



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2023

## ANNUAL SCHOOL REPORT



### **St Cecilia's Catholic Primary School**

59 Seaview Street, BALGOWLAH 2093

Principal: Ms Louise O'Brien

Web: [www.scbdbb.catholic.edu.au](http://www.scbdbb.catholic.edu.au)

## About this report

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

## Message from key groups in our community

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### Principal's Message

St Cecilia's Primary School, Balgowlah, provides a contemporary learning environment to cater for the diverse learning needs of our students. We place a high value on the pursuit of excellence for every student. At St Cecilia's priority is given to student wellbeing and developing in students a lifelong love of learning. We focus on academic achievement through engagement in contemporary pedagogical practices. Quality learning experiences are provided to motivate and challenge students to achieve their very best. Each individual student is supported, and their achievements tracked as they move along the learning continuum. Students are encouraged to contribute to our school community as faith filled, respectful, responsible members of the school and wider community.

St Cecilia's is a community where staff, students, parents and parish work towards supporting the academic, social, physical, emotional and creative development of each child. Our school's motto is "In all things love" and we pursue excellence in all we do. We celebrate the achievements of students in our community.

### Parent Body Message

The P&F worked throughout the year to carry out our many activities and events that we plan, to build and engage all members of our community.

We commenced the year with the 'Welcome Party' in February which was well attended by parents, staff and the clergy. It was our first opportunity to gather and socialise and meet our new families and staff.

The social justice and spirituality team organised our hampers for St Vincent de Paul and other initiatives to support those in need. Our sponsorship team worked with the events team to support our fundraising and a very successful 'Gala' fundraiser was held in September.

The sustainability and environment team made some valuable suggestions and encouraged the community to be aware of the many ways we can build sustainability into our school activities and we families participated in Cleanup Australia Day, Earth Hour and Walk to school days for families.

The clubs and services team promoted the many school events throughout the year. The garden club worked with students to plant new native seedlings in our garden and the Millie Smith preloved uniform shop was set up each week to provide parents with the opportunity to purchase uniforms.

The P&F executive committee and teams met throughout the year to support the many endeavours in our school community.

It was a very successful year for the P&F, as all members worked together to support the school. We are grateful for the support of the school Principal and staff in working with the parents to build and strengthen our close-knit community.

### **Student Body Message**

Our experience as school captains throughout 2023 has developed our leadership skills as we worked to support our school community. All Year 6 captains - Sports, Liturgy/Social Justice, Library/ICT and Environment Captains, have all enjoyed the responsibility and the opportunities our roles have provided.

We thank all the staff for their guidance and encouragement of all the children in our school. We appreciate the care and support you give each one of us, each and every day. The staff are generous with their time and provide so much positive feedback to help us.

We have all enjoyed opportunities to represent our school in sporting events, in the surf education program, in debating and public speaking, the environment and sustainability activities, the Catholic Schools Mission Mass and in our social justice outreach initiatives. In Term 4, leading the peer support groups with students from Kinder to Year 5 was a rewarding experience that we all looked forward to each week.

As we complete our Primary School days, we thank our parents, the staff and the students for their support. We are so privileged to have been leaders at St Cecilia's' School 2023.

## School Features

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St Cecilia's Primary School Balgowlah is a Catholic systemic co-educational school founded by the Good Samaritan Sisters. The school is situated on the lower Northern Beaches of Sydney with an enrolment of 244 students. St Cecilia's Balgowlah and St Kieran's Manly Vale, form the Catholic Community of North Harbour, under the pastoral care of the Augustinians.

The learning environment at St Cecilia's supports the implementation of contemporary educational practices. Teachers plan and program to meet the diverse learning needs of students. Our large learning spaces cater for students to learn in flexible ability groups for Mathematics and English across the grade, providing challenge for our high potential and gifted learners and support for children with learning needs. This facilitates the learning needs of all students. The infant's classrooms support a smooth transition to school where students are nurtured and feel part of our close-knit community.

Students in Years 3, 4, 5 & 6 participate in sporting Gala days each term. These include AFL, Soccer, Cricket, Rugby League, Eagle Tag, Basketball and Tennis. Our tennis teams (comprised of Year 3, 4, 5 & 6 students) had great success and both teams won the Todd Woodbridge Cup in our region and competed in the final at Homebush.

Sporting events such as our school and regional swimming carnival, cross country and athletics were also held, with some students successfully making selection through to the State Championships.

Many extra-curricular activities are offered to students' including tennis, science club, mindfulness/well-being sessions, chess, drama and band (instruction in playing musical instruments). Opportunities to represent the school in debating, public speaking and sporting events were provide opportunity for the students to showcase their talents and skills in community competitions.

Our Year 5 & 6 students engaged in many different activities when they attended their camp in Canberra and visited Parliament House, the Art Gallery and the CSIRO.

