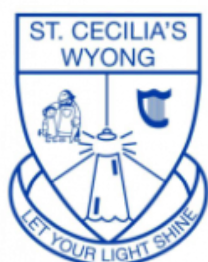


2021

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 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](#).

Message from key groups in our community

Principal's Message

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

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

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

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

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

Parent Body Message

From the perspective of families, 2021 will not be quickly forgotten. With an extended lockdown across our region, Home Based Learning (HBL) was a marathon effort for both the students, families and staff at St Cecilia's. The St Cecilia's community were extremely grateful for the immense effort the staff put in throughout the year and that was acknowledged and celebrated on World Teacher's Day in October with flowers and gifts given to all teachers by the families coming together. The year ended with an inaugural "Colour Run" to inject some fun as well as funds to purchase gazebos to be used for outdoor learning spaces or for sporting events.

Throughout the HBL Term 3 and emerging out of it gradually in Term 4, families were offered a number of opportunities to respond to surveys regarding any feedback they had with remote learning and safety priorities in returning. Care packs were arranged and phone calls

organised by staff to check in on the general welfare of families to try and minimise anyone 'falling through the cracks' during this time of separation.

Many families reported a great relief when lockdown dragged on and "Wellbeing Wednesday's" were introduced into the HBL program. This allowed families and staff a chance to catch their breath, plan and mark, catch up on missed work, and generally take care of each other midweek. A number of zoom meetings were set up for families to chat directly to the Principal and Deputy Principal ("Coffee & Chats"). The disconnection felt by Covid restrictions once school resumed was minimised by the availability of livestreaming service for masses, liturgies, assemblies, and the ringing of the bell for Year 6's last day of school.

Student Body Message

St Cecilia's is a place where everyone is welcome. Even though 2021 posed challenges with four months of Home Based Learning, the students at St Cecilia's were able to adapt and experience everything our school has to offer in new ways. The student body enjoyed many opportunities throughout the year including some opportunities to be able to work with other grades (pre Covid-19) as well as collaborate with member of their own grade face to face or remotely for part of the year.

At St Cecilia's, in a modified way the student body were able to participate in a multitude of events, including; Mother's Day, Peer Support, Kindy Buddy Program, PATCH Club, some Gala Days, adapted school carnivals, Religious calendar Feast Days, Year 6 Camp, Mini Vinnies Fundraisers and Colour Run Day as well as other themed activity 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.

In the remote space children loved having dress up days on Zoom, Wellbeing Wednesdays, competing weekly in Chylewska's Challenge (Principal's weekly whole school challenge), receiving their awards in the mail, attending fortnightly assembly Zoom's with over 200 families online each time, playing online games with their teacher and class to foster connection with their peers and getting their work done as quickly as possible in a day so they could have the rest of the day of free choice activities.

Students took part in regular Masses and Liturgies and had the opportunity to be part of Parish Masses as a school community. The school is run justly, with our 3 – 6 children having a say through the Student Representative Council, House and School Captains. At St Cecilia's our students let their light shine by acting safely, cooperating with others and being respectful.

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, Maths Olympiad, 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 initiatives such as Peer Support and youth ministry. Year 6 made it to their overnight excursions to Canberra, however due to COVID restrictions year 5's overnight excursion to Bathurst was cancelled.

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 usually include school discos, parades, Mother's Day and Father's Day events which the children and parents thoroughly enjoy. Parents had limited opportunities to assist in classrooms due to COVID, however some excursions were had with parents assisting as parent helpers.

To help parents gain a thorough understanding of their children's learning the school hosts goal setting meetings in term 1 & 3 and parent/teacher meetings in terms 2 & 4, as well as an open invitation to meet with their child's teacher whenever the need arises. The school also has a Family Liaison Officer (FLO) who works towards building positive connections between the school and home.

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

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
163	136	21	299

* 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 2022. 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 2021 was 94.87%. 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
95.23	95.09	94.79	95.04	94.37	94.21	95.36

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 2021:

Total number of staff	32
Number of full time teaching staff	11
Number of part time teaching staff	14
Number of non-teaching staff	7

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

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

Summary of professional learning at this school

Staff Development Days:

1. Review of system policies and school guidelines - Safeguarding, Behaviour Management, Teaching & Learning
2. Towards 2025
3. Spirituality Staff Development Day postponed due to COVID restrictions
4. Getting to know your students and their needs - differentiation

Twilight Session 1: Familiarisation of New K-2 Mathematics and English Syllabus

Twilight Session 2: BE YOU Training; Family Partner & Early Support

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

In alignment with our Diocesan purpose to *inspire hearts and minds to know Christ, to love learning and to use their talents to be the very best they can be* we invite our children to connect faith stories with their own personal experiences through wondering questions and open-ended responses.

The school's Religious Education program is based on the Broken Bay K-12 Religious Education Curriculum and aims to engage students with new ideas, making the Scriptures and tradition relevant to their lives and challenging students to respond in Catholic discipleship. A significant initiative that commenced this year was the implementation of the new K-2 Religious Education Curriculum, which will enable our students to know, understand and celebrate the Catholic faith through storytelling materials.

St Cecilia's Parish sacramental programs were put on hold this year due to COVID, moving the Rite of Reconciliation and Sacrament of Eucharist to occur in Year 4 for 2022 and onwards.

St Cecilia's celebrated a number of age-appropriate liturgical experiences aimed at living out the students' mission as disciples of Jesus. The school year commenced with an opening school Mass where new students, staff and families were welcomed to the St Cecilia's school community. The 2021 school leaders were also commissioned during this special celebration. Throughout the year faith formation opportunities were provided for students, staff, parents, and caregivers. Students and staff regularly celebrated in-class or outdoor cohort school liturgies and prayed together. Many of these liturgies were live-streamed, which allowed the St Cecilia's school community to stay connected and, importantly provide faith formation opportunities for parents and caregivers.

Parish Council meetings still occurred throughout the year to continue to nourish the relationship with priests, Father Raul, Father Alex, and the parish team. As part of the 35th anniversary of our Diocese of Broken Bay, the Bishop launched the Pastoral Discernment Project. The staff of St Cecilia's with the Wyong Parish PPC were invited to journey forward together in this initiative as pilgrims and missionaries in a renewed proclamation of the Gospel, for evangelisation and catechesis, and for innovative pastoral creativity. The pastoral discernment is an invitation to recall how the Spirit has guided the journey of people in our school community. Our staff and PPC team collaborated in the Briefing Circles and nominated members on staff attended the Guidance and Support sessions for formation.

The Year 6 leaders coordinated fundraising events for outreach programs. This year St Cecilia's supported Caritas Australia (Project Compassion Appeal) and Catholic Mission. These influential events provided the opportunity for students to serve others and contribute to the formation of young people in the Catholic faith.

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 2021 the school engaged in "Leading Improvement" work with Linda Bendikson, which focuses on interrogating our school data, to identify areas for development. St Cecilia's NAPLAN data showed room for significant growth in Mathematics. Through the Leading Improvement Cycle, the leadership team identified Place Value as a starting block for development in mathematics. The team devised a continuum of Place Value concepts which were utilised to create student goal card as a strategic measure to identify quick wins. The implementation of these goals was only trialled on a small group of students during remote learning and reviewed for refinement in 2022.

The development of school-wide pedagogy throughout 2021 was continuously addressed by the appointment of three coaches; Numeracy Coach, Literacy Coach and Cultures of Thinking (CoT) Coach. All three coaches worked in collaboration to assist teachers to deepen and develop their understanding of how to deliver a quality curriculum. As the main focus may have been on either Literacy or Numeracy, the inclusion of the CoT coach enabled the team to work closely together with teachers, to highlight areas of need with regard to the eight cultural forces. All three coaches were released on the same day to enable them to work closely together. Part of this day was spent meeting and planning for future learning.

Staff surveys were conducted throughout the year to ascertain the professional learning needs. As teachers experienced working with the coaches, at times, when their needs changed, the coaches adjusted their timetables. This involved identifying 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.

At the start of the year, the new literacy coach worked with a variety of teachers focusing on connecting COT and developing inference skills. The aim was to develop and deepen thinking and understanding through the use of collaboration, questioning and language.

The review of current teaching practice of spelling and a possible way forward to address student needs. Following some professional development during Professional Learning Community (PLC) meetings, a new resource 'Effective Spelling' by Christine Topfer was

introduced, explored, implemented in stages 2 and 3, alongside the Four Forms of Spelling. Post COVID interruptions this resource will continue to be reviewed in 2022.

Some teachers also sought support in developing their skills in the area of teaching writing. With the literacy coach, a variety of lessons were modelled, co-taught and then evaluated in conjunction with the classroom teachers.

The numeracy coach worked closely with the COT coach in classrooms to develop a culture where teachers gave time to students, and required them to explain their thinking using concept-associated language. Through the Learning Improvement Program with Linda Bendickson, an 'on the way' monitoring tool was implemented for Counting and Place Value to assist teachers with a sustainable formative way to keep track of where students are developmentally placed within the mathematical learning. A strategic homework tool on counting was implemented in term 1 to bring parents along in their child's learning journey. There was significant growth over term 1 and 2 when the focus on counting was aligned both at home and school.

The model for PLC's was taking on a restructure in the school so the focus in Term 1 was for the team to analyse current practices, engage in PL of alternative collaborative learning models and adapt the previous model with the goal of more consistent opportunities for each grade to meet with the coaches. Following the restructure, in Term 1 and Term 2 the teachers met every fortnight with the Numeracy, Literacy and CoT coach. Due to COVID 19, the planned PLC model was disrupted for 16 weeks. Following the return to school after home based learning, the Kindergarten teachers showed some concern about the progress of some students. Both the literacy and numeracy coaches spent time in the Kindergarten classrooms assisting teachers with vulnerable students.

During Term 1, the numeracy and literacy coach facilitated a Twilight session on familiarisation of the new syllabus documents and prioritising with a K-6 scope and sequence of our 'must knows' for the children in English and Mathematics, across grades K-6.

The EMU program was conducted for two groups: a Year 1 group and a Year 3 group. This was interrupted due to COVID 19 and home based learning, but was resumed once school returned and continued to its conclusion.

The MAI assessments were conducted on all students in January/February and the data was used to inform differentiated teaching and future staff professional learning.

The COT coach continued to lead the professional learning and understanding of the Cultures of Thinking model during staff meetings throughout the year. There were some Early Careers Teachers and new staff who had not been exposed to the Cultures of Thinking, so the coach worked very closely in these staff members classrooms for term 1 and 2. By using the coaching model and working closely with the literacy and numeracy coaches, we were able to work collaboratively with teachers in classrooms to demonstrate, model, reflect and

evaluate the teaching practice and learning environment. This combined coaching model has made a valuable impact on improving teaching skills and increasing learning outcomes.

This collaborative coaching model proved to be effective and is planned to continue in 2022.

Student Performance in Tests and Examinations

NAPLAN

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

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	79%	53%	0%	6%
	Spelling	53%	49%	0%	13%
	Numeracy	38%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41%	35%	9%	14%
	Reading	38%	40%	9%	11%
	Writing	28%	20%	13%	18%
	Spelling	28%	38%	13%	14%
	Numeracy	22%	29%	13%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 2021.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Pastoral Care and Student Wellbeing

2020 was meant to be the last year in our current School Improvement Plan with a major focus on 'to further strengthen students' SEL skills to optimise wellbeing and engagement in learning.' Due to COVID 19 disruptions we felt a stronger need to continue with this goal, especially upon the return to school after four months of remote learning.

During Term 1, stage 3 students participated in a leadership day at St Peter's Catholic College. This day was run by the Wellbeing Coordinator and the St Peter's Youth Ministry Team. Stage 3 students were exposed to a variety of different leadership styles and worked in groups to discover the skills they already had, and what skills they could further develop. This training assisted students to be confident in running a peer support group and be leaders at our school.

Positive Activities That Create Happiness (P.A.T.C.H) club commenced in terms 1 and 2 and then due to minimising cohort mixing it paused for terms 3&4. Students that were leading PATCH were selected using the SEL trackers, student data and advice from classroom teachers.

Throughout this year, the wellbeing coordinator and the learning support teacher worked with small groups of stage 1 students, working on developing SEL skills to target individual needs. These students were identified by using the SEL trackers and advice from classroom teachers. In term 3 stage 2 students participated and then in term 4 stage 3 students participated. The students were withdrawn from their classes and the program 'Everyday Speech' was utilised.

Term 3 was disrupted due to COVID 19 and after consulting with staff and students a PBL for HBL rules matrix was devised. The matrix aligned the four R's (Respect, Responsibility, Reasoning & Resilience) of the digital world to our school PBL rules of Act Safely, Respect and Cooperate. The teachers explicitly taught the PBL for HBL rules to children and it was shared with families to ensure the school community understood the expectations around device usage during remote learning.

Wellbeing Wednesdays was also introduced during HBL. Families were encouraged to prioritise the children's wellbeing for that day. This looked very different in every home. For some families they wished to not engage in any of the optional wellbeing tasks that were provided for the day. Others used the day to get ahead of any scheduled HBL work to give themselves Friday off instead of Wednesday. Some also used it as an opportunity to have their children catch up on some of Monday or Tuesdays work which they may not have got around to or which they would like to further improve on. It was a way for the school to acknowledge that everyone's home circumstances were varied but whatever families choose to do that day should be aimed at improving wellbeing.

In Terms 3 and 4, staff participated in 2 twilight sessions developing an understanding of what BeYou is, the transition from KidsMatter and then completed surveys to ascertain where the school was at, and future directions. These future directions will then drive the new Learning Improvement Program for 2022.

There were many Wellbeing initiatives promoted for the staff such as care packages from the school, parents and CSBB, a successful online staff Trivia night, the canteen coordinator cooked freshly baked home goods for staff, they had access to a school counsellor, an online virtual staffroom was created in the weekly staff memo and we had a #goodnewsstories board to allow for positive stories to be publicly shared among us. A wellbeing survey was conducted by all staff allowing them to reflect on the staff wellbeing during HBL and staff were very positive of all that was being implemented during such challenging circumstances.

Also Term 4, saw the wellbeing team again participate in 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 2022.

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 2021 staff continued to focus on development of aligned English and Mathematics teaching and learning practices with the continuation of the Numeracy and Literacy coaching models. This enabled the development of the skills of teachers to provide students with the best possible learning opportunities focusing on the identified 'essential learning' in each of these subject areas. The new syllabus documents being the catalyst for honing in on the 'essential learning' that was necessary to focus on for our children. This was further enhanced with the Cultures of Thinking Coach.

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. This became particularly crucial due to the COVID Pandemic and the shift to home based online learning for 16 weeks. We had over 70% of our student community require loaning of devices during remote learning. Teachers had to rethink and restructure the way they taught, while supporting parents. Kindergarten initiated the use of See Saw during HBL, whilst all other grades successfully delivered remote learning through Google Classrooms and connecting children via Zoom regularly throughout the weeks.

The Cultures of Thinking framework was further developed through professional learning opportunities as well as dedicated staff meetings. This was an important aspect of the Professional Learning 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. The implementation of a Cultures of Thinking coach allowed greater support and development of skills for those teachers who required additional assistance.

Priority Key Improvements for Next Year

Learning Improvement Program around Mathematics will remain a strong focus next year, in particular around developing children's strong sense of interpreting and reasoning with number. The program was implemented on a handful of children in each grade, however whole school implementation and processes for ongoing data collection, review of the data and planning from the data to meet the needs of our children will be crucial. An increase in whole school accountability of data.

Goal setting for teachers and children will become a focus for next year. Teachers will assign, monitor and continuously review mathematic student goals to focus learning and formation of school scope and sequences.

In Mathematics and English we will be moving from the Familiarisation phase of the new K-2 Syllabus to the Learning and Implementation Phase. The goal will be to become familiar with the content, skills and concepts of the new K-2 Mathematics Syllabus and gain understanding of the evidence base that informs the new Mathematics and English syllabus.

In Mathematics teachers will build their knowledge and understanding of the structure, content and intent behind the new syllabus document with a particular focus on foundational skills, how the content has been structured, the importance of reasoning, the sequence of mathematical concepts across ES1, S1 and their interconnections/ interdependencies.

In English teachers will build their knowledge and understanding of the K-2 English syllabus with particular focus on the foundational literacy skills, the connections across oral language, reading and writing in ES1 and Stage 1. We will also explore implementation of a phonics program in k-2 so there is cohesive progression in phonological awareness from Kindergarten to Year 2.

We will also be implementing the new Kindergarten Religious Education Curriculum around Godly Play. The Kindergarten teachers and our Religious Education Coordinator began their professional learning journey in the new pedagogies of RE learning and will continue this learning in 2022. All the resources were created for the implementation of the new RE curriculum and ready to be utilised for learning next year.

The introduction of inquiry pedagogy is another area for focus in teaching and learning in 2022. Through the Inquiry Cycle, teachers and students will explore new knowledge and ideas in authentic contexts; developing critical thinking and problem-solving skills to help them become successful for a future unknown. This type of learning has increased autonomy, ignites a passion for gaining knowledge and skills that will stay with children throughout their lives. Kath Murdoch is booked in for a staff development day next year to begin our leaning journey of inquiry, which will teach our students they are able to learn to take ownership of their development and understand the importance of always asking questions and looking deeper.

