St Cecilia’s Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

It is with mixed emotions that I compose my final Principal’s Report for St Cecilia’s. It is very difficult to put into words the way in which I feel after leaving this wonderful community after ten fantastic, fun-filled years. I am very comfortable in the knowledge that I have done all that I could have to provide a safe, enjoyable working environment for the children and similarly developing welcoming, open relationships with parents. There is a huge part of the Saint Cecilia’s School community that will remain with me forever and I can only hope that my legacy is one of positivity and care for the children. In saying that I must again share with you the wonderful events of the past twelve months. Saint Cecilia’s Catholic School has once again provided members of the school community with many wonderful opportunities and experiences. The whole community including the children, parents, staff and parish priests have all contributed to ensure the school has prospered in 2014. This report will outline the year in detail and share with members of the community the success the school has gained this year.

Parent Body Message

The relationship with both the teaching and parent community has been invaluable. Many jointly funded projects have been undertaken in our school including the ‘Family Foundations Rock Garden’ where all present families and teachers are recognised as you walk into the main entrance of the school. Improved communication for the parents via the school Facebook site, a new school ‘app’ and an improved school website. The provision of several parent education forums was also beneficial. The new Family Liaison Officer (FLO) has worked tirelessly to help strengthen the home-school partnership. The introduction of a new Parents and Friends (P&F) voluntary levy helped ease the fundraising burden of the P&F allowing it to focus on more social and educational happenings for parents.

Student Body Message

The Student Representative Council (SRC) involved themselves on many levels this year. Responsibilities included helping with the Mother’s and Father’s day stalls, and marching in the ANZAC day parade in Wyong, representing the school at the Remembrance day ceremony in Wyong and co-ordinating the Great Aussie Book Swap.

The school captains gave regular impromptu speeches throughout the year and did a fine job of promoting the Positive Behaviour for Learning (PBL) focus at each school assembly. Overall we had another great year with lots of learning but also lots of fun. We will miss our Principal and Assistant principal who will move on to new schools. We wish them well!
School Features

St Cecilia’s Catholic Primary School Wyong, is a Catholic systemic co-educational school.

The school was opened in 1916 by the Sisters of St Joseph. The Sisters originally established it 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 called 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 the numbers. The Sisters of St Joseph withdrew from St Cecilia’s at the end of 1988 and the first lay Principal was appointed in 1989.

St Cecilia’s Catholic Primary School Mission Statement:

Who we are:

We, the community of St Cecilia’s Catholic Primary School are part of the Diocese of Broken Bay. As a community of disciples of Jesus, we build upon the foundations established in 1916 by the Sisters of St Joseph.

Our Mission:

The community of St Cecilia’s Catholic Primary School is committed to:

educating children in the knowledge and traditions of the Catholic Faith

leading children to a commitment to following Jesus

nurturing a welcoming, caring and inclusive community

providing quality education fostering a love of learning

valuing the needs of each child

empowering children to contribute positively to the school and wider community “Let your light shine.”
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>184</td>
<td>158</td>
<td>43</td>
<td>342</td>
</tr>
</tbody>
</table>

* Language Background Other than English

The school population is very transitional. We continue to maintain enrolment numbers around 350. The school has a solid intake of new Kindergarten students. The demand for places is quite high in most grades through the school.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.40%. Attendance rates disaggregated by Year group are shown in the following table.
The school has a high attendance rate. The primary reason for this is that the children and families feel a warm and welcoming environment where the children are safe and encouraged to learn to the best of their ability. The children are generally happy and attending school is a pleasure for them.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile
The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>9</td>
<td>31</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 8 part-time teachers.

Teacher Standards
The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>22</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning
The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Social Justice in our Local Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Day 3</td>
<td>Restorative Practices</td>
</tr>
</tbody>
</table>
The highlighting of Social Justice issues within our local community was an eye-opener for the staff and reignited our passion for following in Mary MacKillop's way of "Never see a need without doing something about it!"

