



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

59 Seaview Street, BALGOWLAH 2093

Principal: Ms Louise O'Brien

Web: www.scbdbb.catholic.edu.au

About this report

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

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

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

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

Message from key groups in our community

Principal's Message

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

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

Parent Body Message

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

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

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

The sustainability and environment team made some valuable suggestions and encouraged the community to be aware of the many ways we can build sustainability into our school activities to improve the school community's awareness and action in this area.

The clubs and services team worked on our 2022 Yearbook, highlighting the many school events throughout the year. The garden club held a working bee to tidy up our garden and the Millie Smith preloved uniform shop was set up each week to provide parents with the opportunity to purchase uniforms.

The P&F executive committee met throughout the year to work with the parents who had responsibility for the clubs.

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

Student Body Message

Being school captain in 2022 has been a wonderful experience and has taught us so much about leadership. Along with all Year 6 captains - Sports, Liturgy/Social Justice, Library/ICT and Environment Captains, we have all enjoyed the responsibility and the opportunities our roles have provided to support our St Cecilia's School community.

We thank all the staff for their guidance and encouragement of all the children in our school. We appreciate the care and support you give each one of us, each and every day. You all give so much time to ensure we reach our best.

We have all enjoyed opportunities to represent our school in sporting events, in the surf education program, in debating and public speaking, the environment Trash Hack, the Catholic Schools Mission Mass and in our social justice outreach initiatives. In Term 4, leading the peer support groups with students from Kinder to Year 5 was a great experience.

As we complete our Primary School days, we thank our parents for their support. We are so privileged to have been leaders at St Cecilia's' School 2022.

School Features

St Cecilia's Primary School Balgowlah is a Catholic systemic co-educational school founded by the Sisters of the Good Samaritan Order. The school is situated on the lower Northern Beaches of Sydney with an enrolment of 244 students. St Cecilia's Parish is twinned with St Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are ministered by the Augustinian Order.

The learning environment at St Cecilia's supports the implementation of contemporary educational practices. Teachers plan and program to meet the diverse learning needs of students. The large learning spaces cater for students to learn in ability groups for Mathematics and English across the grade ensuring our high potential and gifted learners are extended and children needing support are catered for, as individual student's learning needs are met. The infant's classrooms support a smooth transition to school and students are nurtured in a small environment, friendships are formed, and students feel part of our close-knit community.

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

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

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

Our Year 5 & 6 students commenced the year with an overnight Camp at Narrabeen Recreation Centre and participated in activities such as archery, team building and high ropes.

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

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

Several classrooms were refurbished with new carpet and painting and this refurbishment project will continue in 2023.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
147	96	9	243

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 89.00%. 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
92.00	90.00	89.20	90.30	84.70	86.40	87.60

Managing Student Non-Attendance

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

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

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	24
Number of full time teaching staff	13
Number of part time teaching staff	4
Number of non-teaching staff	7

Total number of teaching staff by NESA category

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

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

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022, a focus has been on the professional development of staff in the area of differentiating the curriculum with a particular focus on Gifted Education. All teaching staff completed the UNSW Certificate of Gifted education with action research focusing on our students. We also engaged in professional learning for programming, encouraging teacher collaboration to differentiate the curriculum to cater to high potential and gifted learners.

Our planned professional learning in Mathematics focused on the number strand and improving student understanding of knowledge and application of skills, leading to growth in student achievement.

In Term 3 and 4 professional learning introducing the new Kindergarten to Year 2 English and Mathematics syllabus was held to prepare teachers for the implementation in 2023.

St Cecilia's staff participated in a professional learning experience led by Dr Dan White. This spirituality day focused on the seven steps to Ministry and Mystery. The content also linked to the recently released Bishop's Charter for Broken Bay Diocese.

Our staff combined with the staff from St Kieran's, Manly Vale for a professional learning session to further break open the Bishop's Charter for Catholic Schools, Broken Bay.

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

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

We celebrate our faith by nurturing the religious and spiritual dimensions of the school through our school liturgies and Masses. We are grateful that our school and parish is administered by the Augustinian priests. Fr Dave and Fr Paul are regular visitors to the school to connect with the staff and families and speak with the children in the classrooms.

We commenced our year with our Opening School Mass, 'Ceremony of Light', during which we welcomed new students, families and staff and presented our Year 6 students with their leadership badges. Our 'Family Come Gather Masses' held each month invite all our families to come together to celebrate Mass and provides a social opportunity for families with a morning tea held in the school grounds. These were well attended by our families and helped the school to connect with and build relationships with the parish.

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

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

Special days and significant events were celebrated with whole school liturgies, these included Mother's Day, grandparents and special friends, Father's Day, St Cecilia's feast day, ANZAC and Remembrance Day reflections. These liturgies were well attended by parents, grandparents and family members from the school community.

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

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

At St Cecilia's a strong culture of learning has been embedded into the life of the school, which has enhanced the educational outcomes for all students. Through the effective use of data to inform the differentiation of curriculum areas, diverse learning opportunities are provided for all students, enabling and challenging them to achieve success. We prioritise student achievement and provide opportunities for students in all aspects of learning. Evidence-informed practice is aimed at improving outcomes for every student. Contemporary learning environments have created innovative teaching and learning opportunities.

