



St Cecilia's Catholic Primary School Balgowlah

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2013 was a year in which the staff at St Cecilia's Catholic Primary School, Balgowlah, focused on developing and delivering community expectations on student achievement and student wellbeing.

The school's improvement plans were better targeted to raise student achievement in Mathematics and to improve the social, emotional wellbeing of all students K-6. Targets were specific, measurable, achievable, relevant and timely and staff engaged in lengthy professional dialogue to ensure student outcomes improved and that the school was on track to reach its strategic goals.

The school welcomed a new Religious Education Co-ordinator who shared with the Principal the responsibility for the development and implementation of the Religious Education Curriculum K-6. The Religious Education Co-ordinator also assisted to support parents in their role as religious educators of their children and liaise closely with the Parish team from the Catholic Community of North Harbour.

Other highlights from the year included the biennial musical, this year titled "Joseph and The Amazing Technicolour Dreamcoat", the launch of the "KidsMatter" initiative by the Bishop of Broken Bay and Grandparents' Day.

The trial of iPads in classrooms resulted in a positive report from teachers and students in how they supported and met the evolving demands of contemporary learning. The use of iPads supported the learner, enabled the learning and engaged the learner in the contemporary world. The devices supported the achievement of school goals related to the School Improvement Plan.

The enrolment of an extra Kindergarten class in 2013 confirmed the solid reputation the school has in the community and the desire for a strong academic and Catholic education. The parent body was, as always, very involved and passionate about our school, as evidenced by their commitment to a revised volunteering process and attendance at all school events both social, educational and informative.

Our school staff understand the benefits that come from an effective partnership between home and school. St Cecilia's has provided opportunities, sometimes in partnership with others, for parental self-growth, adult learning and development of new skills to support children's learning at home.

Let us continue to work together so that our students develop deep knowledge of subjects they are studying, accept and solve challenges, take action and enter into global discussions about important issues in our world.

1.2 Message from the Parent Body

Parent Network Report for Annual Report and Year Book

The St Cecilia's Parents and Friends Association (P&F) Executive Team for 2013 comprised mostly of a new, but nonetheless enthusiastic team, ready to bring fresh new ideas to the table.

The Team commenced the year with Tea and Tissues for the new Kinder families, and as usual, quickly followed up with our annual welcome cocktail party. We assisted the school with many events including the swimming carnival, numerous morning teas, Grandparents' Day, Open Day, athletics carnival, and the school disco to name a few. Our Social Justice committee increased their activities and made a huge contribution and impact on the local community, especially with the parish initiative GIFT (Giving In Faith Together).



Whilst settling into Term 1, a few members of the Executive travelled to the Broken Bay Diocesan's offices in Pennant Hills to attend a Leadership Seminar titled 'Partners in Learning'. The evening provided an opportunity to listen to how other schools were creating positive engagement and building relationships within the school. The discussions sparked our thinking as to how the new team could add value, continue to increase parent engagement, and support the Principal in her role.

As in previous years, we set out to ensure key services continued to be delivered at a level expected by the community. Our parent volunteers again stepped in and did a fabulous job. Our committees include DPC Representatives, Canteen, Class Parents, Gardening Club, Parent Buddy Co-ordinator, Social Committee, Social Justice Committee, Uniform Shop, Yearbook and Book Club – Scholastic.

The core Parent Network Team worked closely together to organise a successful annual fundraising dinner in August. Success was partly attributed to a new, fresh and open venue, which inspired a very social, happy and generous vibe on the night.

It became clear during the course of the year that St Cecilia's was facing some of the same challenges with its volunteering system as other Catholic and non-Catholic schools. We believe the demographics of our school families have significantly changed in the past two years with a greater number of full-time working families. Our approach to obtaining volunteers was often reactive and the responsibility fell on a regular few. After seeking advice and speaking with other local Catholic schools, the Parent Network agreed we need to take a different approach to volunteering within the school. As such, a parent volunteer calendar will be implemented in 2014. Each class will be allocated events and services and asked to provide volunteers over the course of the year. The P&F also voted on employing a part-time canteen manager to take the pressure off volunteering and to assist the school in moving towards a healthier more nutritious menu. We hope both of these initiatives have a positive effect, and will provide the shift we need as a school community. Our aim for 2014 will be to continue to build a healthy, thriving parent volunteering culture.