The implementation of the new Mathematics curriculum was supported with professional learning in open-ended tasks and questioning. Mathematics Assessment Interviews (MAI) training also helped the teachers ascertain point of need teaching.

Restorative Practices were also a focus of PL for both the staff and senior students.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

Mary MacKillop’s charism is alive and well in our community, in the way we celebrate our faith, learn about our faith and practise our faith in the everyday interactions we have with each other.

We began our school year with a beautiful Mass in the school hall. We welcomed our new kindergarten students and commissioned our senior students to be noble school leaders. During this Mass the Year 6 students prayed over their buddies as they began their first year of school.

Before we knew it the season of Lent and Easter was upon us. Each grade focused on a particular aspect of Lent whilst our school leaders led the community in the ancient tradition of visiting the Stations of the Cross.

Religious feast days and special days such as Mothers’ day and Fathers’ day were marked through prayer, song and dance always praising God for his abundant blessings.

A favourite tradition at St Cecilia’s is the School/Parish Mass. Each term one of the grades leads a Sunday Parish Mass. Many students and parents took up ministries during these Masses, changing schedules and coming along to build communion within our parish. Such a valuable experience for the children, and yet another example of our faith community.

As always, St Cecilia’s endeavoured to provide faith formation opportunities for the grown-ups in our community. We held spiritual formation opportunities for both the Mums and Dads in our school community. The focus on the social justice perspective was highlighted by the wonderful contributions of the school community for fundraising drives for St Vinnies and the Coast Shelter. The highlight being the Senior School 'sleepout'.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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 2014 in the area of Teaching and Learning the goal was to identify student strengths and needs in Maths and also to continue improve student learning outcomes in reading and writing K-6.

The implementation of the new Australian Curriculum was a focus for the staff and with consistent planning, practice and programming and ongoing support from the CSO the progress in this area has been pleasing. The primary focus upon mathematics with the implementation of Mathematical Assessment Interviews (MAIs) to identify point of need teaching and also with a continual demand for high expectations and consistent practice in literacy has been a priority.

The determining of specific targets for each class to achieve was also created and the analysis of these achievements will inform further targets and specific class and individual student goals. With the use of more explicit data staff were trained in identifying patterns, teacher ‘hunches’ about student progress were confirmed and more explicit teaching evolved.

A valuable tool for the teachers was the continuation of Monitoring All Student’s Progress (MASP) meetings where the teachers worked collaboratively in identifying those students with needs; with the school leadership team, grade partner and Learning Support Teacher they aimed to identify specific strategies to help children achieve their best and to help ‘close the gap’. The time provided for this gave the classroom teachers the opportunity to develop strategies to help all individual student’s achieve their best. The skill and support of the learning support assistants (LSAs) is crucial to the development of all children and the LSAs always work hard to support the teachers and the students in their care. The partnership between the teachers and the learning support team has been strengthened and a real team effort goes in to every child, especially those with high needs. The targeting of specific programs and collaborative problem solving has enabled much progress to occur in this area.
This year also saw a lot of work done on the Social and Emotional Learning (SEL) of the students. The continual education of the students was achieved through the implementation of the Bounce Back program which highlighted the needs and demands of children to improve social skills, build up resilience and to identify their moods and how to deal with them appropriately.

The new Science Curriculum has also been worked upon, and new units of work being prepared for implementation in the new year.
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.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Grammar and Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>45.90 %</td>
<td>49.90 %</td>
<td>4.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>47.90 %</td>
<td>46.20 %</td>
<td>6.30 %</td>
</tr>
<tr>
<td>Writing</td>
<td>54.20 %</td>
<td>39.10 %</td>
<td>6.30 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>41.70 %</td>
<td>43.70 %</td>
<td>20.90 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>54.20 %</td>
<td>36.20 %</td>
<td>12.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Grammar and Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>37.20 %</td>
<td>36.60 %</td>
<td>16.30 %</td>
</tr>
<tr>
<td>Reading</td>
<td>34.90 %</td>
<td>34.50 %</td>
<td>11.60 %</td>
</tr>
<tr>
<td>Writing</td>
<td>7.00 %</td>
<td>15.50 %</td>
<td>9.30 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>23.30 %</td>
<td>33.60 %</td>
<td>13.90 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>20.90 %</td>
<td>25.90 %</td>
<td>18.60 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
The NAPLAN tests are but a snapshot of two small areas of a child's education. The results generally reinforce the teachers' and school's prior knowledge about individual children. One trend that is becoming more noticeable is the reluctance of Year 3 children to complete the tests to the best of their ability.

