

## St Cecilia's Catholic Primary School, Balgowlah

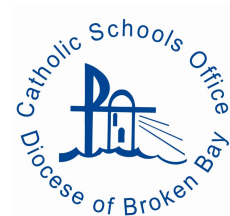
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## ABOUT THIS REPORT

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St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

### **Principal's Message**

Whilst 2016 has been a year of growth and many firsts for St Cecilia's both educationally and physically, maintaining an inclusive, student-centred community, has remained our major focus and number one goal.

Physically our population has grown but the exciting growth was in our academic results. We were listed in the top fifty performing schools in NSW and the top one hundred performing schools in Australia based on NAPLAN results. We are proud of the children, their focused learning ability and the ability of the staff across the school to raise expectations.

Our emphasis in 2016 was also on well-being. The Secret Garden, an interactive playground, gave the children the opportunity to take responsible risks with their play, climbing on various surfaces as well as the opportunity for imaginative, creative play.

Our Stage 3 children (Year 5 and 6) enjoyed their new flexible learning space. We wanted students to recognise their individual character strengths, their natural learning dispositions, take responsible risks in their learning, and adopt a growth mindset. To do this they learnt to problem-solve using collaboration, a flexible learning space and very explicit expectations.

### **Parent Body Message**

Parental involvement is vitally important to the life of our school. We see it as building a partnership between parents, children and teachers. At St Cecilia's a number of parent committees are formed to ensure this collaboration, while social events held throughout the year foster community.

The Advisory Committee's guiding principles and purpose are to serve St Cecilia's by providing counsel and assistance to the Principal in working with the school and Parish to develop and communicate the school's vision and values. We do this by operating in a manner which is characterised by the values of: Respect, Hope, Justice, Service and Celebration.

A key highlight in 2016 was the Committee's focus on enhancing communication between the school, parents, and our wider community. In particular, Committee members developed a communication strategy to be implemented into the school to drive sharing of information and drive focus under the St Cecilia's School Improvement Plan. Our meetings have witnessed the emergence of a very engaged and ideas focussed group. I look forward to a continued commitment to assisting with the educational needs and wellbeing of St Cecilia's in 2017.

Committee Chair

### **Student Body Message**

As the 2016 school captains, we have had the opportunity to share our leadership skills with the school community and become role models to the younger students. Through this role, we have

been constantly learning and sharing what we have learnt and become better versions of ourselves. We believe that this role has made us stronger disciples of Jesus since we served our community by leading assemblies, laying the wreath at Manly on ANZAC Day, representing our school at the 'Meals on Wheels' volunteer lunch and helping our peers.

We have thoroughly enjoyed our experience of being a school captain because the school community has always supported and followed our core values. This role has helped us become better leaders and we will use what we have learnt about leadership next year at high school and in the future.

We wish the very best to the 2017 school captains and other leaders with their journey ahead. We hope you all have a very rewarding experience like we have had.

School Captains 2016

### **Parish Priest's Message**

It is every parish priest's dream to have a seamless link between the families who send their children to our local Catholic school and the life that is going on in the parish around them. At St Cecilia's annual cocktail party it dawned on me that many of the faces involved in making the night such a success also take an active part in our parish Finance Committee, Parish Pastoral Council and many of the roles that make our Sunday Mass such an attractive and family oriented experience.

The presence of so many of the teachers at this gathering was also a happy opportunity to meet outside of the usual round of school liturgies, weekday Masses and the various programs designed within the R.E. curriculum (and in the home gatherings) to prepare the children for their reception of the sacraments throughout the year. By working hand in glove, we can boast of a very healthy sacramental program in this parish.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Cecilia's Catholic Primary School Balgowlah, is a Catholic systemic co-educational school.

The school situated on the lower Northern Beaches of Sydney. The learning environment has been enhanced with a rebuilding program that was completed in 2008. Since that time the school has slowly increased enrolments from 160 students to 230 in 2016.

St. Cecilia's Parish is twinned with St. Kieran's Parish Manly Vale as the Catholic Community of North Harbour. Both parishes are administered by the Augustinian priests who are based at Manly Vale. The previous parish of Balgowlah was founded in 1929, and included the suburbs of Balgowlah, Balgowlah Heights, Clontarf and Seaforth. It was conducted by diocesan priests until the year 2000, when Bishop David Walker invited the Order of Saint Augustine to minister there.