We concluded the year by bidding farewell to two members who stepped down after two years of service. Our thanks and best wishes go to our DPC Representatives and secretary.

Thank you to our amazing school community, especially those on committees who work tirelessly and endlessly to make our school the warm and fabulously welcoming place that it is!

President – Parent Network / P&F

1.3 Message from the Student Body

It has been our privilege to be the St Cecilia's School Captains for 2013. Along with this privilege came responsibility and great opportunities. We were able to lead school assemblies and participate in Liturgies and Masses throughout the year. We represented our school in many events that inspired us to become great leaders - not only were we able to represent our school - we were able to learn about many leadership qualities and skills that will stay with us forever. A memorable moment this year would be going to Hyde Park for Anzac day. During this day we paid our respects to the soldiers that fought for us in World Wars I and II. We have enjoyed being School Captains for 2013 and we wish the 2014 Captains all the best for next year.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
115	77	6	0	192

*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.

†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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



2.5 Teacher Satisfaction

Staff climate is reviewed frequently. Staff responses include:

I feel proud of being a member of the St Cecilia's community because of the...

- collegiality of staff;
- staff members willing to share ideas;
- staff show great commitment to children's learning;
- proactive approach to staff well being; and
- staff are open and engaged in a positive approach to matters.

100% of staff responded to a survey that they feel very safe at St Cecilia's, they think the school is a friendly and caring school and that students at our school treat each other with respect.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	96
2	96
3	94
4	97
5	97
6	95

The average student attendance rate for 2013 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

A comprehensive survey on bullying was distributed in 2013. Students, parents and teachers were surveyed.

The survey for children from K-3 showed that:

- 85.9% feel happy when at school; and
- 97.5% believe that a teacher would do something to help them if they found out someone was being bullied.

The survey for children from year 4-6 showed that:

- 80% responded that there was very little or no bullying in their year at school; and
- 89 % of students are happy with what the school is doing to stop bullying to create a respectful and safe school.





3. Catholic Life and Mission

3.1 Catholic Heritage

St Cecilia's Catholic Primary School, Balgowlah, was founded by the Good Samaritan sisters in 1930. The school commenced with just Infants classes but now educates children from Kindergarten to Year 6. The renovated school hall was previously the parish church and was converted each Monday morning from church to school. Some of the first students who lived in tents on the flats at Clontarf were brought up to the school by the Good Samaritan sisters.

The Good Samaritan Sisters 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 and Celebration.

3.2 Religious Life of the School

The students from Kindergarten to Year 6 were involved in many Religious celebrations in 2013. To commence our school year the Ceremony of Light was well attended as were Masses to celebrate Ash Wednesday, Mary Help of Christians, the Assumption and the Feast of All Saints.

The students were involved in many Liturgies which enabled prayerful reflection. These included the Holy Week Liturgy, Resurrection Liturgy and Liturgies for Mothers' Monday, Fathers' Friday, and Grandparents' Day.

Children involved in the parish sacramental programs were provided with support through our religious education programs and the school worked with the parish to support the children and parents in Reconciliation, First Communion and Confirmation.

The Bishop of Broken Bay visited our school, as did the Director of Schools, the Assistant Director for Mission and the Education Officer Mission Services Primary in 2013.

Staff participated in an overnight retreat where the focus was on using the scriptures to get to know Jesus better. An opportunity for Year 6 students to engage with scripture and song in retreat was also provided.

3.3 Catholic Worldview

Children at St Cecilia's had the opportunity to participate in many social justice activities throughout the year. These activities provided support for St Vincent De Paul, Dalwood Home, Fisher Road Special School and the Women of Peru initiative.

Students and their families responded generously to a request for baby goods for intervention services for vulnerable families. Our school garden club also provided fresh herbs and vegetables for groups cooking meals for a local food bank.

The Year 6 Social Justice Captains played an integral role in the selling of handicrafts to raise funds for women in Candela, Peru. All of our Year 6 students had the opportunity to participate in assisting with Meals on Wheels in our local community.