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

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

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

The teachers continue to embed a collaborative culture of continuous improvement into the teaching and learning, The four key stages of our continuous improvement cycle are analyse,

plan, act and review and this was foundational to the implementation of effective programs to challenge students in their learning.

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

Assessment and reporting of student achievement was reviewed. The semester report was revised to include learning dispositions, that explicitly name learning behaviours such as a growth mindset.

Student Performance in Tests and Examinations

NAPLAN

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

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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	79%	52%	0%	12%
	Reading	76%	54%	2%	11%
	Writing	93%	50%	0%	7%
	Spelling	69%	48%	0%	15%
	Numeracy	52%	34%	5%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	67%	31%	0%	14%
	Reading	73%	39%	0%	11%
	Writing	53%	25%	7%	18%
	Spelling	47%	37%	0%	14%
	Numeracy	40%	25%	0%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

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

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

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

Our school rules focus on

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

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

Our buddy system with Year 5 and 6 students and kindergarten supports a smooth transition of Kindergarten students into the school community. New students in other year levels are also buddied with a student in their class to support them in the new school setting. Families are also introduced to existing families so they can be informed of school processes and events.

Our peer support program enabled students from Kindergarten to Year 6 to come together in small groups for activities focusing on anti-bullying, cybersafety, reading, art and sporting

activities. The students thoroughly enjoyed these opportunities, demonstrating respect for the students leading the sessions. The Year 6 leaders were outstanding in facilitating these sessions.

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

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

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Our key improvement for 2022 was to engage, challenge and extend all students in their learning. Using the collaborative culture of continuous improvement cycle we analysed data, strategically planned, purposefully acted and monitored, and reviewed the progress of each student and cohorts to assess the impact of our work.

Our focus was Mathematics and analysing the current data and assessment practices at St Cecilia's. We planned pre-tests to support the programming of learning activities. To implement teaching strategies, extra staff were utilised to work in the classrooms with the teachers to support this focus on Mathematics. When we reviewed the data, the outcome has seen student achievement in Mathematics improve and the implementation of effective targeted programs supporting student's learning.

All teaching staff also completed the Certificate of Gifted Education (COGE) working with a tutor from UNSW. This involved each teacher completing action research for their particular classroom context.

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

Priority Key Improvements for Next Year

Catholic Schools Broken Bay are investing significantly in improving every student's academic growth with a relentless focus on learning improvement in 2023. St Cecilia's will be a part of a new Collaborative Coaching program focusing on maximising learning for every student. Every teacher will work with their grade partner and the collaborative coach to implement contemporary pedagogical practices aimed at improving student's individual academic achievement. This will provide opportunities for the Assistant Principal to meet weekly with classroom teachers in a coaching session to support the teacher in effectively catering for students through the analysis and tracking of student achievement data.

St Cecilia's will be a part of a community of schools in the Southern Peninsula region aiming to strengthen connections between our schools, staff, students and communities. This will include cross school;

- Staff and community events / celebrations
- Student projects and learning opportunities
- Consultation and collaboration
- Sporting opportunities

Continuing our professional learning and work in Gifted Education, (for high potential/gifted students) will provide opportunities for teachers to develop their understanding and skills and provide students with challenging opportunities across a broad spectrum. Individual profiles will be developed with input from teachers, students and parents, to include academic achievement data, preferred learning style and special interest areas.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Parents completed several surveys in 2022. A school survey collated information from parents regarding communication, the weekly newsletter and the Yearbook. Parents indicated they were wanting to keep the weekly newsletter and also the Yearbook publication.

Consultation was held with all stakeholders regarding future development for the Southern Peninsula of the Northern Beaches and the results were communicated to parents. The significant outcome was the establishment of St Paul's College, Manly as co-educational commencing in 2025. St Cecilia's will be a feeder school, so enrolment at St Cecilia's gives students a K to Year 12 pathway for their schooling.

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

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

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

Student satisfaction

The students had a very positive school experience in 2022, with no interruptions to their learning. The students listed experiences such as the Year 5 & 6 camp, the coding in Terms 2 & 3, the dance lessons and school disco as highlights.

The STEM/Science expo held in Term 3 was also a very positive experience for all students from Kindergarten through to Year 6, the students particularly enjoyed showcasing their learning to their parents.

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

Teacher satisfaction

Teachers indicated their satisfaction with:

- the sense of inclusion within the school community
- the collaborative learning culture fostered
- the positive morale amongst the staff
- some of the changes made to weekly routines
- the focus on our positive behaviours program
- the importance placed on the wellbeing of all members of the school community
- the support given to classroom teachers
- the new programs introduced such as dance and the water sports day
- the professional learning in gifted education

Overall, the staff expressed their satisfaction for a very positive experience in 2022 and valued the uninterrupted year with the students.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$1,880,202
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$500,001
Fees and Private Income ⁴	\$1,125,184
Interest Subsidy Grants	\$31,086
Other Capital Income ⁵	\$1,048
Total Income	\$3,537,523

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$38,720
Salaries and Related Expenses ⁷	\$2,745,126
Non-Salary Expenses ⁸	\$1,117,854
Total Expenditure	\$3,862,981

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT