's is two stream K–6 school, drawing families from across the Wyong area. It is part of the Wyong Parish, along with St John Fisher Catholic Primary School, Tumby Umbi, and St Peter's Catholic College, Tuggerah.

Students are actively involved in Diocesan and community events including Masses, public speaking, debating, sporting competitions, the APSMO Maths Olympiad and Maths Games, several ANZAC Day ceremonies, local day-care visits and TechMatics Day.

Leadership opportunities for senior students include the Kindy Buddy Program (Year 5), SRC, Youth Ministry (Yrs. 5&6), Mini Vinnies, Year 6 T.E.A.M's (Together Everyone Achieves More); Wellbeing TEAM, Pastoral TEAM, Arts TEAM, Environmental TEAM and Digital Leaders TEAM. Our younger students have leadership opportunities such as being Kindness Ambassadors and also being Mini Vinnies members.

Year 6 attended a 2 night excursion to Canberra and a Year 5 travelled to Bathurst to deepen their learning in Australian history and every other grade K-4 engaged in an excursion and incursion related to their learning.

We also had the Life Education Van visit this year for all grades K-6.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
182	153	55	335

* 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 2025. 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 2025 was 87.39%. 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
90.19	88.89	88.33	87.42	86.84	84.98	84.83

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	39
Number of full time teaching staff	13
Number of part time teaching staff	15
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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	26

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At St Cecilia's, nurturing and celebrating the Catholic faith remains central to school life. Students, staff, and families engage in a rich religious environment through liturgy, prayer, Sacraments, faith formation, and service. This commitment is reflected in the strong integration of Catholic identity across both community and curriculum.

The school promotes its Catholic identity through whole-school and grade-level Masses and liturgies. Weekend family Masses, supported by Fathers Raul, Alex, and Teody, strengthen connections between school, parish, and families while supporting faith formation. Faith and learning walks further engage the community, allowing students to share their learning in meaningful ways.

The Wyong parish sacramental program prepares Year 3 and Year 4 students for Reconciliation, First Eucharist, and Confirmation through strong collaboration between teachers, families, and parish staff. Stage Three students also participated in the Second Rite of Reconciliation, combining reflective liturgy and individual confession to deepen their understanding of God's mercy and support spiritual growth.

Weekly classroom visits from Father Raul enrich faith experiences through prayer, song, and discussion, encouraging deeper understanding and engagement. Social justice remains a priority, with initiatives such as Project Compassion, St Vincent de Paul, and Catholic Mission Month helping students live Gospel values of compassion, justice, and respect.

The Parent Engagement Coordinator strengthens connections between families, school, and parish by promoting participation in liturgical celebrations and faith-based events. Youth ministry initiatives continue to grow, offering engaging opportunities for students to explore and express their faith, fostering an active faith community.

Staff formation was supported through a Spirituality Day where staff collaboratively reviewed and co-constructed the school's Vision and Purpose statements, strengthening shared commitment to Catholic values.

Religious Education remains a key focus, with ongoing implementation of the new curriculum. Early Stage 1 and Stage 1 have embedded the curriculum, Stage 2 is in the familiarisation phase, and Stage 3 is progressing through implementation with increasing confidence. Staff also participated in a Religious Education Focus Day with neighbouring schools, deepening curriculum understanding and strengthening the shared mission to provide high-quality Religious Education and foster meaningful encounters with Christ.

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.

In 2025, St Cecilia's continued its commitment to school improvement through targeted initiatives across English, Mathematics, Religious Education and Digital Technologies.

English focused on developing students' ability to apply phonological, orthographic and morphological knowledge to accurately spell words in a variety of contexts. Following our professional learning days led by Tessa Daffern, staff reviewed current spelling practices and programming to strengthen the teaching of spelling within the English teaching block. This process supported greater consistency across classrooms and enhanced teacher understanding of evidence-based spelling instruction.

Mathematics centred on the ongoing embedding of teaching with Big Ideas in Mathematics approach, aimed at deepening students' conceptual understanding and strengthening connections across mathematical strands. Teachers engaged in collaborative planning, coaching and professional learning to ensure consistent implementation and alignment between teaching, learning and assessment. Daily Number Sense routines were embedded across the school, supporting fluency and reinforcing key concepts. The use of assessment data, including Common Grade Scale Assessments, the CSBB Year 2 Number Sense Screener and PAT Mathematics results, enabled teachers to identify students' points of need and provide targeted intervention and extension opportunities. Student growth data indicated strong progress across Years 1–6, reflecting the positive impact of this whole-school focus.

Religious Education continued the staged implementation of the new Religious Education Curriculum. Most teachers in Early Stage 1, Stage 1 and Stage 3 completed curriculum training, while the new Stage 2 curriculum was introduced. Teachers implemented new units of work across relevant year groups, ensuring students engaged with contemporary and meaningful learning experiences in Religious Education.

