



# St Cecilia's Catholic Primary School Balgowlah

## 2012 Annual Report



Principal: Mrs Suellen Garey

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## **1. Messages from in Our School Community**

### **1.1 Message from the Principal**

2012 was a year of growth and change at St Cecilia's. The school staff along with Diocesan staff farewelled the Diocesan Director of schools and welcomed a new director. Our school community farewelled some old faces and welcomed some new. The school's enrolment application for Kindergarten continued to grow steadily and consequently the number of classes on offer increased.

The school took part in two major surveys. The first was the "Enhancing Catholic School Identity Project" through the Catholic University of Leuven in Belgium. The second was a survey compiled by the Wollongong Diocese of Schools as part of anti-bullying initiative. The results of both surveys were affirming and provided direction for programs into the future for St Cecilia's.

Academic results for students from St Cecilia's continued to be strong and students received awards for national academic competitions. Continuing strong NAPLAN results reflected the focus of school improvement plans, the emphasis on leading learning high yield strategies and the emphasis on differentiated curriculum especially in Literacy and Numeracy programs. Students from St Cecilia's were commended for their social justice initiatives and community service.

Students continued to display their prowess on the sporting field, the choir performed for audiences in many different locations and student excursions specifically complemented and supported learning in the classroom. Extra curricula activities including tae kwon do, drama, gardening, chess and band again proved popular for students.

Parent voice through the School Board and the Parent Network team continued to make a positive contribution to the school community. The Wellbeing Parent Team, parent forums, and a new initiative Mums' Prayer supported the school's mission committed to working together within a positive Christian learning environment reflecting Gospel values.

The school and parish worked together as a faith filled community. The renovation of our church, including a beautiful sandstone baptismal font, has enhanced our liturgies. Attendance at Masses continues to grow. Our school has provided spiritual, pastoral and social care for our families experiencing difficulties. Families were linked to essential services in the community needed to support them from time to time.

In November external consultants thoroughly reviewed Work, Health and Safety policies, procedures, practices and programs. It was noted that St Cecilia's has an excellent Occupational Health and Safety Management system.

From dedicated staff to enthusiastic parents, from beautiful children to modern amenities, we are a school blessed in many ways.

### **1.2 Message from the Parent Body**

St Cecilia's at Balgowlah has a strong partnership between parents and the school. We have a School Board and a Parent Network (P&F) that work in collaboration to achieve a cohesive environment.

The Board works closely with the Principal to discuss items such as the school's policy development, faith formation and decision making while the Parent Network aims to engage the parents in the children's learning and assisting with fundraising to support school activities. This year there has been a big focus on retaining boys for Years 5 and 6. The Board has also worked with a Wellbeing Committee on tackling the ever-challenging topic of bullying. Our Wellbeing team has worked with the school to develop an Anti-Bullying Policy which we look forward to implementing in 2013.

The Parent Network has many committees that assist with operational activities such as canteen, uniform shop, class parents, yearbook, social justice, gardening, book club and social committee which aims to act as a welcoming group. The Parent Network and Board also act as a link from the parents to the Principal to raise issues that may arise from a parental perspective.

We feel that we have a very cohesive working relationship between the Parent Network and the Board; meeting regularly in an informal manner to ensure that both parties are in agreement on how things are being done and what improvements can be made. The Board also presents at the Parent Network General Meeting each term.

2012 saw a change in venue for our fundraiser which was met with enthusiasm and we managed to raise in excess of \$35,000 for the school. Another new thing this year is Carols at St Cecilia's. All classes led us in carols which was a wonderful example of community building – school, parish, families all coming together to celebrate our wonderful school community and hear the beautiful singing of our children.

Working together, the School, Board and Parent Network can achieve wonderful things.

### **Chair of School Board, President of Parent Network**

## **1.3 Message from the Student Body**

The School Captains and Year 6 leaders made a substantial contribution to the life of the school in 2012. They led prayer assembly and daily assembly, organised fundraising events and represented our school in local ceremonies such as the Anzac Day Ceremony at the War Memorial Hyde Park. The School Captains met local ministers and community leaders at Government House.

Each leader had a portfolio to lead and included Liturgy, social justice, multi media and sport.

### **School Captains 2012**





## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
106	69	5	0	175

\*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
14	1	0	15

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 93%.