The P&F association held many successful social and fundraising events including our Welcome Party in February, the Trivia night in May and the Gala Fundraiser in September. All events were well attended as parents looked forward to socialising with other families in the school.

The school advisory committee met each term to discuss school and parish initiatives. The Broken Bay Charter for Catholic Schools was introduced to parents and families in 2023.

All classrooms and learning areas had new carpet laid and a new deck area was built in the playground to provide imaginative and creative play opportunities for students.

# 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
152	90	6	242

\* 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 90.51%. 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
94.10	91.40	92.90	89.80	91.20	88.90	85.30

## 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

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## Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	20
Number of full time teaching staff	13
Number of part time teaching staff	7
Number of non-teaching staff	3

## 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**

Our whole school professional learning plan focused on implementing high quality teaching and learning experiences across the school and facilitating an engaging and challenging curriculum.

Our planned professional learning in Mathematics aimed to improve the teachers' capacity to enhance students' understanding and application of skills, leading to growth in student achievement. The introduction of collaborative coaching was a wonderful initiative and involved a weekly meeting between classroom teachers and the assistant principal to discuss and monitor student achievement and progress in Mathematics throughout the year.

In Term 2 our staff joined St Kieran's staff for a combined professional learning experience facilitated by Judy Hatswell (Psychologist). She led all the staff through training in Choice Behaviour Theory and Lead management and this was integrated into our whole school behaviour management.

In Term 3 and 4 professional learning introducing the new Years 3-6 English and Mathematics syllabus was held to prepare teachers for the implementation in 2024.

St Cecilia's staff participated in a professional learning experience focusing on Aboriginal spirituality. This spirituality day involved practical experiences of aboriginal storytelling, dance and art. For this day our staff joined with the staff from St Kieran's, Manly Vale, St John the Baptist Freshwater and St Paul's College, Manly and gained an insight into our Aboriginal culture and history.

Our school was part of the High Potential Gifted Education project, and this provided opportunities for professional development on Cognitive load theory and twice-exceptional gifted students. Online professional learning was provided for teachers to engage with at school, covering topics such as neurodiversity, Gagne's model, profiling and catering for our HPGE students.

Throughout the year staff members led presentations at staff meetings, and topics included curriculum, explicit teaching strategies, learning diversity and Mathematics and Religious Education and spirituality. Staff meetings also focused on the new syllabus for English and Mathematics, as teachers prepared and trialled work units from the curriculum areas.

Two teachers were involved in the expert teaching group, developing units to support the new curriculum.

## Catholic Identity and Mission

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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. 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 are inspired by our motto 'In all things love' and focus on our school's core values of hope, respect, service, justice and celebration.

We celebrate our faith by nurturing the religious and spiritual dimensions of the school through our school liturgies and Masses.

We commenced our year with our Opening School Mass, 'Ceremony of Light', during which we welcomed new students, families and staff and presented our Year 6 students with their leadership badges. All families are invited to our 'Family Come Gather' Masses held each month also providing a social opportunity for families to gather afterwards for morning tea held in the school grounds. In Term 4 we trialled a 'Family Come Gather' mass on Saturday evening, and this was a success with many families joining the celebration. All family Masses were well attended and helped to connect the school community and build relationships with the parish.

This year Godly Play was introduced into the Year 1 classrooms, as a tool to engage the children in their religious education. The children have a choice in the way they respond to the gospel reading presented by the teacher. The classrooms were set up with a Godly Play display space and a working party of staff and parents assisted in the production of the resources required for Godly Play. Professional learning was also undertaken by our Year 1 teachers.

In the lead up to Easter, each class presented a part of the Easter story, beginning with Palm Sunday, then the Last Supper and Jesus' arrest, the Crucifixion and the Resurrection. Special days and significant events were celebrated with whole school liturgies, these included Mother's Day, grandparents and special friends' morning, Father's Day, St Cecilia's feast day, our Year 6 Graduation, ANZAC and Remembrance Day reflections. These liturgies were well attended by parents, grandparents and family members from the school community.

We are grateful that our school and parish is administered by the Augustinian priests. We welcomed Fr Michael as the new parish priest in June and we also welcomed Fr John to the parish. Fr John regularly visited the school to connect with the staff and families and speak with the children in the classrooms.

The sacraments of Reconciliation, First Communion and Confirmation were celebrated in the Parish throughout the year. The parish sacramental coordinator liaised with the school and families to establish the family program for the sacraments. The celebrations of the sacraments followed, and families attended. Bishop David Walker (emeritus) visited St Cecilia's to confirm our Year 3 students in August.

At the end of the year Fr Paul celebrated our Thanksgiving liturgy, a time when we thank all those who have helped and supported the school throughout the year, and we also took time to farewell the staff leaving our school with a special blessing. Fr John celebrated our final school celebration, the Graduation Mass for our Year 6 students and their families.