Efforts were made during the year to connect with Catholic families and maximise their participation in the school. The school provided material for parents and community members in the newsletter each week which focused on faith formation. Weekly Parent Prayer was held every Thursday. The school community gathered together once a fortnight at Prayer Assemblies. These were led by all classes during the year where maximum involvement by students, parents and staff was encouraged.

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.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 Bishop of Broken Bay launched "KidsMatter" at St Cecilia's Catholic Primary School in March with the theme "Every Face has a Place". KidsMatter is a National mental health promotion, prevention and early intervention initiative for primary schools that aims to:

- improve student mental health and wellbeing;
- reduce mental health difficulties among students; and
- increase support and assistance for students experiencing mental health difficulties.

4.3 Pastoral Care of Families

In comparison to other years, 2013 was a year of greater pastoral need for our school community. Internal and external resources were utilised to support families. Psychologists, psychiatrists, behaviour specialists, paediatricians, occupational and speech therapists along with counsellors, and "Cecilia's Kitchen" were made available to those in need.

4.4 Resolving Issues

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

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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" in education.

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 2013. 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 2013 has been a result of the following:

- establishing goals and expectations - improved setting of targets for School Improvement Plans;
- resourcing strategically - class size and support, learning support, technology support, pastoral support;
- ensuring quality teaching- use of effective practices and high yield strategies: Specific Learning Intentions, student feedback and quality teacher feedback, differentiated tasks, data from assessment strategies informing teaching programs, Collaborative Analysis of Student Learning (CASL);
- teacher learning and development- regular and reflective professional learning; and
- orderly and safe environment- review of policies: Anaphylaxis, Asthma, First Aid, Medication, Behaviour Management, Class Parent Role, Computer, Confidentiality, Discrimination, Evacuation, Family Law, No Smoking, Pastoral Care, Reports and Mobile Phone.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(21)** students in Year 3 and **(17)** 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
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	9.5	23.8	28.6	38.1	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	0	19	57.1	23.8	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	4.8	23.8	14.3	38.1	19	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	4.8	4.8	9.5	19	28.6	33.3	95
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	4.8	42.9	23.8	28.6	100

There is a strong performance of students in the top two Bands in Writing and Grammar and Punctuation.

All Year 3 students were above State and Diocesan mean in all areas except in Grammar and Punctuation.

As compared to last year the percentage of students in the top two Bands increased in Spelling.

The area to be targeted for improvement in 2014 is 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
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	0	5.9	47.1	29.4	17.6	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	23.5	35.3	5.9	35.3	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	0	23.5	5.9	52.9	17.6	100
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	0	11.8	5.9	29.4	52.9	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	5.9	29.4	35.3	23.5	5.9	100

Year 5 students were again above State and Diocesan mean in all areas.

As compared to last year the percentage of students in the top two Bands increased in 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 2014 is Numeracy.

St Cecilia's can be compared favourably to statistically similar schools.

5.3 Extra Curricula Activities

Many extra curricula activities were made available for students through-out the year. There were many sporting opportunities including Soccer, League, Netball, Cricket, Tennis, Athletics, Swimming and Cross Country. Other opportunities to enhance and complement everyday educational opportunities included a Photo Competition, Poetry and Writing competitions, Musical, Talent Quest, Disco, Instrument lesson, Surf Day, Drama, Tae Kwon Do, Gardening Club, Debating and Choir.

5.4 Professional Learning

The CSO Leading Learning agenda was again a focus of professional learning in 2013.

Collaborative Analysis of Student Learning (CASL) meetings occurred twice a term across the whole school. Teachers and executive staff met to discuss student samples of work and the "Best practice and Next practice" for student and teacher learning.

Professional Learning opportunities were many, varied and appreciated by staff. Teachers participated in Staff Development Days, courses and workshops on the English and Mathematics NSW syllabus incorporating the Australian Curriculum, KidsMatter Component 2 and the Extending Mathematical Understanding assessment tool, CPR, Future Directions and cluster Professional Learning Communities for Numeracy and Literacy.

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





6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Catholic Life and Mission

The priority for 2013 in Catholic Life and Mission was for students to develop a deep knowledge of subjects being studied, to accept and solve challenges, to take action and share their experiences and enter into global discussion about important issues.

