



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 sr

Several classrooms were refurbished with new carpet

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

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 activities.

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

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

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

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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 Cecilia's parents coordinate and roster teams of 7 people, who volunteer for this every month.

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.