The school motto "In Omnibus Glorificetur Deus", is a rich reminder of our relationship to the Good Samaritan Sisters. Our school crest, worn with pride on the school hats and uniforms, is a present day reminder of the tremendous work done at St Cecilia's by the Good Samaritan Sisters. The open book of the Scriptures with the cross resting on it symbolises learning. The olive branch above the book symbolises peace. The Latin inscription means 'in all things may God be glorified'. We use this as our school motto today - a rich reminder of our sense of history and story.

There are many extra-curricular activities made available to the students both within and outside the school day. These include chess, Taekwondo, Drama, Yoga, Chess, instruction in musical instruments, opportunities to represent the school in a range of sporting events, singing eisteddfods, debating and public speaking as well the opportunity to participate in academic pursuits such as Maths Olympiad, Night of the Notables, Future Problem Solving and the Maths Challenge.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
117	117	12	234

\* Language Background Other than English

St Cecilia's has continued to see a steady growth in enrolment. There is a relatively even number of boys and girls in the school. The trend for boys to leave at the end of year 4 is changing. This year seven boys elected to stay on to complete their primary education at St Cecilia's.

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.26 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	93 %	95 %	93 %	94 %	94 %	91 %

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	4	20

\* This number includes 11 full-time teachers and 5 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	16
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<b>Day 1</b>	Building a culture of thinking in our school in which thinking is made visible and is actively promoted.
<b>Day 2</b>	Staff Spirituality Formation Day 'River of Mercy: Streams of Joy'
<b>Day 3</b>	GAFE: Google Apps for Education



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## SECTION FIVE: MISSION

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

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

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

St Cecilia’s is first and foremost a Catholic School and, as such, Mission is of primary importance. Our Catholic faith, heritage and story are evident in our Religious Education teaching/learning programs, however, it doesn’t end there. The five distinct aspects of mission permeate all that we do through the Religious Education Curriculum, the integration of Catholic values across the curriculum, the liturgical, prayer and sacramental life of the school, opportunities for reflection and many Social Justice Initiatives.

Our Inquiry programs are developed to make explicit the Gospel values relevant to how we live our daily lives. In this way, the values of Catholic Education are taught not only in formal Religious Education (RE) lessons but also integrated within the other Key Learning Areas. Prayer and liturgy are central to school life. All members of staff have been engaged in professional learning around *God’s Mission: Joy of the Gospel* and have recently adopted the Ignatian Examen across the school as daily prayer. Our liturgical life includes whole school masses, parish sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions.

Social Justice initiatives are embraced each term and include both fundraising and education/awareness programs. This year our 'Good Sam' (Good Samaritan) fundraising days focused on serving others rather than receiving treats for our donations. We have worked with the parish to support St Vincent de Paul, the “GIFT” program and “Seekers Supplies” program. Each term we offer our parents the chance to immerse themselves in spiritual development through our 'Heaven on Earth' program. It has been very well received by the parent community who value the importance of connecting with their own faith in a forum that is non-judgemental and open.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

Teachers at St Cecilia's are a community of learners. Staff have participated in professional learning that challenges more traditional methods of teaching and have embraced co-teaching as a way of changing practice in order to improve student outcomes.

During 2016 teachers have continued to make good use of learning data and individual student's evidence of learning which, when analysed, gives direction for future teaching and decision-making. We continued to use a range of high yield strategies, such as Co-Teaching, Instructional Walks & Talks, and Collaborative Analysis of Student Learning (CASL) meetings, to support our School Improvement Plan (SIP) for both major and minor curriculum goals.

Mathematics has continued to be a major learning goal and, by training another specialist teacher, we were able to offer both infants and middle school intervention groups. The main focus was, however, on teachers having the opportunity to co-teach with our specialist teachers in order to upskill all staff in a K to 6 approach to teaching mathematics.

During 2016 we reflected on the Challenge Based Learning (CBL) framework and modified it to produce our own St Cecilia's Learning Framework. This Framework embeds the 'Cultures of Thinking' philosophy of making thinking 'visible' in our classrooms. It is underpinned by a collaborative approach to learning, asking students to work with peers, teachers, and experts to question, develop deep subject area knowledge, identify, solve challenges, take action, and share experiences. All units of learning begin with a 'big idea' from the History or Geography syllabus. A team of lead teachers co-plan and co-teach the units of work alongside the classroom teacher ensuring students take charge of their learning, focusing on world challenges that can be met by an action at a local level. A further development in supporting our students to become critical, creative, collaborative learners is to introduce the flexible learning space in Year 5/6. This innovation has provided a safe and supportive learning environment that has promoted student wellbeing.