Evidence of achievement:

- Actions proposed and undertaken within school community.
- PowerPoints, video, webpages encouraging others to be responsible consumers.
- 88% of a class could articulate how their learning would improve the world.
- 76% shared how they would share this information.

Learning and Teaching

The priority for 2013 in Learning and Teaching was to improve student mathematical understanding in the number strand in counting and place value.

Evidence of achievement:

- Learning conversations in CASL meetings and evidence of progress shared in CASL 2.
- Depth of understanding of mathematical processes by increased positive engagement and risk taking in mathematics – photos.
- Staff actively engaged and willing to participate in PL.
- Learning walks show evidence of strategies discussed in Maths Professional Learning.
- Resources easily accessible and appropriate.

Pastoral Care

The priority for Pastoral care in 2013 was to improve student wellbeing through the implementation of component 1 and 2 of the KidsMatter framework, Social Emotional Learning (SEL) and developing a Positive School Environment.

Evidence of achievement:

- Common language in playground and classrooms.
- Parent examples of students using strategies taught at school shared with staff.
- Students have completed survey question on how their behaviours have changed as a result of what they have learned and can name changes in behaviours.
- Decrease in number of bullying incidents reported to Principal for action.
- Evidence from Learning Walks by Leadership team.
- Teacher survey feedback.
- Teacher directing Parents to KidsMatter website for resources.
- Parent attendance at Component training and Staff meeting.
- Parent request for evening information session on SEL.



6.2 2014 Priorities and Challenges

Catholic Life and Mission

The challenge for 2014 in Catholic Life and Mission is for students to share their learning experiences and enter into global discussion about important issues and to express a connection between Mission and action.

Therefore each class will make contact with another school to share their learning in Challenge Based Learning (CBL) globally, each class will have the opportunity to “expo” their learning to the St Cecilia’s community of parents and students and finally every student will have reflected on the connection between their learning and the core values by which Jesus asks us to live.

Learning and Teaching

The challenge in Learning and teaching for 2014 is to improve student mathematical understanding in Place Value.

Therefore we aim to decrease by 10% the number of students who are vulnerable in the area of Place Value across the school K-6.

Pastoral Care

The challenge for the school in Pastoral Care for 2014 is to increase student and parent awareness of strategies to enable resilient behaviour.

Therefore by end of 2014 students from K-6 will have participated in a structured “Peer Support” program facilitated by Year 5/6 students on resilience. We also aim to increase by 10% a positive response by parents regarding how bullying is dealt with at St Cecilia’s and how bullying policies are effectively implemented.





7. Parent Participation

7.1 Introduction

The School Board and Parent Network Team worked with the school to improve student outcomes throughout the year.

The School Board exists to support and serve St Cecilia's Catholic School by providing counsel and assistance to the Principal in working with the School, Parish and wider community to develop and communicate the School's strategy, vision and values.

The School Board expanded its membership to consist of 3 ex officio members and 7 members representing the school parents and parish community. The Board continued to work towards retaining boys into the upper primary years.

The Parent Network Team recognises and values the role that parents and carers play in the education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children's overall development and learning.

The Parent Network Team consists of an executive as well as many smaller teams for uniforms, canteen, gardening club, Social Justice, Diocesan Parent Council, Year Book and social events. The two major social events for the year were the Cocktail Party and the Annual Gala Dinner. Both events enjoyed by all were well planned and attended.

7.2 Parent Satisfaction

Parent satisfaction with the school is evidenced by attendance at educational and social events, positive comments, letters and emails to the school and responses collated from surveys to parents.