### 2.5 Teacher Satisfaction

Some quotes from teachers at St Cecilia's Catholic School:



*"I have been provided with a diverse range of professional development opportunities that have contributed to my development as a teacher."*

*"Teachers realise the importance of building positive partnerships with the parish community".*

*"It's wonderful to be able to acknowledge a long serving teacher for their gifts, and in doing so acknowledge and value the teaching profession".*

*"Teachers at St Cecilia's are excited to be undertaking the KidsMatter framework to improve students' mental health and wellbeing. We believe this to be a valuable framework as it enhances positive learning opportunities for students and it builds on our Catholic values of respect, service and hope. We're looking forward to working in partnership with parents and families in the community. "*

*"I have appreciated the opportunity to work closely with Sydney University Faculty of Education which has provided insight into the needs and concerns of student Years 5-8 in regards to their motivation and engagement in Mathematics."*

*"The atmosphere at our Olympic Day was fantastic. Staff were certainly generous with their own time when it came to the planning and preparations of the day and enjoyed the day as much as the students."*

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96%
1	98%
2	93%
3	98%
4	93%
5	96%
6	97%

The average student attendance rate for 2012 was 96%.

**Management of 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 Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;



- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations, and
- recognises and rewards excellent and improved student attendance.

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.7 Student Satisfaction

Students were surveyed from K-6 with the question "How happy do you feel when you are at school?" 47% of students answered the online survey. The data expressed the following:

66% of students were very happy;

21% of students were neutral; and

13% of students expressed they were not happy.





### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

St Cecilia's has a history marked by a tradition of a rigorous academic curriculum within a Catholic setting and permeated in a culture where love, care, kindness and a sense of community prevail. The Good Samaritan Sisters, the order which founded the school in 1929, are recognised in the culture and traditions of the school, most specifically through the school crest and motto. The school motto, "In all things may God be glorified", serves as a rich reminder of the sense of history and story. St Cecilia's Parish, Balgowlah joined with St Kieran's Parish, Manly Vale to form the parish of the Catholic Community of North Harbour under the guidance of the Augustinian priests in 2006.

The school's Vision Statement underpins all that is done at St Cecilia's:

'At St Cecilia's Catholic School, we are committed to working together within a happy Christian learning environment reflecting the Gospel values in the pursuit of excellence'.

The school rules and weekly behaviour expectations stem from the core values of:

- Respect
- Hope
- Justice
- Service
- Celebration.

#### 3.2 Religious Life of the School

Daily school life revolved around our Liturgical life with our community celebrating many prayer assemblies, liturgies and Masses throughout the year. As a way of engaging with and celebrating the Year of Grace, together with other schools in our Diocese, our students participated in an Online Photography Exhibition.

Prayer was and still is a daily worship at St Cecilia's. We celebrated and prayed together during our welcoming "Ceremony of Light", ANZAC Day and Mothers' Monday and Fathers' Friday, Graduation and Thanksgiving Liturgies. We gathered to depict the events of Holy Week. Masses were planned for Ash Wednesday, the Feast of the Sacred Heart of Jesus, Feast of the Assumption, Feast of St Cecilia and Feast of St Augustine.

Students K-6 often celebrated with parishioners at the Wednesday Parish Mass and at Families Come Gather Sunday Masses.

A weekly mothers' prayer initiative resulted in the development of a core group of mothers taking leadership of Mums' to prayer and parent social justice initiatives in collaboration with our parish community.

#### 3.3 Catholic Worldview

Families responded significantly to social justices initiatives within the school. There was outreach to many organisations such as St Vincent de Paul, Caritas Australia and the Karuna Foundation as well as to appeals for local needs. Students organised "Rainbows for Rain Relief" and "Women of Peru" initiatives.

Year 5 students participated in a retreat day on the theme of Jesus as Leader.



### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Professional learning in Catholic life and mission is always a focus for teachers at St Cecilia's. Throughout 2012 staff had opportunities to further develop their knowledge, skills and expertise in:

- preparing and presenting liturgical celebrations;
- developing collaboratively RE class programs based on the Diocesan K-12 syllabus;
- faith formation whilst on overnight retreat;
- the Ministry for Teachers program; and
- retreats for school leadership members.







## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

The "Wellbeing Team" of parents and teachers reviewed the school's anti Bullying Policy. All parents, students and staff were surveyed regarding any issues and an anti bullying action plan was designed to continue to communicate and educate students, parents and teachers of anti bullying messages and strategies for students, parents and staff.

Specific behavioural expectations related to the school rules and core values continue to be daily articulated.

### 4.3 Pastoral Care of Families

Support structures for families were expanded in 2012 to include "Cecilia's Kitchen". One or two classes were requested to cook and stock a freezer with food for families who may be experiencing difficulties or hardship.