During 2016 we re-imagined the role of the librarian. As well as promoting books to read, our library lessons offer an opportunity for teachers and students to learn techniques to improve their writing. The librarian and class teacher work together to model and co-teach the 'Seven Steps to Successful Writing'.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	95.35 %	52.50 %	0.00 %	9.60 %
	Reading	93.02 %	49.40 %	0.00 %	11.50 %
	Writing	86.05 %	48.80 %	0.00 %	6.20 %
	Spelling	86.05 %	46.40 %	0.00 %	12.40 %
	Numeracy	79.07 %	35.60 %	0.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63.16 %	36.30 %	0.00 %	15.00 %
	Reading	73.68 %	35.30 %	0.00 %	15.50 %
	Writing	57.89 %	17.20 %	5.26 %	18.10 %
	Spelling	57.89 %	29.80 %	0.00 %	17.20 %
	Numeracy	31.58 %	28.30 %	0.00 %	16.50 %

### NAPLAN Comments

Our NAPLAN results have continued to be pleasing. They reflect the innovations we have

implemented in teaching and learning across the school, particularly in writing.

Our Year 3 results are most pleasing with very high percentages of children scoring in the top 2 bands.

Our Year 5 children have continued to show growth across all KLAs. Children scoring in the top 2 bands are well above the Australian percentage.

Based on these results we have been listed in the top 3 achieving schools on the Northern Beaches.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies 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 (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

The school's core value of Respect, as stated in the school mission statement, is the foundation of the school rule: *To Respect Yourself, Others and the Environment*.

This rule is further developed into weekly behaviour expectations. Behavioural expectations include speaking and acting with kindness, caring for property, sharing equipment, including others in play and wearing the uniform correctly. These expectations are shared daily at morning assembly encouraging students to take responsibility for their actions and connecting them to real life experiences regarding respectful behaviour.

Various classes took responsibility for the environment in:

- allocating classes to rosters for watering the gardens
- attending to the herb and flower gardens
- activities to reduce rubbish, particularly paper
- gathering food scraps for compost.

Students were explicitly taught to take responsibility for their learning and to use thinking strategies that include visible thinking routines as well as creative, and critical problem solving. They also learnt the power of collaborative work and sharing ideas.

Senior students were all given leadership portfolios for 2016. Their responsibilities included assisting and coordinating liturgies, sporting carnivals, social justice initiatives, kindergarten buddies and fundraising. All classes elected Student Representative Council (SRC) leaders who were responsible for gathering and sharing class initiatives and concerns with their peers and teachers.

Our social justice actions were revised to teach children the importance of service to others without receiving. Actions include delivering Meals on Wheels, providing hampers for asylum seekers and St Vincent de Paul as well as involving families in the GIFT initiative where they cook meals for the underprivileged.

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## SECTION NINE: 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

Developed a deeper connection between God's Mission and action through Inquiry

- Inquiry planning meetings highlighted the authentic integration of RE outcomes
- The Spiral of Inquiry was used to develop assessment tools to monitor student achievement

Familiarised teaching staff with the writing continuum

- Teachers are using indicators from writing continuum for reporting
- All teachers are familiar with 'The Seven Steps to Successful Writing' program
- Our CBL approach was modified to develop a St Cecilia's Learning Framework of Inquiry

Classrooms and play areas designed to promote SEL

- Teachers and students worked with CSO Education Officers to develop the link between calm engaging classrooms and playgrounds

### Priority Key Improvements for Next Year

Mission:

- Develop student understanding that being people of action does not necessarily involve receiving a personal reward
- Develop and maintain a culture of reflective practice that identifies God's Mission and our action

Teaching and Learning:

- Offer further professional learning to all teachers on 'The Seven Steps to Successful Writing' program
- Embed the St Cecilia's Learning Framework into HSIE (History/Geography) Inquiry units
- Continue to monitor mathematics and literacy outcomes using high yield strategies

Pastoral Care:

- Make changes to the design of classrooms in order to promote SEL
- Introduce a flexible learning space for Year 4
- Link the well-being of teachers to the well-being of students



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## SECTION TEN: 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

We, at St Cecilia's, are fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at St Cecilia's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education. It is this belief that ensures the staff of St Cecilia's actively seek input and feedback from parents demonstrated in the following examples:

- Numerous informal parent information evenings to update parents on new initiatives eg
  - "Parent Mathematics sessions"
  - Open classroom allowing the parents to experience active learning of a typical classroom morning.
- Parent network meetings.
- Parent Advisory Committee meetings
- St Cecilia's endorses a confidential open-door communication culture, between parents and teachers.