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

We value parent feedback so the following surveys were sent out to the community throughout the year:

1. Tell Them From Me Survey
2. HBL Parent Feedback and Input
3. Parents in Partnership Survey

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

The HBL Parent Feedback indicated that over 83% of our parents thought the differentiation of HBL tasks was 'just right', majority of our parents found the quality of their child's HBL experience *very positive*. The parents loved the implementation of Wellbeing Wednesday, appreciated the high level of teacher interaction and communication online via comments in marking, Zooms, differentiated learning and instructional videos on how to complete tasks. All this being made possible and obviously more manageable thanks to HBL- system level funding.

They were grateful to still come together on Zoom for fortnightly whole school assemblies where children were still recognised for their work in Home Based Learning and received their awards. Fortnightly parent Coffee and Chats Zooms were appreciated in a year when the community were getting to know a new principal.

The Parents in Partnership survey identified that there are several families who would like to be part of a more formalised structure to a parent body who can grow as faith and learning partners in their children's time at St Cecilia's. Re-connecting the community after two years of many Covid restrictions was also a high priority. The planning had begun this year for the Families Leading in Partnership (FLIP) group, however was delayed to 2022.

Student satisfaction

The children were surveyed in the Tell Them From Me Survey and a common thread was that they really like the general environment of their school and enjoy participating in the events and activities organised by the school, in particular Wellbeing week in terms 1 & 2 and Wellbeing Wednesday that was hosted each week during remote learning.

Peer Support program in term 1 and 2 was something the children liked engaging in to connect with, however due to no cohort mixing post Covid, the program was paused.

The first ever Colour Run was also a huge highlight of 2021 and the Zoom school disco was appreciated as a fun way to connect when in lockdown. Year 6 were excited to get to vote on a theme for their year 6 graduation and have dinner together after Mass. They were worried they weren't going to be able to come together but said they had the 'best night!'

Children commented in the survey how the best thing about the school is the teachers and the principal. The teachers are friendly and warm but also try to help you challenge yourself in your thinking and 'be the best you can be.' They always find time and ways to help the students of our school and give us great environments to learn in. I really like the different things in the classrooms that help us to do our best learning like the interactive white boards, spheros, books, our Chromebooks, the I-Pads, word walls, flexible furniture like wobble stools and cushions.

Final words from one student, "I REALLY LIKE OUR SCHOOL AS IT EDUCATES US AND ENCOURAGES US TO BE BETTER PEOPLE IN GENERAL. I REALLY LIKE MY TEACHER AS THEY CAN UNDERSTAND MY FEELINGS AND IT FEELS SAFE TO TALK TO THE TEACHER."

Teacher satisfaction

The staff identified that it was a big first year with a new principal, flooding and a global pandemic the likes of which we had not experienced in our life time. Nevertheless, the teachers and the new Principal bonded quickly in adversity and very quickly learnt each others strengths and challenges and quite frankly made the year work - offering quality home based learning to meet the needs of our children for 16 weeks of school closure in 2021.

The staff are dedicated professional team who expressed they wanted to improve the use of and understanding of data to inform teaching and improve student outcomes.

They all appreciated the time to come together fortnightly with their grade partner and the coaches to their Professional Learning Community meetings and they would like to continue a similar model next year to continue target improved learning, however they expressed meetings would be more beneficial on a weekly basis.

After 16 weeks of remote learning teachers expressed the importance of continuing to empower our parents as partners in their child's learning journey. They were hoping we could provide further opportunities to upskill parents in 'reading strategies' or incidental mathematic walk and talks or games that could reinforce certain skills at home. Teachers believe that when students are reading or engaging in any learning with their parents at home they are consolidating their learning from school, showing value to their education and helping to make it real and life long learning.

The HBL+ system level funding was greatly appreciated by teachers to assist them in providing further small group opportunities to connect with their class. Teachers found they got more questions and interaction from children in small group, differentiated Zooms during HBL then when they were doing them whole class. The extra funding really ensured that all ranging needs were able to be met more often.

Lastly, teachers would like to create more opportunities to showcase learning within the school. They acknowledge the school is full of amazing artists, writers, mathematicians and future professionals in every subject. A proposal was made for a spotlight wall within the school to display amazing work and this is something to be explored in 2022. There was also a suggestion to include a Principal's award to present to students because during HBL the students loved participating in Chylewska's Challenge so perhaps this could be turned into another form recognition of achievement.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$2,823,227
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$764,685
Fees and Private Income ⁴	\$732,866
Interest Subsidy Grants	\$3,556
Other Capital Income ⁵	\$72,790
Total Income	\$4,397,125

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$23,885
Salaries and Related Expenses ⁷	\$3,142,855
Non-Salary Expenses ⁸	\$1,004,584
Total Expenditure	\$4,171,324

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 2021 REPORT