## Curriculum, Learning and Teaching

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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.

At St Cecilia's a strong culture of learning has been embedded into the life of the school, which has enhanced the educational outcomes for all students. The introduction of collaborative coaching has transformed our professional learning and provided each classroom teacher with weekly opportunities to discuss essential learning outcomes, student achievement and progress, along the learning continuum with the leadership team. These meetings are timetabled each Thursday and Friday.

Effective use of data informs the differentiation of curriculum areas for students, flexible grouping of students for Mathematics and English provides diverse learning opportunities for all students, enabling and challenging them to achieve success. We prioritise student achievement and provide opportunities for students in all aspects of learning. Evidence-informed practice is aimed at improving outcomes for every student. Contemporary learning environments have created innovative teaching and learning opportunities.

This year we have focused on the delivery of the Mathematics syllabus and outcomes, and the upskilling of teachers in High Potential Gifted Education.

Learning opportunities for students at St Cecilia's are strengthened through:

- whole school analysis of a variety of assessment data (including pre and post-tests) addressing individual learning needs and providing future learning goals.
- utilisation of the data to provide differentiated, inquiry-based learning.
- analysis of assessment data to indicate growth in reading, writing and Mathematics. analysis of standardised testing data e.g. PAT Maths and Pat Reading and COGAT, indicating quantitative, verbal and nonverbal abilities.
- professional development of teachers focused on developing deep knowledge and understanding of the curriculum and evidence-based highly effective pedagogical practices.
- curriculum programs that contain differentiation and modification to support a range of learning needs.
- collaborative learning and feedback to ensure that learning opportunities are targeted, specific and meaningful.

- employment of a range of specialist teachers in the areas of Physical Education, Music, Dance, Diverse Learning Needs and Technology (coding).

The teachers continue to embed a collaborative culture of continuous improvement into the teaching and learning. The four key stages of our continuous improvement cycle are analysed, plan, act and review and this was foundational to the implementation of effective programs to challenge students in their learning.

In the learning environments, the use of a range of digital technologies enhanced student learning. In Term 3 our Science & Technology incorporated STEM activities, and this culminated with a Science/STEM expo showcasing the students learning throughout the term. Parents visited the classrooms and were amazed at the creativity and achievement of the students.

Assessment and reporting of student achievement was reviewed. The K-2 semester report was revised to include outcomes from the new syllabus for Mathematics and English.

## 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	87%	54%
	Reading	81%	67%
	Writing	95%	76%
	Spelling	83%	61%
	Numeracy	81%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	100%	64%
	Reading	100%	74%
	Writing	95%	66%
	Spelling	95%	69%
	Numeracy	96%	68%



## Pastoral Care and Student Wellbeing

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### 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**

At St Cecilia's we continue to focus on positive behaviour initiatives, and we use our school core values of Respect, Service, Justice, Hope and Celebration as our foundation. Each term there is a focus on one of our core values, and the school leaders highlight the core value and the behaviour expectation for the week at our school assembly. In the classroom and on the playground the behaviour expectation is explicitly focused on, and at the end of the week during assembly a core value award is presented to the student who demonstrates this. At the end of the Term, a Core Value Award is presented to the student who has consistently demonstrated the core value throughout the term.

This year we introduced a playground reward system, where children are given tokens for demonstrating respect to others and the environment. At the end of the week, tokens are counted, the winning colour house is announced at assembly and at the end of the term, numbers are tallied, and the winning house overall is rewarded with a mufti day for all house members.

#### **Our school rules focus on:**

Care for people, place and property. Listen, learn and participate.

Our Positive Behaviours for Learning (PBL) program was used to identify areas for improvement and to monitor and ensure behaviour management focused on positive and restorative practices.

Our buddy system with Year 5 and 6 students and kindergarten supports a smooth transition of Kindergarten students into the school community. New students in other year levels are also buddied with a student in their class to support them in the new school setting. Families

are also introduced to existing families so they can connect with our community and be informed of school processes and events.

Our peer support program enabled students from Kindergarten to Year 6 to come together in small groups for activities focusing on anti-bullying, cybersafety, reading, art and sporting activities. The students thoroughly enjoyed these opportunities, demonstrating respect for the students leading the sessions. The Year 6 leaders were outstanding in facilitating these sessions.

Social Justice initiatives such as our Good Sam Days, where children raised money to support charities such as Caritas, St Vincent de Paul and Mary's House, highlighted to the children the importance of supporting those in need and raised the children's awareness.

The Gift cook off program run by our North Harbour Parish organises fortnightly cook-offs to provide meals for families in need. Our St Cecilla's parents coordinate and roster teams of 7 people, who volunteer for this every month.