Generally, our results were a little down on that of last year.

In 2015 staff professional learning (PL) will include Maths with a focus on the Number strand. EMU intervention will be used to support the learning of the vulnerable students in Year 1.

A literacy coach will support the explicit teaching of English.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies 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 (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

This was our second year of Kidsmatter. Kidsmatter is a mental health and well-being framework for primary schools that aims to work with parents, carers and the wider community, to nurture happy, balanced students.

St Cecilia’s staff undertook training in Restorative Justice practices which gave teachers professional development in dealing with specific issues on the playground and helped them to develop a consistent structure for dealing with challenging situations.

The teaching of SEL allowed staff to look at the social needs of the children and how to explicitly teach resilience. This has been a vital part of the children’s learning and the results have been very pleasing.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Our school Behaviour Management policy takes into account the Diocesan Pastoral Care policy and the Student Discipline policy in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.
Our school’s Student Management policy is grounded in our school Values that state:

To be a learner at St Cecilia’s we make good choices when we are:

Being safe: be in the right place at the right time. Be a problem solver. Use safe and caring actions.

Being cooperative: be fair and take turns. Follow instructions. Learn and let others learn. Own your own behaviour and be honest

Being respectful: be a good listener. Do your personal best. Speak respectfully

St Cecilia’s Catholic Primary School’s rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St Cecilia’s Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

The St Cecilia’s Primary School community is committed to:

- Teach,
- Practise,
- Apply, and
- Acknowledge appropriate behaviours

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

In addition to implementing the school system policies, St Cecilia's has a range of school-based support documents, such as the Behaviour Management policy to support the management of student behaviour.
The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The parents have been informed of the diocesan based policy for addressing concerns about the school. In general the parents are invited to contact the class teacher to work through concerns. If the issue is of major importance, or if the teacher or the parent can't solve the concern, the leadership team are invited to work through any issues with the concerned parties. All leadership team members are trained in dealing with school based complaints and grievances.

If parents are not satisfied that the issue has been dealt with appropriately then the Catholic Schools Office contact details are made available.

**Initiatives Promoting Respect and Responsibility**

To promote desirable behaviours within our school community, we have adopted a token system to ‘catch students BEE-ing good’.

Each classroom has a large yellow beehive prominently displayed, alongside a ‘Behaviour Matrix’ poster outlining the expectations of our school community.

Each class decides upon a ‘swarm’ goal – the number of bees required in their classroom beehive in order to achieve a small reward, decided upon by the students. This swarm goal will differ between classes and should be based on the age and the needs of individual class environments.

When a student is ‘caught’ demonstrating any desirable behaviour, both in the classroom and on the playground, they will be awarded with a bee token which can be added to the classroom beehive. It is vital that the teacher clearly states why the student received the bee token and how this affected their learning or our school community in a positive way. Bee tokens can be given for any reason - for academic achievement and for their behaviour. They can also be related to the PBL fortnightly focus to further promote this behaviour expectation. If teachers have their own unique in-class behaviour strategies, they are encouraged to align these strategies with the bee tokens, to maintain a consistent whole school approach.

When the class has achieved their swarm goal, the students remove all the bees from their
beehive to start again and they can celebrate the group’s success with a small reward. The reward should be given as immediately as possible so students understand that their positive behaviour had a very positive effect which will be celebrated together.