A school counsellor visited the school each fortnight to work with students and parents who were experiencing mental health issues, anxiety, family breakdown and relationship issues.

Families were linked to support agencies within the local community including psychologists, psychiatrists and behavioural specialists, paediatricians and occupational and speech therapists.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

St Cecilia's Catholic Primary school is committed to "the pursuit of excellence."

Classroom teachers adhered to the Board of Studies syllabus for each of the six Key Learning Areas: English; Mathematics; Science and Technology; Human Society and its Environment (HSIE); Personal Development, Health and Physical Education, and Creative Arts. The Diocesan curriculum was followed for Religious Education.

The school's Beliefs About Learning statement informs school pedagogy and forms the basis of the instructional decisions made by teachers.

- effective learning and teaching acknowledges the individuality and diversity of all learners and requires learners to be actively engaged and challenged;
- effective learning and teaching occurs when learners are immersed in a supportive, challenging and well resourced environment where experiences develop independence, interdependence, self-direction and confidence;
- effective learning and teaching occurs when students, teachers and parents acknowledge that positive learning relationships achieve positive learning outcomes; and
- effective learning and teaching is an ongoing process that engages students in learning skills, developing values and gaining understanding in order to become independent life long learners.

Information, Communication and Learning Technologies (ICLT) have once again been an ongoing focus for St Cecilia's Catholic School in 2012. There has been a commitment to making technology integral to teaching and learning. Teachers are using interactive whiteboards as an effective tool to promote optimum learning. We are continuing with our vision of ICLT as an integral part of children's teaching and learning.

#### **School improvement at St Cecilia's during 2012 has been a result of the following:**

- establishing goals and expectations - setting targets;
- resourcing strategically- class size and support, learning support, technology support;
- ensuring quality teaching- use of effective practices: Specific Learning Intentions, student feedback and quality teacher feedback, differentiated tasks, data from assessment strategies informing teaching programs, student profiles;
- teacher learning and development- regular and reflective professional learning; and
- orderly and safe environment- WHS audit, anti-bullying action plan.

### 5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- In Year 3, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".



- In Year 5 students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- 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.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2012 cohort, there were 23 students in Year 3 and 24 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (<http://www.myschool.edu.au/>).





### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	0.0	4.3	13.0	39.1	43.5	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	0.0	17.4	52.2	30.4	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	0.0	8.7	39.1	26.1	26.1	100
<b>Gr. &amp;Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	0.0	4.3	13.0	26.1	56.5	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	0.0	4.3	30.4	47.8	17.4	100

There is a strong performance of students in the top two bands in Reading, Writing and Grammar and Punctuation. Year 3 students, except boys in Spelling, were above State and Diocesan mean in all areas. As compared to last year the percentage of students in the top two Bands increased in Reading, Writing and Numeracy and remained constant in Grammar and Punctuation. There are no students performing at or below the national minimum standard in any area in year 3. Areas to be targeted for improvement in 2013 include Spelling and Numeracy. St Cecilia's can be compared most favourably to statistically similar schools.

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0.0	4.2	8.3	20.8	37.5	29.2	100
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	0.0	25.0	25.0	20.8	29.2	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	0.0	4.2	33.3	29.2	33.3	100
<b>Gr. &amp;Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	0.0	4.2	16.7	25.0	54.2	100
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	4.2	16.7	45.8	20.8	12.5	100

Year 5 students were above State and Diocesan mean in all areas. As compared to last year the percentage of students in the top two Bands increased in Reading, Spelling and Grammar and Punctuation. There are no students performing below the national minimum standard in any area in Year 5. The area to be targeted for improvement in 2013 is Numeracy. St Cecilia's can be compared favourably to statistically similar schools.



### 5.3 Extra Curricula Activities

At St Cecilia's a range of extracurricular opportunities were offered to enhance and compliment everyday educational opportunities and experiences for children attending St Cecilia's in 2012.

A whole school "Carols Evening" in the school grounds, the A3 musical performance at Oxford Falls and the end of year; "Talent Quest" showcased many students' musical and performance abilities. A new outside provider was engaged to conduct instrument lessons mid year and students enjoyed flute, guitar, keyboard and violin.

Our School choir was 'highly commended' for their performance in the Northern Beaches Eisteddfod, performed for the children at Fisher Road school, sang on the Manly Ferry and at Warringah Mall Christmas celebrations.