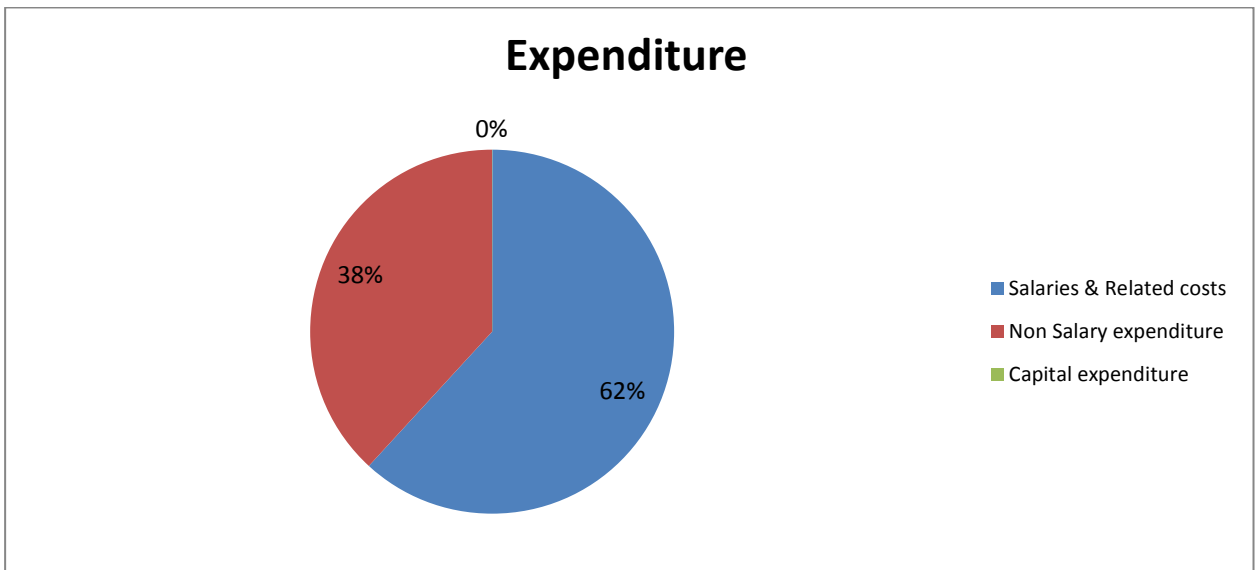
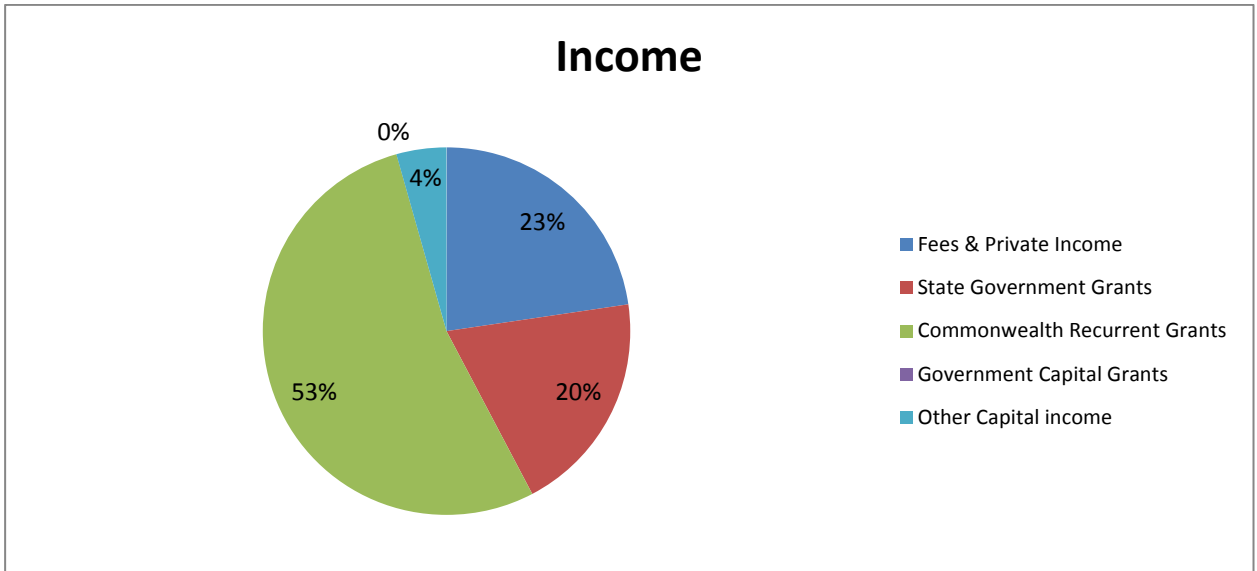
Forums held at the request of parents included Boys Education sessions 3 and 4, Triple P Parenting, use of Edmodo as a social network site, 'A Little Touch of Heaven' parent retreat experience.





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.