Class Parents play a valuable role as conduits between parents and the school.

### Student Satisfaction

This year the students were asked to give us feedback on 'learning' at St Cecilia's. One child's writing summed up the responses:

*At St Cecilia's we follow the Core Values of Respect, Justice, Hope, Service and Celebration. The school encourages a safe, supportive, caring and social learning environment. This is evidenced by our peer support groups which provide students with social strategies to help build resilience and provide confidence to those who need extra help to make school life fun. St Cecilia's makes learning fun and enjoyable by empowering students to use their imagination and expand their wide range of creative thoughts.*

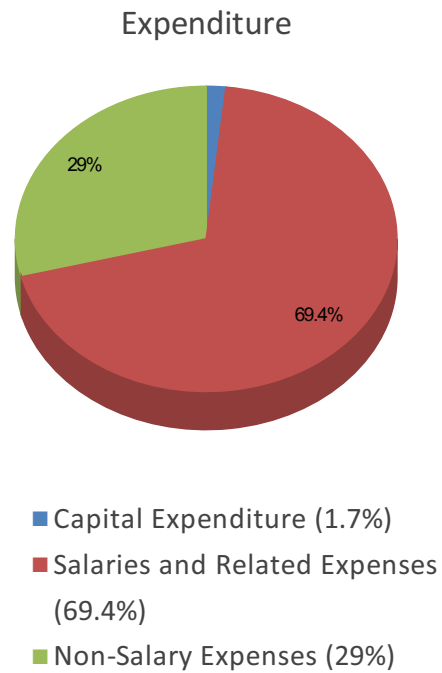
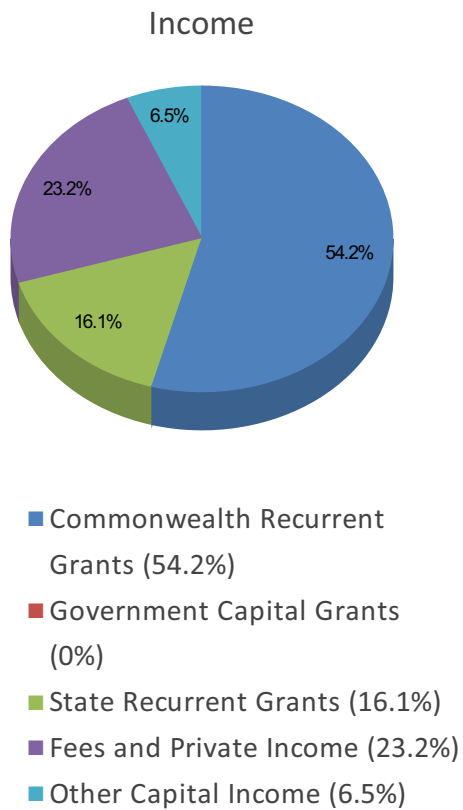
*An older child wrote: At St Cecilia's I am stretched in my thinking and I am encouraged to apply new knowledge to daily life. Our flexible learning space has taught me to understand learning happens when I communicate responsibly with others.*

### Teacher Satisfaction

Staff are surveyed each year. This year they were asked questions regarding their professional learning, Catholic leadership and well-being. Staff felt that they had been offered quality professional learning opportunities during the 2016 school year and that they were well supported by high-yield strategies to implement the new learning into their classrooms. They valued the opportunity to co-teach and co-plan with others, particularly in the areas of Mathematics, English and History/Geography Inquiry units. They also felt that they were supported in their leadership of the Catholic life of the school and that it is evident to the wider community that our school is an overtly Catholic school. With the demands of the teaching profession ever increasing, teachers would like more emphasis placed on their own well-being. During the 2017 emphasis will be placed on supporting teachers 'care for self' as well as supporting each other particularly in the area of programming.

**SECTION ELEVEN: FINANCIAL STATEMENT**

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,596,386
Government Capital Grants	\$0
State Recurrent Grants	\$473,675
Fees and Private Income	\$684,632
Other Capital Income	\$190,318
<b>Total Income</b>	<b>\$2,998,194</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$47,390
Salaries and Related Expenses	\$1,986,497
Non-Salary Expenses	\$830,493
<b>Total Expenditure</b>	<b>\$2,864,379</b>