Students from Years 3-6 participated in coaching for eagle tag, soccer, cricket, netball and rugby league. Tennis was added to the selection in 2012. Students also engaged in interschool gala days for these sports across the Peninsula Community of Catholic Schools. Students represented the school in Cluster, Diocesan and State swimming, athletics and cross country events.

All students at St Cecilia's participated in an Olympic Day to celebrate and commemorate Olympians around the world both past and present.

Year 5 and Year 6 students were well equipped to speak at assembly, in public forums and represent the school at community events after being part of a state wide leadership day at Homebush and local debating and oratory opportunities.

Our enthusiastic chess club members were involved in an Interschool chess competition at Manly and drama continued to be a popular activity with sessions being held on three mornings a week culminating in a performance at the Glen Street Theatre in November.

Many families again reaped the produce from the Gardening Club. Tomatoes, herbs, broccoli, beans and eggplant were in abundance.

Tae Kwon Do attracted a large number of interested participants in 2012.

Participation in "The Tournament of Minds" creative problem solving competition at UTS Lindfield, further highlights the variety of experiences available to students at St Cecilia's.

### 5.4 Professional Learning

The CSO Leading Learning agenda was again a focus of professional learning in 2012.

Collaborative Analysis of Student Learning occurred twice a term across the whole school. Practice Analysis Conversations and Learning Walks were a feature involving classroom teachers and the Principal, CSO Education Officer and CSO consultant.

Teachers were trained in the mental health and wellbeing initiative KidsMatter and Best Start for Kindergarten assessments.

New Scheme Teachers, those new to the teaching profession, participated in Literacy and Numeracy workshops as well as mentoring groups.

Staff were involved in further post graduate study including the Certificate of Faith Education.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

School Improvement Plans were written and evaluated in the areas of Catholic Life and Mission, Learning and Teaching and Pastoral Care.

#### **In Catholic Life and Mission**

Explicit links were made between the core values of respect, service, justice and hope and scripture and contemporary examples. Homework activities were developed.

There was an increased awareness and education of a Catholic response to the needs of local and indigenous communities. Communication was established with the CSO Indigenous Officer and planning and discussion with school SJ committee and School Board and staff commenced.

#### **In Learning and Teaching**

All teachers are using Challenge Based Inquiry learning in HSIE and RE.

Assessment policies and procedures have been reviewed.

50% of teachers have participated in a three part Professional Analysis Conversation.

Learning Walks have occurred in all classrooms.

All teachers are writing learning goals.

#### **In Pastoral Care**

A Wellbeing team was established and trained consisting of parents and school staff.

Classroom teachers have workshopped and have attended inservice on the KidsMatter Framework and Component 1 of the framework.

An Anti-bullying online survey was distributed to parents, students and teachers.

Teachers implemented the Friendly Schools and Families anti bullying program.

### 6.2 2013 Priorities and Challenges

Teacher professional learning plans still need to be linked to the School Improvement Plan. School Improvement Plans for 2013 are

#### **In Catholic Life and Mission**

To develop deep knowledge of subjects students are studying, accept and solve challenges, take action and share their experiences and enter into global discussion about important issues.

#### **In Teaching and Learning**

To improve student mathematical understanding in the number strand in counting and place value.

#### **In Pastoral Care**

To improve student wellbeing through the implementation of components 1 and 2 of the 'KidsMatter Framework'.





## 7. Parent Participation

### 7.1 Introduction

There are many parent groups at St Cecilia's school including the School Board and the Parent Network Team. All are vital to the school. The School encourages the participation of parents in the many different facets of school life.

The Welcome Cocktail Party and Annual Dinner are the highlights of the school parent social calendar.

Educational forums requested by parents and facilitated in 2012 included:

- NAPLAN;
- Years 5 and Year 6 Personal Development;
- Boys Education 1 & 2; and
- 123 Magic parenting course.

Parents are involved at the school in many ways including, class excursions, sport carnivals, gross motor programs, garden club, Diocesan Parent Council (DPC), bookclub, chess club, canteen, uniform shop, year book, social committee and class art.

### 7.2 Parent Satisfaction

Enrolments at St Cecilia's school continue to increase. An extra Kindergarten class was enrolled in 2012.

Parent attendance at school events is high.

Support for teachers is ongoing.

Participation of parents on committees continues to be substantial.

Working parents have expressed appreciation of the online communication.

