



2022

ANNUAL SCHOOL REPORT

ANNI



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259

Principal: Mrs Marta Chylewska

Web: www.scwdbb.catholic.edu.au

Message from key groups in our community

Principal's Message

At St Cecilia's Catholic Primary School, we are committed to seeking quality education that nurtures the whole child; spiritually, academically, socially, physically and emotionally, in an authentic Catholic community.

As a school community we work in partnership with families to ensure that every child has a positive and fulfilling school experience. The staff and parents work as partners in nurturing faith filled, curious children to become creative contributors and innovative problem solvers for a changing world.

Our professional and highly dedicated staff are deeply committed to knowing and caring for the individual needs of each child. We deliver a rich and engaging curriculum where thinking is valued, visible and actively promoted through the lens of Visible Thinking and an inquiry-based approach to teaching and learning.

Our school motto 'Let Your Light Shine' aims to provide widespread opportunities to enable everyone's light to shine and to foster the light in those around them. We recognise that all children are unique individuals and they are supported to build connectedness with learning, the environment, people, through mind, body, heart, and spirit. We learn in a way that grows self-awareness so that children can discover their potential and embrace life to its fullest.

As we travel this educational journey together, may we be of inspiration to one another.

Parent Body Message

With COVID restrictions easing upon us in the year of 2022 parents were pleased to be allowed back onto the school grounds for school assemblies, masses, book fairs, class visits and just the simple act of being able to walk their child into school made many realise how it's those little things that matter.

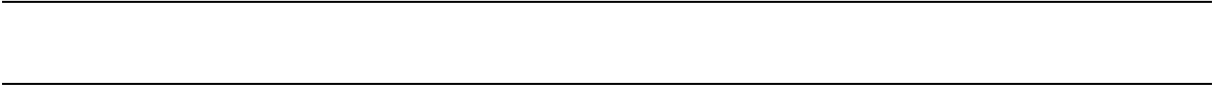
The introduction of our new Parent Body, Families Leading in Partnership came to fruition with formal meetings commencing once a term. In the Tell Them From Me Survey parents expressed they are thankful for the new restructure of the parent body which is inclusive, flexible and capitalises on parent strengths to assist wherever the need is. At each of the meetings there was a strong representation of parents, caregivers and the wider community, welcoming expression of opinion and concerns in a safe and respectful environment whilst providing ongoing support to teachers and staff of St Cecilia's Catholic Primary School in the best interest of all students.

We saw the

helped them to learn and raise awareness about social justice issues, develop leadership skills and engage with the wider St Vincent de Paul Society.

The school is run justly, with our 3 – 6 children having a say through the Student Representative Council, House and School Captains and this year the SRC proposed that from 2023 they have representatives from K-6 on the SRC to ensure a voice from all grades is present

Student involvement in these representative bodies such as SRC, Mini Vinnies, School or House Captains and the TEAM's shows that school is not just about learning, but about the students as individuals, about having fun and working together; the goal being to continue to build upon the strong relationships that have thrived in our community.





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



following provides specific information relating to the focus of three of these staff development days.

[Summary of professional learning at this school](#)

Staff Development Days:

1. How can we embed an effective culture of Inquiry at St Cecilia's?
2. System Staff Development Day - Towards 2025; The Future, Learning and Wellbeing.
3. Spirituality Staff Development Day - Listening to my life.
4. Management of Actual or Potential Aggression (MAPA) training.

Twilight Session 1: Mathematics Learning Improvement Program - Familiarisation of New K-2 Mathematics Syllabus

Twilight Session 2: Heggerty's Training (Learning & Exploring for New K-2 English Syllabus)

Twilight Session 3: Science of Reading (Learning & Exploring for New K-2 English Syllabus)

Twilight Session 4: Curriculum Assurance PD/H/PE & Creative Arts

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

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.

Numeracy

St Cecilia's focus was on place value in mathematics as a response to the students learning needs from our schools Mathematical Assessment Interview results. We are involved in the Leading Improvement professional development with Linda Bendikson, who has guided us in our processes to focus our thinking and action on student achievement.

Data

To gain up to date data, we created a place value assessment tool ETBT/F2 14.67 Tf0.75 0 0 0.75 316.16 4

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Impact on student learning

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Similar to Numeracy Coaching, Literacy Coaching provides an environment for teachers to work collaboratively with their colleagues to improve student outcomes. The sessions allowed for professional sharing of wisdom, ideas, challenges and success. Moving forward, we will need to spess.

Religious Education

The New Religious

Student Performance in Tests and Examinations

Pastoral Care and Student Wellbeing

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

quiet games give the students more structured and calm

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

Numeracy

- Data tracking and analysis and understanding of students point of need.
- Grade 2-6 Place Value Summative Assessment Tool devised for measuring accuracy of goal achievement retention rate.

Literacy

- Implementation of Heggerty's Phonemic Awareness program.
- Whole staff training in the Science of Reading.
- Resourcing of whole new school set of decodables.

Digital Pedagogies

Technology enrichment day, "TechMatics Day"

- Updated 1:1 devices.
- Roll out of Microsoft Teams
- First phase of installation of Vivi Screens

Religious Education

- Implementing and resourcing the new Kindergarten Religious Education Curriculum

Inquiry

- First Phase of Implementation with Inquiry pedagogy. Staff are *familiarising* themselves with Kath Murdoch's Inquiry model, while integrating the Cultures of Thinking.

Priority Key Improvements for Next Year

Mathematics

Focus Area #1 - *Developing Children's Place Value Number Sense*. The Learning Improvement Program around Mathematics will remain a strong focus next year in Coaching. The program was implemented whole school with student personal Place Value goals being tracked, however the goals were aligned to the Mathematical Assessment Interview data, which does not completely align with the new syllabus. Therefore, a review of the type of data gathered will be required review next year, as will the whole school implementation and

processes for ongoing data collection, review of the data and planning from the data to meet the needs of our children.

The ongoing monitoring of growth associated with the tracking of goals will become a focus for next year. Teachers will continue to assign, monitor and continuously review students' mathematic goals to focus learning and formation of school programs and the scope and sequences around these goals.

Focus Area #2 - Adapting pedagogical practises to align with the Structure of a Mathematics Lesson. Teachers are all utilising the new Mathematics Programming template to help foster certain pedagogical approaches that are most effective to the delivery of the new curriculum.

Mathematics and English

Focus Area # 3 - Continue through the Phases of Implementation of the New Mathematics and English Curriculum Reform.

In K-2 Mathematics and English we will be in the Implementation Phase and continue to review the Teaching Advice so we are not unnecessarily teaching. The goal will be to become familiar with the content, skills and concepts of the new K-2 Mathematics Syllabus and gain understanding of the evidence base that informs the new Mathematics and English syllabus, in particular the Working Mathematically processes that should be embedded within the concepts being taught. Ensuring the embedding of Working Mathematically will ensure students are able to fluently understand concepts and make connections to other focus areas.

Grade 3-6 teachers will be in the Implementation Phase of the new English and Mathematics Syllabus. Teachers will build their knowledge and understanding of the structure, content and intent behind the new syllabus documents with a particular focus in Maths on recognising the critical importance of developing an increasingly sophisticated understanding of mathematical concepts, and fluency with mathematical processes, to help students interpret and solve problems. In English the particular focus will be on outcomes and content informed by evidence that identify skills needed by all students to develop competence in oral language, reading and writing.

Religion

Focus Area #1- Implementation of New RE Curriculum. Continued support for Kindergarten and Year One teachers with the implementation of the new Religious Education Curriculum. These teachers will be given many professional learning opportunities to be continuous learners and improve practice. This will be achieved through workshops or reconnect sessions (via zoom) lead by Catholic Schools Broken Bay.

Focus Area #2 - Celebrating Mass with a Deeper Understanding. A weekly Mass has been introduced so that the children can celebrate Mass with the Wyong parish. This opportunity will allow the children to gain a deeper understanding of the four

important holy rituals that take place during the Mass. This will be achieved by the children using prayer cards so they can follow along with the Mass.

Focus Area #3 - *Strengthening Partnership with Families*- Each grade will celebrate a Faith and Learning Walk where parents and carers are invited to celebrate a grade liturgy. The liturgy theme will highlight what the children are learning during their Religious Education lessons and allow an opportunity for the families to connect with

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

Consecutively the Tell Them From Me Survey has identified that parents acknowledged a strong sense of community at St Cecilia's, inclusiveness, a safe and nurturing environment where children can thrive. Children are well supported and teachers are extremely dedicated to providing a positive, useful and quality learning experience. The teachers genuinely care about the kids and parents recognise the highly dedicated staff and positive workplace culture that seeks to grow and improve at all times. A great school with friendly, knowledgeable staff that

Student satisfaction

The children were surveyed in the Tell Them From Me Survey and a common thread was how much they like the general environment of their school and enjoy participating in the events and activities organised by the school, in particular the school musical that happened this year, our first ever Public Speaking competition, the return of swimming and Surf Safety days, overnight camps, the reintroduction of a new key excursion to look forward to in each grade and the lunch club opportunities that are given to the children are all appreciated.

Our school Christmas Concert with Drew Lane was a fun, energetic day where they loved having the picnic on the lawn with their parents and the whole community. Year 6 were excited to get to vote on a theme for their year 6 graduation and have dinner together after Mass in the school hall. The theme was Hollywood and the hall set up and celebrations will forever remain a beautiful memory in their mind.

Children commented on how the best thing about the school is all teachers who answer questions immediately, try to help and encourage a growth mindset in the children. The teachers are friendly and kind helping children to challenge themselves in their thinking and try their best. They always find time and ways to help the students of our school and give us great environments to learn in.

Many children identified what special friendships and bonds they have within the school, which helps them feel safe, respected and cared for. "Teachers even let you work with your friends as long as you show you can be responsible and get the work done."

Final words from one student, "It is the best school you could ever go to!"

Teacher satisfaction

Teachers returned to their first full, uninterrupted year post COVID and noticed the impact COVID has had on children's learning and development of social and emotional skills. Where some children received and greatly benefited from one to one support during Home Based Learning, not all students received that and upon the return to school in 2022 the gaps became quickly evident. Therefore a targeted student goal system was established to help target the more specific academic and social and emotional learning needs of each child.

Teachers appreciated the regular literacy and numeracy coaching time allocated to all classroom teachers. The coaching sessions allowed for a relentless focus on

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