Digital Technologies focused on improving students' digital competencies, including navigation, problem-solving and troubleshooting skills. Staff worked collaboratively to familiarise themselves with the Digital Competency Scope and Sequence and planned for effective implementation. New curriculum expectations relating to digital integration were

embedded within teaching programs, supporting students to develop the skills and confidence required to engage effectively in an increasingly digital world.

These improvement initiatives strengthened teaching practice, enhanced student learning outcomes and provided a strong foundation for continued growth across all learning areas.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Cecilia's Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	100%	54%
	Reading	75%	66%
	Writing	69%	76%
	Spelling	60%	62%
	Numeracy	50%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	63%
	Reading	86%	73%
	Writing	93%	65%
	Spelling	91%	69%
	Numeracy	71%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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

Parent feedback this year reflects a high level of satisfaction with the school's strong sense of community and breadth of opportunities offered to students and families. Parents particularly valued the range of events hosted during the year, including the Colour Run, Gingerbread Making Night, Mother's and Father's Day breakfasts, Tears N Tissues, and the Book Week Parade. These events were seen as fostering connection, engagement, and a welcoming school culture.

The Faith and Learning Walks, now in their third year, continue to be highly regarded. Parents appreciate the opportunity to participate in class liturgies and to gain insight into their children's learning, strengthening the partnership between home and school.

Families also spoke positively about the extension programs acknowledging the school's commitment to supporting student growth and challenge and the Creative Arts program, including Music, Dance/Drama, was recognised for enhancing student engagement and creativity.

While some parents expressed frustration regarding delays to the building project, there remains a strong sense of excitement and anticipation about the improved facilities and future learning environment.

Student satisfaction

Student feedback indicates a positive and engaging school experience, with many opportunities supporting wellbeing, creativity, and leadership. Wellbeing Week, held in Week 8 each term, is a standout highlight, particularly the additional lunch clubs offered. Across the year, students enjoy a wide variety of clubs, including Dance Troupe, Library, Gardening, Chess, Construction, Art, Debating, and Coding. Many value the opportunity to lead their own clubs, fostering confidence and responsibility.

The Zen Den is appreciated as a calm space where students can begin their day in a relaxed and supportive environment. The Life Education Van was also a memorable experience, made possible through parent community fundraising.

Students expressed strong appreciation for their teachers, the canteen menu, and the inclusive school environment. Year 5 students value their buddy roles, supporting younger peers at the school gate each morning. Interschool Sport Days and sport clinics were also highlights for students, contributing to a strong sense of participation and enjoyment.

Teacher satisfaction

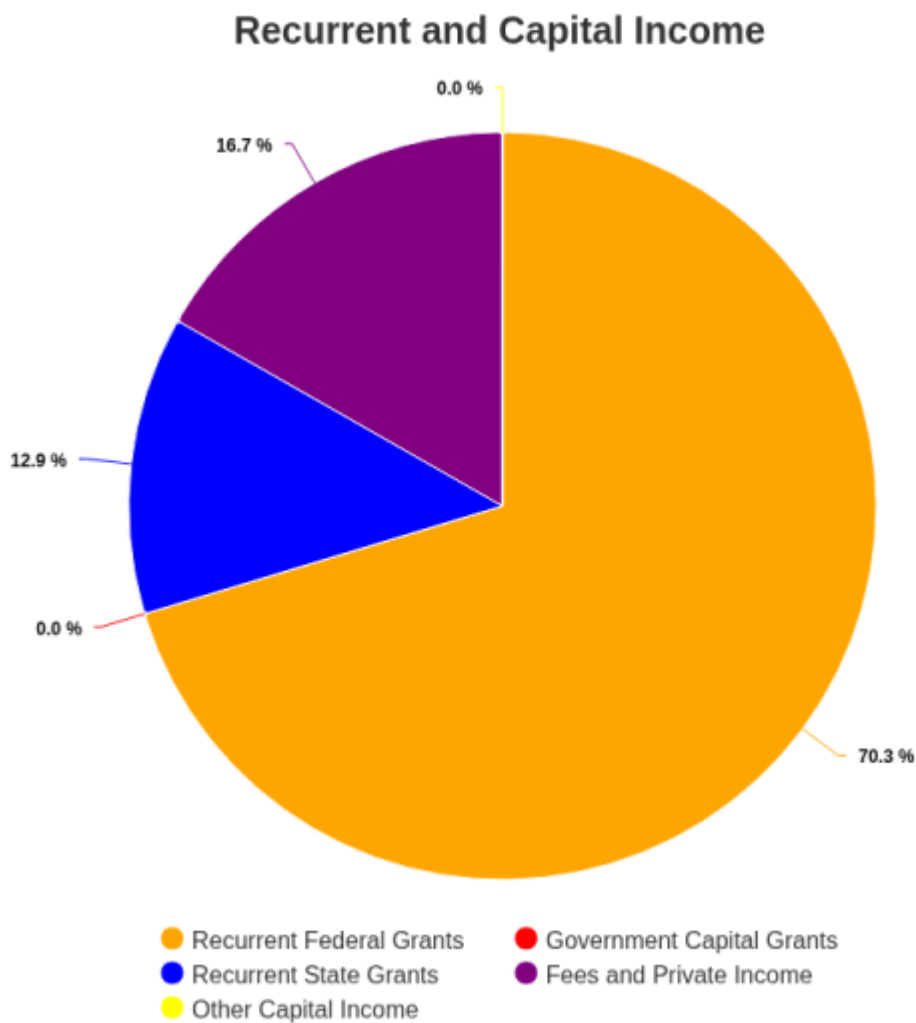
Staff feedback from the Teacher Satisfaction Survey reflects positive engagement with professional learning, wellbeing initiatives, and leadership support. Teachers value the weekly release time for English coaching and collaborative planning with the Assistant Principal, noting this enables deeper analysis of student data and more targeted teaching. This structure also supports consistency in practice across the school.