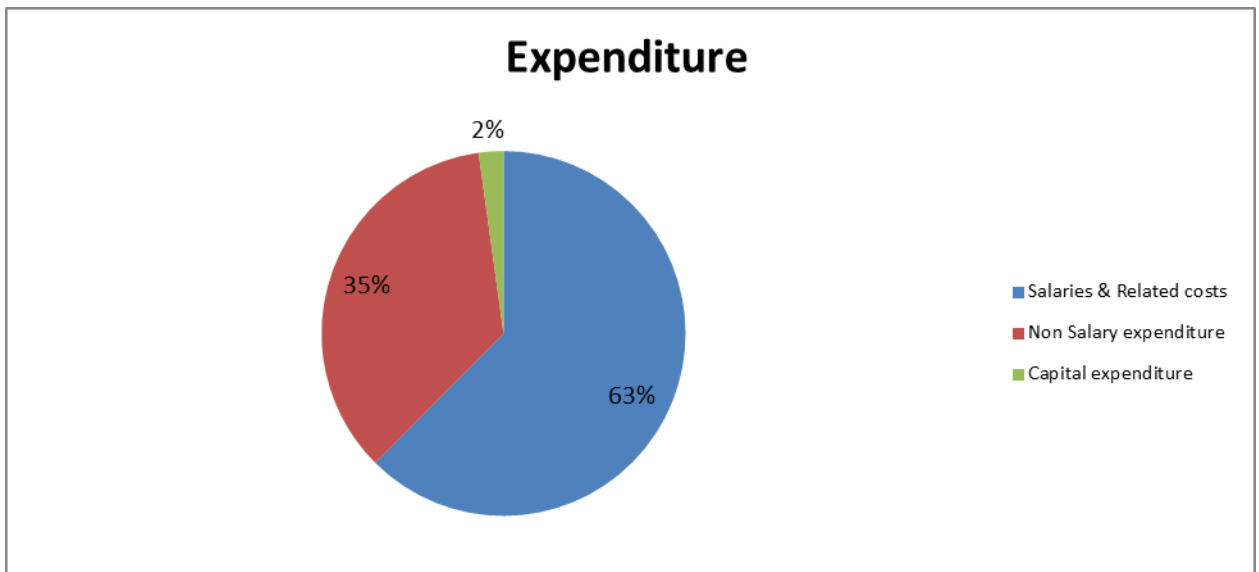
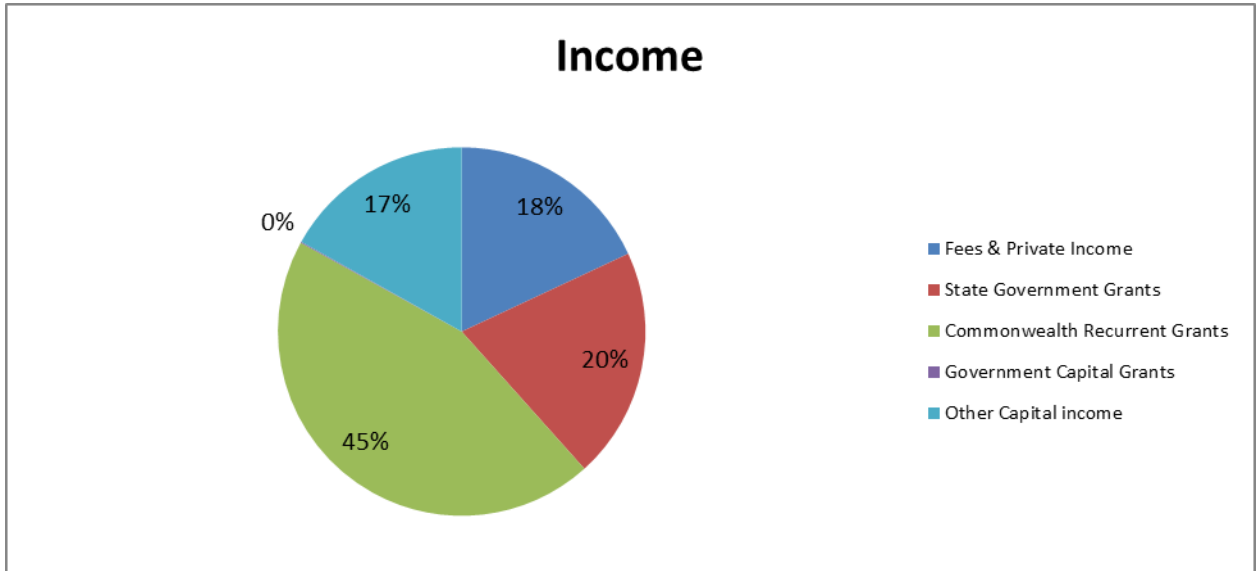






## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.