Not all students may have received a bee to contribute to that swarm, however, we recognise that there are some students who may not stand out as much yet their behaviour is consistently positive. The beehive and bee tokens are seen as a group achievement and should be recognised as a non-competitive team effort.
SECTION NINE: 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.

Key Improvements Achieved

Catholic Mission:

Staff were offered a variety of faith formation experiences focussing on social justice. These learnings were then transferred to the children in their lives and how they can help others - living in both the local and global community.

Learning and Teaching:

The staff have focused on the number strand; developing consistency of practice and intervention strategies that can be used across the school. This is an ongoing initiative that will require refining in the coming years. We also implemented the EMU program, targeting those at risk students in Year 1. The school continued to foster a collaborative culture to support learning, and improved student learning.

Pastoral Care:

The staff have placed importance this year on the social and emotional wellbeing of children. The implementation of the Bounce Back program into the PDHPE curriculum has been instrumental in improved resilience of students, and in assisting staff in dealing with concerns of the children. KidsMatter has also continued to support all children but has especially been focussed upon those children who need further support - with PATCH Club and targeted PBL through the Peer Support program.

Priority Key Improvements for Next Year

Catholic Mission:

Goal: increased student knowledge and understanding of New Testament Scripture.
Target: staff will express increased confidence in their knowledge, understanding and teaching of New Testament Scripture.

Learning and Teaching:

Goal: focus on the Number strand.

Strategies: develop consistency of practice and intervention across the school through ongoing assessment and revisiting the implementation of the NSW Maths syllabus. Maintain the EMU program and Year 1 Intervention group. Foster a collaborative culture to support learning.

Target: Every student achieves a level of improvement from beginning of year to end of year tests in narrative writing.

Pastoral Care:

Goal: Consolidate the focus on SEL.

Target: Restorative practices are effectively utilised within the school by staff and students.

PBL set data improves.

Strategies/programs are in place to support children displaying ‘Red Tip’ behaviours.
SECTION TEN: 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

Parents have indicated that they are very satisfied with St Cecilia’s School. The parents are well informed of their role in developing the unique partnership between families and school as educators. There is a strong sense of partnership and support.

The appointment of a Family Liaison Officer was integral in helping develop the home-school partnership. The increasing opportunities in parent education and improved communication tools helped build this relationship.

There is a vibrant community feel within the school community. The end of year functions indicated there is strong support of the school.

The introduction of a Parents and Friends (P&F) association Levy was also well supported after some initial ‘teething’ problems.

Student Satisfaction

Students at St Cecilia’s have reported that they feel cared for and protected in the school environment. They believe they are given many and varied opportunities both in the classroom and as extracurricular activities. The students say that the staff is ‘very kind and understanding’ and that the school’s physical environment is ‘great’. Having the chance to sing in the school choir, learn the guitar, attend drama group, join the chess club, participate in public speaking and a wide array of sporting opportunities allow each and every child to share their talents and “Let their Light Shine!” All classrooms have interactive electronic boards and are air-conditioned which has made our learning environments comfortable and fun. The children also demonstrate their affinity with the school by the manner in which they participate so eagerly in so many activities and the way in which they thank the adults in their lives for such amazing opportunities.

Teacher Satisfaction

In each of the end of term review meetings staff commented upon the support provided to the school and staff along with the positive staff morale and happy working environment. The focus on the children’s learning was evident even though there were numerous challenges throughout
the year, primarily with the implementation of new syllabus documents. The staff valued the opportunity to meet with the leadership team and the learning support team in MASP (Monitoring All Student’s Progress) meetings to discuss individual children and to develop strategies that could be used to enhance each child’s learning. The opportunities the staff had to participate in a wide variety of professional learning opportunities were recognised, as was the influence of the teacher on the children’s learning.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<table>
<thead>
<tr>
<th></th>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,400,424</td>
<td>Capital Expenditure</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
<td>Salaries and Related Expenses</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$752,654</td>
<td>Non-Salary Expenses</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$719,159</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$136,302</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td>$4,008,539</td>
<td></td>
</tr>
</tbody>
</table>