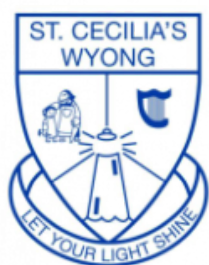




CATHOLIC SCHOOLS
Broken Bay

2023

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 (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

As I reflect on my fourth year as Principal of our esteemed school, I am filled with immense pride and gratitude. St Cecilia's has always been a beacon of knowledge, and it is an honour to be at the helm of such a vibrant learning community.

Our school motto, "Let Your Light Shine", is more than just a phrase; it is a guiding principle that encourages each one of us daily to discover and utilise our unique gifts and talents. It is a call to action for all students, staff, and members of our community to strive for personal excellence and contribute positively to our school and society.

At St Cecilia's we are committed to ensuring high levels of learning and wellbeing for all students. We believe that every child is unique and capable of achieving greatness when provided with the right opportunities and support. Our dedicated teachers work tirelessly to create a nurturing and inclusive environment where students feel safe, respected, and motivated to learn.

A culture of continuous improvement permeates our school. Our teachers and students alike embrace this culture, where the relentless quest for improvement, innovation, and excellence is deeply rooted and valued. We believe that learning is a lifelong journey, and we are committed to modelling and providing our students with the skills and mindset necessary to navigate this journey successfully. As we move forward, let us continue to let our light shine brightly, illuminating the path for others to follow. Together, we can make a difference in the lives of our students and in our community.

Parent Body Message

As we reflect on the start of the 2023 school year, it's heartwarming to see how our community has come together, re-introducing class parents, working closely with the principal, teachers and newly appointed Parent Engagement Coordinator (PEC). This year was about working towards a return to normal school life and a full program of community events. Our optimism was well-founded, and this year was truly a testament to our collective spirit and commitment.

Our first major event was the Easter Raffle, aimed at raising funds for table tennis tables and promoting healthy wellbeing through fitness and health. The raffle was an astounding success, highlighting just how much our community had missed these community events. Each grade enthusiastically took on the challenge of organising additional events throughout the year, including a school disco, Kindy Tears n Tissues, Mother's and Father's Day stalls,

the Year 6 Graduation, and the much-anticipated Colour Run, which was intentionally moved to Term 1 of 2024.

Our mandate throughout the year was to rebuild our community after such a long break due to COVID-19, and in the process, we managed to raise some funds for our school. It's clear that we are a community that is very proud of our school, our dedicated teachers, and, of course, our wonderful students.

By the end of 2023, it was evident that we had a thriving parent body ready to lift their hands and volunteer as part of Families Leading in Partnership (FLIP). This newly established parent body at St Cecilia's is excited to continue supporting the school and the community in the coming year.

Thank you to everyone who contributed to making this year so successful. Your enthusiasm, dedication, and generosity were invaluable, and we look forward to an even more vibrant and engaging 2024.

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 through varying student bodies.

We are lucky we get many leadership opportunities in our school across all the grades;

- Year 6 have **school captains and house captains** as well as **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 focus on service to others, teamwork, taking initiative and developing responsibility.
- The **Mini Vinnies Team** has a representative's boy and girl from each class. We get to meet 3-4 times a term with the year 6 Pastoral TEAM leaders and the lead teachers. We get to help people in need in our local community and put our values into action when organising the Winter Appeal, Mini-Vinnies fundraisers or other gold coin donations for important social justice issues close to our heart. collections. It's nice to get to work closely with St Vincent de Paul Society who come and collect things from our school and sometimes they even help our families in the school.
- The **Student Representative Council** is run by a lead teacher as well as the House and School Captains. We have representatives from each class across the school, one child from each class for the whole year. We meet every fortnight and raise our concerns or celebrate the successes in our school and interview other students to ensure their voice is heard at our meetings and addressed.
- **Lunch Buddies** is a club run at lunch time by the year 4 and 5 students to help our promote positive play and interactions in the playground. They provide a range of

activities and games for other children in the playground. These children are easy to spot on the playground as they wear capes and you can go to them if you have no one to play with.

- **Kindy Buddies**, this year both year five and year six had to share the Kindy buddies because we are transitioning from year 6 buddies to year 5 buddies (in 2024). If we didn't share the buddy role this year, Year 6 would have missed out on the role of being a buddy, which is something they wait for in anticipation their whole primary school time. We get to welcome our Kindy buddies into St Cecilia's, help them get to know our school rules, feel part of the St Cecilia's community and be a safe older friend for them in the school.

It's important to have these leadership opportunities so we can contribute in a purposeful and meaningful way. We get to let our light shine by using our individual gifts and talents to help and inspire others as well as develop our leadership and social skills from a young age. We get to have fun, work together as a team and develop close friendships with other children across the whole school.

School Features

SPECIALIST STAFF

Every week all the children in grades K-6 had weekly specialist teachers run classes for Japanese, Dance/Drama and Music, Library and Coding classes from grade 4 - 6.

We also have a full-time school psychologist available on the premises.

GIFTED AND TALENTED & HIGH POTENTIAL LEARNERS

Years 5 & 6 compete in the APSMO Maths Olympiad program and year 4 competed in Maths Games. The school ran a gifted stage 2 and stage 3 Writing Program that saw the group produce a termly school newspaper published in the community.

Our school lead the second Techmatics Day which provides opportunities for children to work mathematically to solve problems using technology. In 2022 our Techmatics Day was run with one other school and this year we extended the invitation to all other Northern Central Coast Cluster schools. The day saw a group of gifted and high potential

Our Coding teacher worked with selected students towards The Australian STEM Video Game Coding Challenge.

An expert artist worked with a group of nominated high potential and gifted student artists to participate in the creation of an artwork representing our Catholic Schools Broken Bay Catholic Charter. These artworks were professionally printed, framed and now displayed in the office foyer.

The School continued to ensure that all lessons provide appropriate support and challenge for gifted and talented and high potential learners with an emphasis on rich, open-ended activities and deep thinking.

KINDERGARTEN TRANSITION PROGRAM

We are committed to making the transition to Kindergarten a positive and successful experience for each child coming to St Cecilia's. We tightened up the Kindergarten Transition program this year to ensure a smooth and enjoyable start to each child's educational journey. The comprehensive program encompasses several key components, each aimed at providing both parents and the child with the support and preparation needed for this important milestone. The main elements of our transition program include:

1. Interview with the Principal and child screener with the Learner Diversity teacher
2. Bright Beginnings Playgroup where children have the opportunity to familiarise themselves with their new school setting, staff, prospective year 5 buddies and activities

3. Daycare visits and observations from our team as well as building relationships with a familiar person at the school
4. Three Orientation sessions with the upcoming year's Kindy teachers and many other support staff.
5. Parent information session to provide insights into kindergarten daily routines, curriculum and ways to support your child at home
6. Parent prayer and social gatherings
7. Best Start Assessments at start of new school year

PARENT ENGAGEMENT

The school community boasts an active parent community through Families Leading in Partnership (FLIP - St Cecilia's parent body) who assist whenever possible to support their children and the school. A big part of the FLIP group are the 'Classroom Connectors', which are our class parents. The parents coordinated and ran all the school's calendared events which were all well attended with parents valuing opportunities to be actively involved, particularly where their children had opportunities to shine. Social events usually include school discos, parades, Mother's Day and Father's Day events, Masses, Faith and Learning Walks, Graduation which the children and parents thoroughly enjoy.

BREAK TIMES

There are extra curricula opportunities which are often delivered through structured play in the playground with rotational Lunch Clubs that were run weekly. The lunch clubs included this year were:

- Gardening Club
- Coding Club
- Art Club
- Lunch Buddies
- Choir
- Dance Troupe
- Debating

The Library is open three lunch times a week at lunch time (Tuesday -Thursday) and of a morning the teacher librarian runs a Reading Buddies Program Tuesday, Wednesday and Thursday. The stage three children act as the reading buddies who listen to the Kindy and Year 1 children read to them.

Every morning, we have the Zen Den open, which is a calm space for the children to start the day in a calm, relaxing way to be ready for learning. Many sensory processing crafts/ activities are set up in the Zen Den for children to engage in as we know the benefits of creating sensory opportunities for children, meditation, yoga etc.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
167	155	18	322

* 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 2024. 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 2023 was 89.67%. 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
91.70	88.90	90.60	89.20	89.10	89.70	88.50

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 2023:

Total number of staff	26
Number of full time teaching staff	12
Number of part time teaching staff	14
Number of non-teaching staff	5

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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. Staff and Parent Handbook and St Cecilia's Behavioural Guidelines in line with CSBB.
2. System Staff Development Day - Towards 2025; The Future, Learning and Wellbeing.
3. Spirituality Staff Development Day - Catholic Schools Broken Bay Catholic Charter
4. Strategic Curriculum Planning of 2024 Scope and Sequences & Knowing Your Children - 2024 Handover.
5. Staff Development Day - Growing Learning Assets Through Inquiry by Kath Murdoch

Twilight Sessions

Twilight Session 1: Wellbeing for Learning - Supporting Students Social and Emotional Wellbeing and Second Step Training

Twilight Session 2: Curriculum Assurance Review for Science & History

Twilight Session 3: Behaviour Matrix Guidelines Review

Twilight Session 4: Big Ideas in the New Mathematics Syllabus

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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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 have provided our students, staff and parents with opportunities to know and celebrate their Catholic faith. This has been demonstrated through the religious life of our school. These experiences include: a rich liturgical and prayer life; celebration of the Sacraments; faith formation experiences; involvement in social outreach initiatives; and opportunities to share faith with each other and to witness our Catholic identity in the world.

Our school community gives witness to its Catholic identity through whole school and grade level parish masses and liturgies, both at school and in the beautiful St Cecilia's Church throughout the year. On weekends, grade family masses are celebrated with the support of our parish priests, Father Raul and Father Alex. These masses strengthen the connection between our school and parish and enrich our family's faith formation. Additionally, families are invited to join grades for faith and learning walks, where grades celebrate special liturgies together and the sharing of their favourite pieces of learning. The faith and learning walks have been a wonderful opportunity to showcase the students' achievements and talents, as

well as foster a sense of belonging and community.

We were involved with the sacramental program that prepared our year three and four students for the sacraments of Reconciliation, First Eucharist and Confirmation. The students were well prepared due to the collaboration and commitment of the teachers, families and parish, who closely supported the students in their spiritual journey.

The students and teachers welcomed weekly visits from Father Raul and Father Alex, who visited classrooms and led the students in prayer and reflection. The visits provided an opportunity for the students to ask questions and share their thoughts with the priests, and to build a personal and meaningful relationship with God.

We were committed to social justice and fund-raising initiatives that supported various organisations that work for the common good of humanity, such as Project Compassion, St Vincent de Paul and Catholic Mission Month. We raised awareness and funds for the less fortunate in our society and around the world, and learned about the values of respect, compassion and justice for all people, particularly the poor and marginalised.

Our newly appointed Parent Engagement Coordinator (PEC) supported the school and parish in resuming school celebrations and attendance at weekend masses (after COVID). This saw students and parents engaged in opportunities for prayer, as well as social outreach. Importantly, our PEC helped to re-connect families with the religious life of the school and parish.

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.

MATHEMATICS

St Cecilia's decided to continue our focus in collaborative coaching on place value throughout 2023. The decision was made to change the specific goals for measuring student achievement to align with the numeracy progressions for place value, rather than the Maths Assessment Interview we had used to develop our goals in 2022. We used the Numeracy Place Value tags found in the numeracy progressions to develop our goals for quick wins and considered the alignment of these to the new K to 6 mathematics syllabus.

Data

Starting point data was determined by close analysis of student responses on the MAI (Maths Assessment Interview) in February. We looked carefully at each of the indicators in the numeracy progressions for place value, and created assessments which encompass these to be used once a term to measure student growth. In between assessment periods, teachers worked with students on their particular goal. When students had demonstrated that they achieved the goal three times in three different lessons/ context teachers move the students to the next goal. Over the year we can see the children we're moving across these progressions and have achieved many personalised goals and indicated excellent growth.

During coaching, teachers analysed the data and designed appropriate activities and strategies to challenge students and support them in their developing understanding of place value. Our tracking tool allowed teachers the opportunity to easily determine the point of need for each student, in their learning of place value. This data was also used to inform teaching learning programs, as well as identify high-potential learners and similarly, identify students whose growth had stagnated. Structures and supports were able to be put in place to ensure their continued growth.

Teacher professional development

Teachers found the collaborative coaching model to be an extremely useful tool in assisting teachers with the teaching and learning in all areas of mathematics. The conversations and opportunity to work collaboratively with grade partners and coaches was extremely

beneficial. Teachers appreciated the time and opportunity towards developing strategies and programs assisting in improving the teaching of content and how it can be delivered, which improve learning outcomes for both students and teachers.

Impact on student learning

Working with the Collaborative Coaching Model enabled teachers to pinpoint the point of need teaching for individual students. It gave time to design tasks that provide students with the opportunity to develop their knowledge and understanding in mathematics.

ENGLISH

Our 3 - 6 teacher began with the 'Familiarisation' and 'Learning and Exploring' phases with the new English Syllabus. This was supported through weekly coaching sessions with an expert literacy coach.

Our K-2 teachers are in stage three; 'Planning' Phase of implementation with the new English syllabus. By the end of 2023, all our K-2 staff were trained in Sounds Write Science of Reading program ready for full implementation in 2024. Heggerty's Synthetic Phonics was fully implemented in all K-2 classes, supporting explicit phonemic awareness practice. Being our second year of the program, it was embedded and routine of the morning literacy block in all K-2 classes. It assisted in addressing any student shortcomings and ensured all our early learners develop strong phonemic awareness.

Kindergarten to Year 2 classes and assessment data indicates that this is having a positive impact on learning achievement.

RELIGIOUS EDUCATION

Religious Education is an integral part of the school and students are involved in developing liturgies for classroom and whole school celebrations. A new Religious Education curriculum was launched for Kindergarten last year and this year it was extended into year one and year two, with stage three embarking on professional development for their new Religious Education Curriculum implementation in 2024. The senior students (Stage 3) are also involved in a leadership program each year facilitated by St Peter's students, which provides them with opportunities to develop their leadership skills.

DIGITAL PEDAGOGIES

This year we continued to integrate technology across various learning areas to enhance the learning experiences through digital means. Digital pedagogies encompass a wide range of curriculum content, aligning with outcomes in Science and Technology, English, Mathematics, Personal Health and Development, and Geography.

We are now in our second year of partnering with a third-party coding company to teach coding to students in Years 4, 5, and 6. These lessons occur for an hour each week, amounting to 40 hours of coding instruction annually, aligned with the Mathematics and Science and Technology syllabus outcomes.

Throughout the year, teaching staff participated in ongoing professional development to deepen their understanding of how to effectively incorporate technology in the classroom. They engaged in training for platforms like Microsoft Teams, Class Teams, Canva, and Seesaw. These learning experiences equipped them to implement authentic activities that support classroom learning, such as those outlined in the SAMR model.

By the end of the year, all classrooms were equipped with Vivi screens for wireless screen mirroring, transforming the classroom environment. This technology increased interactivity, enhanced teaching efficiency, and boosted student engagement.

SCIENCE & TECHNOLOGY, HISTORY AND GEOGRAPHY

We continued to develop our understanding and delivery of teaching and learning in a holistic approach, delivered through inquiry-based methods in Science & Technology, History, and Geography to foster a deep and interconnected understanding of the world. This approach encourages our students to ask questions, explore, and actively engage in the learning process, making the learning a dynamic and participatory experience. An integral component we continue to utilise within the inquiry approach is the emphasis of Visible Thinking, which emphasises making students' thought processes explicit and observable. By encouraging students to articulate their thinking, teachers are able to better understand students' perspectives, provide targeted feedback, and facilitate deeper learning.

Coupled with the explicit teaching of our newly introduced Learning Assets, students not only acquire subject knowledge but also develop essential skills that are crucial for their overall development as lifelong learners. Continuing with the explicit teaching of these Learning Assets, we strive to empower the children to become effective **collaborators**, innovative **thinkers**, diligent **researchers**, articulate **communicators**, efficient **self-managers**, and valuable **contributors** to their communities. By integrating these skills into all our curriculum areas, we strive to nurture well-rounded individuals who can be prepared to navigate and contribute to an ever-evolving world.

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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	55%	54%
	Reading	66%	67%
	Writing	79%	76%
	Spelling	59%	61%
	Numeracy	78%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	74%	64%
	Reading	83%	74%
	Writing	77%	66%
	Spelling	82%	69%
	Numeracy	58%	68%

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 significant changes made to this policy in 2023.

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 2023.

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 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

This year we released our whole school Wellbeing for Learning framework, which is designed to identify how we foster a comprehensive environment that supports students' overall development, with a strong emphasis on wellbeing. The framework is structured into four interrelated layers, each playing a critical role in nurturing the growth and learning of children.

Core Layer: Family and Home Life

At the core of our framework is the family and home life. We recognise that a child's wellbeing is deeply rooted in their home environment. Prioritising elements such as love, safety, authenticity, and supportive environments at home lays the foundation for happier and healthier children. These foundational elements ensure that children feel secure and valued, which in turn positively impacts their ability to thrive both emotionally and academically.

Second Layer: Positive Behaviour for Learning (PBL) Values

The second layer of our framework is centred around our Positive Behaviour for Learning (PBL) values. For the past ten years, our school has successfully implemented PBL, an evidence-based framework designed to cultivate a positive, safe, and supportive learning culture. PBL emphasises the development of respectful, safe, and cooperative learners. By bringing together the entire school community, PBL helps improve social, emotional, behavioural, and academic outcomes for all students, creating an environment conducive to effective learning. Children are acknowledged for displaying the PBL values through daily recognition of Shine Awards in Compass as well as fortnight PBL Awards presented at the Awards assembly.

Third Layer: Learning Assets

The third layer focuses on our six Learning Assets. These assets represent the essential

qualities and skills that good learners need to enhance their educational journey. The six Learning Assets are:

Researchers: Encourage curiosity and the pursuit of knowledge.

Thinkers: Promote critical thinking and problem-solving skills.

Collaborators: Foster teamwork and cooperative learning.

Self-Managers: Develop self-discipline and independence.

Contributors: Inspire active participation and community involvement.

Communicators: Enhance effective communication skills across various contexts.

These assets aim to develop lifelong learners who are capable of adapting and thriving in a variety of learning situations. These are taught explicitly alongside the teaching of knowledge.

Outer Layer: **Social and Emotional Learning Program (Second Step)**

The outermost layer of our framework is our Social and Emotional Learning Program, Second Step. This program provides structured instruction in social and emotional learning, with specific units focused on skills for learning, empathy, emotion management and problem-solving. Implemented in a 14-20 week program each grade K-6, employs four key strategies to reinforce skill development:

Brain Builder Games: Enhance executive function, completed up to 3 times a week in class.

Weekly Theme Activities: Provide consistent thematic learning across the school communicated in fortnightly Principal's Update.

Reinforcing Activities: Strengthen learned skills through repetition and practice.

Home Links: Connect learning with home environments, involving families in the educational process.

By explicitly teaching these social and emotional skills through the Second Step program, we aim to equip students with the tools they need to navigate both academic and personal challenges effectively.

The Wellbeing for Learning Framework is a holistic approach that integrates family and home life, PBL values, learning assets, and social and emotional learning to support and enhance the wellbeing and learning of our students. This structured yet flexible framework ensures that we address the diverse needs of our students, fostering a nurturing and effective learning environment.

Other initiatives prompting respect and responsibility in 2023:

Wellbeing Week is celebrated in week 8 or 9 of each term at St Cecilia's. The school followed a theme or range of activities for each term. Parents, students and staff were encouraged to focus on an aspect of wellbeing. Parents were given tips and suggestions for how to showcase 'wellbeing' during this special week. Students were encouraged to take time out of their usual routine and read a book or play a board game with their family.

Teachers are also inspired to emphasise the importance of 'wellbeing' for themselves, their students and the community.

Paul Wade (ex Socceroo's captain) visited the school for a term long program to share his life experiences with the children to challenge their thinking and inspire them to make positive life choices, in particular on the playground during sport games. His weekly workshop and activities were focused around four key focus areas when playing sport: Fun, Respect, Teamwork and Making good choices. Many other sport clinics as well as the K-2 swimming program and grades 3-6 Surf Safety days were delivered throughout the year.

Lunch Clubs' at lunchtime gave the students more structured activities that they could attend during breaks. These were organised and facilitated by staff members.

There was an extensive range of leadership opportunities provided for our children, as highlighted as an area of importance in the student involvement section.

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

Mathematics

- Close monitoring of students' individual growth in place value tracked all year to inform personalised goals to ensure students individual needs for Number Sense were met.
- Pedagogical practises adapted to align with the Structure of a Mathematics Lesson, which is in line with pedagogical approaches that are most effective to the delivery of the new curriculum. In particular the embedding of the Working Mathematically outcomes within teaching of concepts.

Mathematics and English

- Increased teacher understanding of the evidence base that informs the new Mathematics and English syllabus while becoming increasingly familiar with the content, skills and concepts of the new syllabi.
- Grades 3-6 teachers began the Implementation, Learning and Exploring Phase of the new English and Mathematics Syllabus.3-6 teachers began to 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.
- Full implementation of daily Heggerty's Phonemic Awareness direct instruction program across all grades K-2.

Religion

- Implementation of New RE Curriculum for grades K-2 provided continued support for Kindergarten and Year One teachers with the introduction of the new Religious Education Curriculum in Year Two.
- Increased opportunities for children to celebrate mass to develop a deeper understanding of the mass and stronger connection to Parish life and Church.

- Faith and learning partnerships strengthened with families through the introduction of Faith and Learning Walks and connection with the Parent Education Coordinator.

Inquiry Learning

- Actively engaging children more in the process of inquiry learning through questioning, exploring, and making the learning a more participatory and differentiated experience.
- Utilising the split screening of learning intentions to include Learning Assets through the teaching of content in a range of curriculum areas.

Wellbeing

- Introduction of Second Step SEL Program and monitoring the effectiveness of the program by tracking how children's Social and Emotional Learning is impacting on behaviour and learning.
- Developing consistency in practises around distribution of Shine Awards, which acknowledge students Positive Behaviours for Learning.
- Taking a collaborative approach to the teaching and learning of Social and Emotional Learning (SEL) skills by educating the parent community on through information sessions, home links and newsletters in relation to the Second Step Program.
- Increased application of restorative practise in dealing with challenging behaviours and conflict resolution.

Digital Pedagogies

- Improved integration of technology within all subjects through continual upskilling of all new and current staff members within the technological platforms used and available within our school.
- Integration and embedding implementation of Microsoft Teams.

Priority Key Improvements for Next Year

Mathematics

- Through use of big ideas students gain a deeper understanding of mathematical concepts.
- Continue to effectively embed the Working Mathematically outcomes within teaching of mathematical concepts.
- Deeper teacher understanding of and planning in accordance with the achievement standards in Mathematics and English, K-6.

English

- Implementation of the Components of Spelling Test to assist in identifying greatest needs across the school for spelling and planning curriculum-aligned learning experiences that connect spelling with reading and writing.
- K-6 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.
- Full implementation in K-2 of Sounds Write, a structured synthetic phonics programme based on the science of reading.
- Clarity in English and mathematics assessment expectations to assist in building the 'image of the learner' and ensuring individual student needs are planned for and taught based on data gathered.

Religion

- Implementation of New RE Curriculum for stage three teachers and continued support for K-2 and stage 3 teachers with the introduction of the new Religious Education Curriculum
- Support and promote opportunities for children to engage with the Youth Ministry in the parish through the appointment of the new Youth Minister.

Inquiry Learning

- Development of grade appropriate success criteria for the Learning Assets to ensure clarity of expectations in focal teaching of skills for grades K-6. This will ensure consistency and targeted language for staff and students.
- Ongoing split screening of learning intentions to include Learning Assets through the teaching of content in a range of curriculum areas.

Wellbeing

- Strategic planning of Second Step SEL Program in line with PD/Health Scope and Sequence and Positive Behaviour for Learning values in the school.
- Developing whole school award system around distribution of Shine Awards, which celebrates collective achievement of Positive Behaviours for Learning.
- Educating parents of their role and the schools support in the holistic development of their child through the Wellbeing for Learning Framework.
- Children applying the Calm Down and Problem-Solving Strategies from Second Step program in real-life situations.

Digital Pedagogies

- Familiarisation and upskilling with staff and students in creating more interactive learning environments with Vivi to enable teachers to engage students effectively and encouraging active participation.

- Embedding and efficient administrative use of all functionalities with Microsoft Teams.
Implementation of Microsoft Class Teams for grades 3-6.

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

In the Peak Performance survey, parents at St. Cecilia's expressed high satisfaction with the school's supportive and inclusive environment. They appreciate the wholistic, student-centred teaching approach and the strong moral values upheld by the school. The sense of community and the inclusiveness are highly valued, along with the social interactions and friendships their children form both within and outside the school.

Parents commend the high-quality teachers and staff, highlighting the collaborative and caring nature of the team. They recognise the positive culture, clear communication, and the school's focus on meeting individual needs through differentiated learning experiences made to accommodate all. The leadership is seen as approachable and supportive, fostering a welcoming atmosphere.

The small school community is cherished for its close-knit relationships, where everyone knows each other, and the staff's dedication to student welfare is evident. Parents also value the faith-based education and the passion of the teaching staff in bringing out the best in their students. Overall, St. Cecilia's is praised for its professionalism, respect, and the genuine care shown towards students and their families.

Student satisfaction

Students at St. Cecilia's express high satisfaction with their school experience. They appreciate the caring and attentive nature of their teachers and the various lunch clubs and quiet spaces, like the library, available to them during break times. The teachers' efforts to challenge their thinking and promote a growth mindset are valued, along with the recognition they receive through the Shine Awards system for being safe, respectful, and cooperative learners.

Students feel more confident and improved in their math skills due to the focus on number learning before each lesson. They enjoy the annual public speaking competition, noting how it has helped them become more confident and skilled in presenting and writing speeches. The sport clinics and lessons taught by expert athletes are also a highlight as well as the special excursion each grade has to look forward to throughout the year.

Leadership opportunities through programs like Mini Vinnies, being buddies, reading buddies, lunch buddies, and year six TEAMS are appreciated, as they teach responsibility and the importance of helping others. Students also find their Principal and Assistant Principal to be helpful and caring, further enhancing their positive school experience.

Teacher satisfaction

At St. Cecilia's, the teacher's pride themselves on being a student-centred community that prioritises the wellbeing, achievement, and growth of all students, teachers, and parents. Teachers appreciate the inclusive community that continually strives for development in all aspects of school life. The staff is cohesive and dedicated to learning from each other, fostering a culture of collaboration and mentoring that enhances student achievement, and evident in our English and mathematics data.

It was identified, from staff, in the Peak Performance Survey that the school's culture of learning, acceptance of differences, and commitment to excellent practices is evident in our focus on wellbeing and the welcoming environment we provide. Our Catholic values, along with the empathy, friendliness, and tireless work of our teachers, create a nurturing atmosphere for all. With approachable and solution-focused leadership, caring staff, and a strong sense of community, St. Cecilia's stands out as a supportive and inclusive educational environment.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,126,891
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,092,379
Fees and Private Income ⁴	\$992,843
Interest Subsidy Grants	\$1,539
Other Capital Income ⁵	\$2,052
Total Income	\$6,215,705

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$544,747
Salaries and Related Expenses ⁷	\$4,385,966
Non-Salary Expenses ⁸	\$1,307,429
Total Expenditure	\$5,693,396

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 2023 REPORT