## School Improvement

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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

Our key improvement for 2023 was to engage, challenge and extend all students in their learning and effectively analyses data to support student learning

1. Our focus curriculum area was Mathematics and to improve achievement growth in Mathematics.

School target: To lift the number of students at or above expected growth in Mathematics (NAPLAN) from 40% to 60% or higher.

Using the collaborative culture of continuous improvement cycle we analysed data, strategically planned, purposefully acted and monitored, and reviewed the progress of each student and cohorts to assess the impact of our work.

2. Analysis of data to track student achievement

We analysed the current data and reviewed the assessment practices at St Cecilia's. During collaborative coaching sessions teachers planned pre-tests to support the programming of learning activities. To implement teaching strategies, extra staff were utilised to work in the classrooms with the teachers to support this focus on Mathematics. At the conclusion of the year PAT Maths data was used to track student achievement and the results were very positive with all students showing progress. For the majority of our students the progress in their learning was substantial.

The outcome has seen student achievement in Mathematics improve with the implementation of effective targeted programs to support student's learning.

3. Identification of High Potential Gifted students

The use of standardised testing such as COGAT and Raven's, enabled teachers to identify high potential and gifted students across the domains, and this information has been used to develop the individual student learning profiles.

### Priority Key Improvements for Next Year

#### Annual Improvement Plan for 2024

1. Academic goal: To improve student achievement growth in Mathematics

School target: To lift the number of students at or above expected growth in Mathematics (NAPLAN) to 60% or higher in 2024.

2. Curriculum area - Religious Education

By the end of 2024 teachers will implement the new curriculum (teaching units) and embed the storytelling pedagogy

Assessment - In Years 3-6 - rubrics will be developed based on scripture and the units of work. In K-2 assessment based on student response to scripture

3. School promotions - Southern Peninsula Schools Project

By end of 2024, all staff are actively aware of the K-12 co- educational pathway for the Northern Beaches Precinct from Kindergarten at St Cecilia's to secondary schooling at St Paul's College, Manly

4. Wellbeing goal

By end of 2024 a variety of wellbeing experiences are provided for staff, students and parents.

## Community Satisfaction

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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

The 'Tell them from me' survey was completed by parents in Term 2. Satisfaction was strong in areas of wellbeing, learning and community. The results indicated:

- Reports on my child's progress are written in terms I understand
- Parents expect and encourage their child to do well at school
- Teachers show an interest in my child's learning
- My child is encouraged to do his or her best work
- Teachers take account of my child's needs, abilities, and interests
- Teachers expect my child to work hard
- School supports learning

Overall parents report that they feel welcome at the school and that their child is in a safe learning environment. The school supports positive behaviour, and children feel safe at school. Parents' satisfaction with the school overall was strong.

Throughout the year there was positive feedback from parents following some of our initiatives such as:

- the school musical - 'a resounding success showcasing our students'
- grandparents' morning - 'thank you for making it such a special morning for us and our grandchildren at the school'
- the science expo - 'what a great learning experience for the children'.
- the school disco - 'what a great community event'

### Student satisfaction

The students had many opportunities to engage in their learning and also to enjoy other learning opportunities. The Year 5 & 6 students had a fantastic time visiting Canberra for camp and visited many places of interest.

Other activities such as coding in Terms 2 & 3, dance lessons and school disco were highlights for all students. The school musical "*Cilly Spectacular*" was a great showcase of

the talents of our students and also the staff who choreographed and wrote the musical. The parents feedback following the musical was overwhelmingly positive.

The STEM/Science expo held in Term 3 engaged all students from Kindergarten through to Year 6, the students particularly enjoyed showcasing their learning to their parents.

Students also had the opportunity to participate in weekly music lessons, physical education sessions and sports afternoons at Balgowlah Oval. The 'Good Sam' fun days held at the end of each term, where the children wear a colour and bring money to support a charity such as Mary Mac's Place were named by students as a highlight.

### **Teacher satisfaction**

The introduction of collaborative coaching was a positive initiative introduced in 2023, and all teachers have expressed their gratitude for this. It provides an opportunity to discuss individual and group learning, provides times to analyse data and track student achievement. It is also valuable time to meet and plan for students learning.

The time teachers are provided for report writing is also another positive for teachers, as they have time for discussions focusing on learning with their grade teachers.

# 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 <sup>1</sup>	\$1,920,792
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$507,606
Fees and Private Income <sup>4</sup>	\$1,340,121
Interest Subsidy Grants	\$25,070
Other Capital Income <sup>5</sup>	\$1,542
<b>Total Income</b>	<b>\$3,795,132</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$53,108
Salaries and Related Expenses <sup>7</sup>	\$3,097,966
Non-Salary Expenses <sup>8</sup>	\$1,236,814
<b>Total Expenditure</b>	<b>\$4,334,781</b>

### 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