The introduction of the UR Strong Friendship program has been well received, complementing the established Second Step Social and Emotional Learning program, now in its fourth year. Teachers acknowledge the clear impact of these programs, with students demonstrating consistent use of shared language and strategies to support positive relationships.

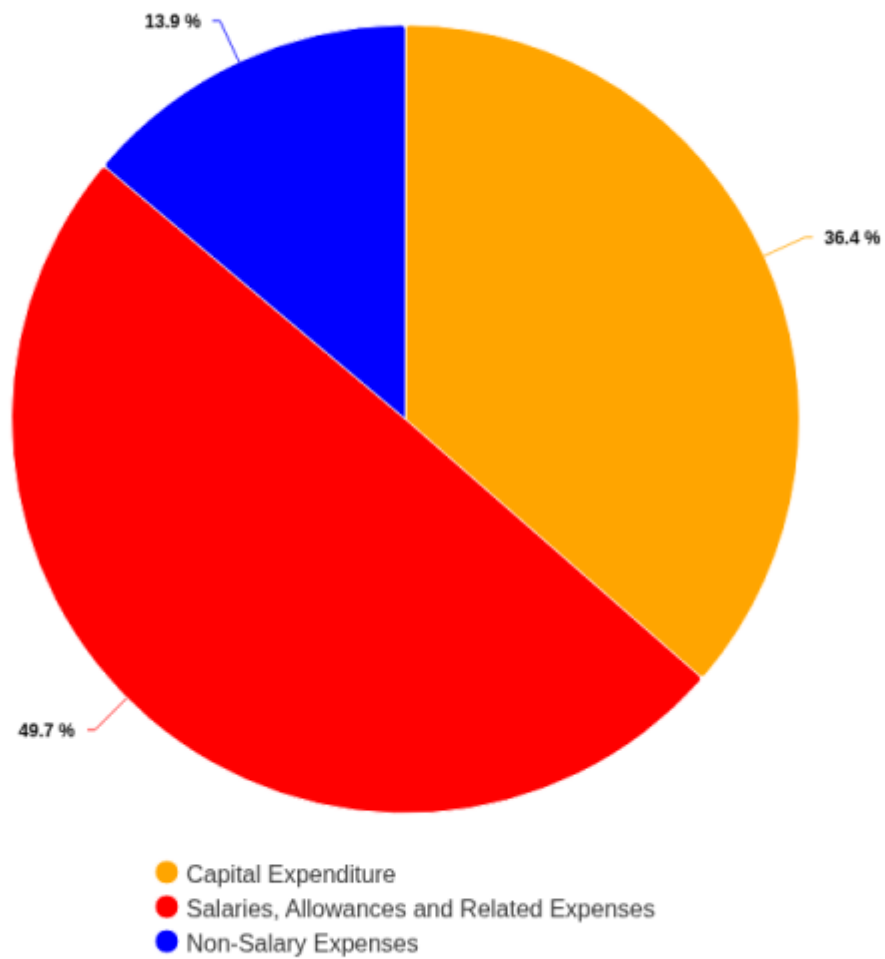
Staff also highlighted the visible and supportive presence of the executive team, both in classrooms and during duties, contributing to a strong sense of collegiality. Continuous Improvement Conversations were valued, particularly the opportunity for staff to set personal goals and be supported in their professional growth through ongoing accountability and reflection.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT