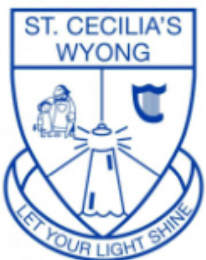




2019

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259

Principal: Mrs Yvette Owens

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

Message from key groups in our community

Principal's Message

2019 has been a year of growth and consolidation. We consolidated many of the academic innovations that have been established over previous years and continued to grow in the development of the teachers' ability to successfully implement these innovations. This in turn has enhanced the learning of the students.

Families at St Cecilia's have again demonstrated just how generous and caring they are through the many and varied opportunities to support those in need. This has been particularly evident through the support of St Vincent de Paul and drought affected communities. Everyday, the school community lives the ethos of Mary MacKillop, 'never see a need without doing something about it'.

The school has a strong reputation in the community and we are proud of the achievements of our students. The staff are a highly dedicated and skilled group of professionals who work above and beyond their regular teaching load to plan and organise many and varied events and student opportunities throughout the year.

St Cecilia's is a community that genuinely cares and it is a privilege to be part of such an amazing school. Parents and teachers work together to ensure the whole child is nurtured, but they also go beyond the school to generously give to those in need.

Parent Body Message

This year we have seen the implementation of the Parent Advisory Board and the continuation of the relaxed Cheese and Chat meetings where parents feel comfortable to ask questions, offer suggestions and become aware of improvements and positive changes within the school. The new grassed oval and the installation of the drink 'bubbler' and water-bottle filler have been very welcomed improvements to the school. The Well Being Walks to Pioneer Dairy have been popular with parents and grandparents as well as presentations such as; Mathematics in the Classroom, Resilience, Anxiety and Mindfulness, 123 Magic and Emotion Coaching Workshops.

Student Body Message

St Cecilia's is a place where everyone is welcome. The student body has enjoyed many opportunities throughout the year including being able to work with other grades and to participate in peer support, which allows them to become acquainted with other students from across the school. The students also enjoyed the many other activities that allowed them to interact with each other including: the School Musical, sports programs, Book Week,

PATCH Club, Christmas concerts and themed fun days. These opportunities show that school is not just about learning, but about the students as individuals, about having fun and working together; the goal being to continue to build upon the strong relationships that have thrived in our community. Students take part in regular Masses and Liturgies and have the opportunity to be part of parish Masses as a school community. The school is run justly, with everyone having a say through the Student Representative Council (SRC), House and School Captains. There are three simple school rules, 'Be safe, be respectful and be cooperative'. These rules keep us safe and help us to 'let our light shine'.

School Features

St Cecilia's Catholic Primary School Wyong, is a Catholic systemic co-educational school. The School, opened in 1916 by the Sisters of St Joseph, was originally established as a secondary day and boarding school as well as a primary school. The primary school was named St Cecilia's and the secondary school, which provided an education up to Intermediate level, was named St Joseph's. In 1966, the decision was made to offer only a primary education. During the early eighties, there was a considerable increase in school enrolments and several classroom blocks were erected to cater for student numbers. The Sisters of St Joseph withdrew from the School at the end of 1988 and the first lay principal was appointed in 1989. The School has remained a K-6 school that draws from a large area in the Wyong Shire. It is a part of the Wyong parish, sharing the parish with St John Fisher Catholic Primary School Tumby Umbi and St Peter's Catholic College Tuggerah.

Students attending the School are actively involved in a number of diocesan and community initiatives including public speaking, debating, sporting events, community activities such as ANZAC day celebrations and many others. Year 5 and Year 6 students have had the opportunity to take part in leadership and social skills programs as well as overnight excursions to Canberra and Bathurst.

The school community boasts an active parent community who assist whenever possible to support their children and the school. Calendared events are well attended with parents valuing opportunities to be actively involved, particularly where their children have opportunities to shine. Social events include school discos which the students thoroughly enjoy. Parents also have opportunities to assist in classrooms. They are able to gain a thorough understanding of their children's learning through parent teacher interviews, held twice each year, as well as the invitation to meet with their child's teacher whenever the need arises. The school has a Family Liaison Officer (FLO) who works towards building positive connections between the school and home.

The School is looking towards the future and nurturing our students to grow spiritually, academically, emotionally, physically and socially.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
166	132	24	298

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.47%. 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
93.38	94.25	92.71	93.29	93.49	94.47	92.76

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 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 Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	25
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

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

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Mission: Spirituality Day - personal renewal and development of skills for teaching Religious Education.

Learning and Teaching: Cultures Of Thinking

Learning and Teaching Twilight Session 1: Consistent moderation of school report grades.

Pastoral Care Twilight Session 2: Behaviour Management

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

St Cecilia's Catholic Primary school follows the Diocese of Broken Bay, K-12 Religious Education (RE) Curriculum document. As partners in Catholic Education we commit ourselves to educating and forming young people as disciples of Jesus and actively seeking ways to celebrate being Catholic as the St Cecilia's school community.

In 2019, our whole school Masses and liturgies were central to the faith life of our school. The Opening school, NAIDOC, Thanksgiving and Year 6 Graduation Masses provided the students, parents/carers and teachers opportunities to worship together in the Catholic tradition. The celebration of special liturgies throughout the year also highlighted the faith filled culture of our St Cecilia's school community. The Ash Wednesday, St Joseph's Feast Day, Holy Week, Mother's Day, Father's Day, Grandparent's Day, the Feast of the Assumption, Remembrance Day and St Cecilia's Feast day liturgies provided many opportunities for families to celebrate together and be part of our Catholic Tradition.

A variety of formal and formational opportunities were offered to the students, parents and staff at St Cecilia's. The students in Years 2 and 3 had the opportunity to receive three sacraments: Confirmation in Year 2, Reconciliation and Eucharist in Year 3. Integral to these sacraments were the sacramental programs the students engaged in during class time. The stage 3 students participated in a leadership day led by the St Peter's students, the House Captains attended a Shine Youth Ministry student gathering event at St Peter's School and the School Captains attended the Diocesan Catholic Mission Mass. Throughout the year our

Parish and Assistant Priests were regular visitors to the school classrooms, supporting our prayer and liturgical life.

Parents play a vital role in developing their child's faith formation. To develop their own faith formation parents were invited to parent reflection mornings, stage, weekend and whole school masses, liturgies and sacramental information sessions throughout the year. Our Family Educator also supports the parents in nourishing their faith development.

A priority for staff members at St Cecilia's is the ongoing professional development and the nurturing and development of their faith. Professional learning and faith formation opportunities were provided throughout the year. The Staff Spirituality Day at Joseph's Kincumber, led by staff from the Catholic Schools Office focused on exploring scripture using different techniques including Archaeology of the Word, Lectio and Visio Divina and Godly Play. In addition, several teachers had the opportunity to attend the Sweeter than Honey Summit: Ideas Implemented After the Seminar and the diocesan formation program 'Follow Me'.

With great support from our parent community, St Cecilia's School participated in many fundraising initiatives throughout the year. Our commitment to Project Compassion, the Homeless Appeal, Farmer's Appeal, Catholic Mission, Candela Peru and Operation Christmas Child ensured that the students at St Cecilia's were educated and involved in fundraising activities and we were able to assist those less fortunate.

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 2019, the School continued the Numeracy and Literacy Coaching model and introduced a Cultures of Thinking (COT) Coach to support the implementation of COT throughout the school.

Both the Numeracy and Literacy Coaches supported teachers in maintaining consistent best practice in English and Mathematics learning and teaching. This involved identifying the needs of students, planning, coaching, reflecting upon, and implementing quality teaching practice. This process enabled staff to be supported and strengthened in their professional areas of need, while supporting the needs of the students in their classes.

During staff meetings, Numeracy, Literacy and COT Coaches provided professional learning for staff. Data collection and analysis, feedback from external professional learning opportunities, and reinforcing examples of instructional strategies were integral to their roles. Reviewing the Assessment data, processes for accurate implementation of these assessments and analysis of data, as well as development of quality, open-ended tasks and thinking routines were highlighted during professional learning opportunities.

Staff Development was undertaken around the introduction to the COT - Cultural Forces and teachers began the implementation of these into their classroom practice across all key learning areas. This implementation supported the continuation of teaching and learning using a growth mindset. This reinforced the 2019 goal of implementing strategies for emphasising thinking and making thinking visible. The Science and Technology syllabus was also implemented in 2019.

The Learning Support teacher continued the peer support reading program where vulnerable students were given the opportunity to practise reading, comprehension and fluency on a daily basis.

The Extending Mathematical Understanding (EMU) intervention program continued into its sixth year at the School. Two successful EMU intervention groups were run throughout the year: one Year 1 group, and one Year 2 group.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58%	59%	9%	10%
	Reading	58%	54%	6%	10%
	Writing	61%	55%	0%	5%
	Spelling	49%	52%	12%	11%
	Numeracy	33%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	37%	37%	10%	17%
	Reading	39%	38%	4%	12%
	Writing	18%	19%	8%	18%
	Spelling	27%	38%	10%	13%
	Numeracy	16%	32%	18%	14%

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 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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 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. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

During 2019, the major focus in Pastoral Care was to further strengthen Social and Emotional Learning (SEL) skills to optimise wellbeing and engagement in learning. Although the School Improvement Plan (SIP) target for 2019 was to focus on social awareness and relationship skills, on evaluation it was decided the greatest need was around self awareness.

Staff participated in a professional learning session around understanding themselves better before they can understand others (ie. the students in their classroom). Throughout the session staff looked at what character strengths are and identified, through a survey, what their own would be. Teachers were encouraged to work on these with their students throughout the year and across all key learning areas.

All students were issued with a Wellbeing Journal at the commencement of the year. Students used their journals to record reflections, set goals and record Positive Behaviour for Learning (PBL) and mindfulness activities. Teachers were encouraged to use mindfulness activities that were modeled and shared by the wellbeing coordinator at the beginning of each staff meeting throughout the year. A google document was also shared with staff to assist them with a wider variety of teaching tools.

A meditation expert attended the school for a day a fortnight throughout two terms to work with students on meditation.

The school's PBL matrix was reviewed during a Professional Learning (PL) session. Staff discussed student behaviours that were not appropriate and those that were to be encouraged in

a range of settings. This information was collated and PBL focuses were reviewed. A graphic designer was employed to redesign the school matrix and individual posters.

Staff participated in a PL session around tier II and tier III interventions. Staff discussed what these two areas look like and the types of whole school interventions that are in place, or need to be in place. The 'check in, check out' system was introduced with two students trialling it. The School Case Management Support Systems Flowchart was also developed and shared with staff to ensure all knew the correct procedures, and felt supported, when dealing with challenging behaviours.

St Cecilia's undertook the TFI evaluation meeting led by the PBL coach. Areas of need within the school were identified and these will now form part of the annual plan for 2020.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In following the 2018-2020 School Improvement Plan (SIP) the staff focused on Literacy and Numeracy teaching and learning. The continuation of the Numeracy and Literacy coaching models enabled the development of the skills of teachers to provide students with the best possible learning opportunities.

As a staff, student assessment was further developed with a greater understanding and consensus around moderating and reporting on student achievement.

The Science and Technology Curriculum was implemented using the units of work, developed in consultation with CSO personnel, following professional learning of all staff.

Information Technology (IT) is an ongoing focus with the IT coach and student digital leaders. The provision of a large number of technological devices has enabled the school to provide 1:1 devices in Year 3 - 6.

The Cultures of Thinking (COT) framework was further developed through professional learning opportunities as well as a staff development day at a neighbouring school, who is further along on their COT journey. This was an important aspect of the Professional Learning (PL) plan in order to support all teachers to develop, in their students, the ability to think critically, creatively and deeply. The School Improvement Plan goal reflects the priority that staff have placed upon this and a common language and framework is being developed

In preparation for the implementation of the new Personal Development Health Physical Education (PDHPE) curriculum in 2020, staff undertook PL and developed units of work in conjunction with representatives from all Central Coast Schools.

Priority Key Improvements for Next Year

The School Improvement Plan (2018-2020) involves a number of key priorities for 2020.

The Mission goal is to strengthen and deepen student faith development. By the end of 2020 surveys will indicate an improvement in engagement in faith experiences at St Cecilia's eg: through the implementation of Godly Play.

The Learning and Teaching goal is to develop students' ability to think creatively and to be confident problem solvers. The annual goal for 2020 is that the semester report 'learning behaviour' levels will show an improvement on 2018 data. This will reflect improvement in students' ability to apply thinking skills, demonstrate a growth mindset and be independent learners.

The Pastoral Care goal is to further strengthen students' social and emotional learning (SEL) skills to optimise wellbeing and engagement in learning. In 2020 the focus for students is on the development of Social Awareness and Relationship Skills. This should be reflected in survey data completed by the students. By the end of 2020 the semester report 'SEL learning behaviour' levels will show an improvement on 2018 data.

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

At the beginning of the year, parents were given the opportunity to offer their suggestions and ideas in a survey conducted throughout the school. The results were very pleasing with many showing enthusiasm for the continuation of existing organised whole school events, workshops and presentations designed for parents. The preferred day and times were taken into consideration when organising these events and numbers attending proved very positive. Parents provided very positive feedback, particularly the Kindergarten parents, about how settled their children were and the support they received from staff.

Student satisfaction

Students have flourished at St Cecilia's in 2019. They have had the opportunity to participate in many events and activities such as: Mini Vinnies, dance troupe, sports carnivals, gala days, swimming events, peer support, PATCH Club, Christmas concerts, student fun days as well as a variety of other activities and events. Students have also enjoyed a variety of key learning area initiatives such as: the Questacon visit, Music Bus, Science week visits, sporting programs, Bishop's Art Prize as well as Drought Relief fundraising. The students have continued to enjoy the house points system and the link of the chosen names to the history of the school. Students have also expressed their satisfaction with the technology the school offers, including a multitude of devices, robotics program and STEM lab.

Teacher satisfaction

Staff were given opportunities to develop their skills through participation in Professional Learning (PL) during 2019. Cultures of Thinking, behaviour management, and report moderation were explored as a whole staff, with many staff attending other PL opportunities throughout the year.

Staff really enjoyed and appreciated the opportunity to deepen their spirituality this year with a mini-retreat at South Kincumber.

The Literacy, Numeracy and coaching IT model continued to support teachers in classroom practice.

The school premises has had several improvements to classrooms and the library, including new carpet, 'front runner' on walls and more flexible learning space furniture.

Staff wellbeing is actively promoted and continues to be a priority. Staff are recognised with small gestures like well being week each term, having the coffee van attend morning teas, and further developed through lunches and social events.

The staff at St Cecilia's feel supported and valued for their hard work, this creates a welcoming and nurturing school community

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2294206
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$649802
Fees and Private Income ⁴	\$764011
Interest Subsidy Grants	\$10524
Other Capital Income ⁵	\$137364
Total Income	\$3855907

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$23709
Salaries and Related Expenses ⁷	\$2929713
Non-Salary Expenses ⁸	\$841356
Total Expenditure	\$3794778

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 2019 REPORT