

2022



St Columba's Primary School

About this report

St Cecilia's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other



School Features

History of the school

Established in the % - \$lg by the Sisters of Mercy, St. 7 c`i a VUlg Primary School continues to serve the needs of the Catholic community of Adamstown. The school proudly maintains its close connection with the Mercy order and its charism. Since the retirement of Sr. Mary Regina Donoghue in December 1986, the school has been staffed by lay teachers apart from the recent addition of Sister Paula Volchek as a pastoral care k cf_Yf`

We have 9 straight WUggYg`` Three demountable classrooms with additional outdoor learning space have been added to accommodate our students. Enrolment stands at 220 students with two streams in two grades and strong enrolment in all other classes.

Additional teaching staff include a Learning Support teacher who provides expertise in additional needs, supporting students and teachers

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Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is identified.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	23
Number of full time teaching staff	10
Number of part time teaching staff	9
Number of non-teaching staff	4

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- ; Conditional 101 teachers
- ; Provisional 50 teachers
- ; Proficient 1862 teachers
- ; 1 Highly Accomplished teacher
- ; 1 Lead teacher

Additionally, there are approximately 4 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 development of each staff member is highly valued. Professional learning 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 Catholic Schools Office (CSO). The School takes responsibility for planning,

Summary of professional learning at this school

Term 1

- ; CPR and Anaphylaxis
- ; Staff curriculum PD
- ; Anita Chinn Mathematics PD
- ; Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 2

- ; Staff Spirituality Day
- ; Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 3

- ; LLC Professional Learning Day with St Columban's Primary School, Mayfield
- ; Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 4

- ; LLC Expo for Executive Staff
- ; OELi
- ; Staff Development Day on Mathematics
- ; Staff Development Day on Role Descriptions
- ; Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ. is Sou

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic Education Office Diocesan Vision Statement, 2016)

calls on students "to work for peace, justice and the promotion of the common good of society" (Good News for Living, 2005, p. 110)

Our Mission and Vision statements reflect the Catholic Schools Mission Statement of 15the Heart of Everything, there is always Jesus 7 \f]gh" St 7 c`i a VUlg' Vision statement is 1: U]hž Opportunity and Inspired Learning for every W]X"í`

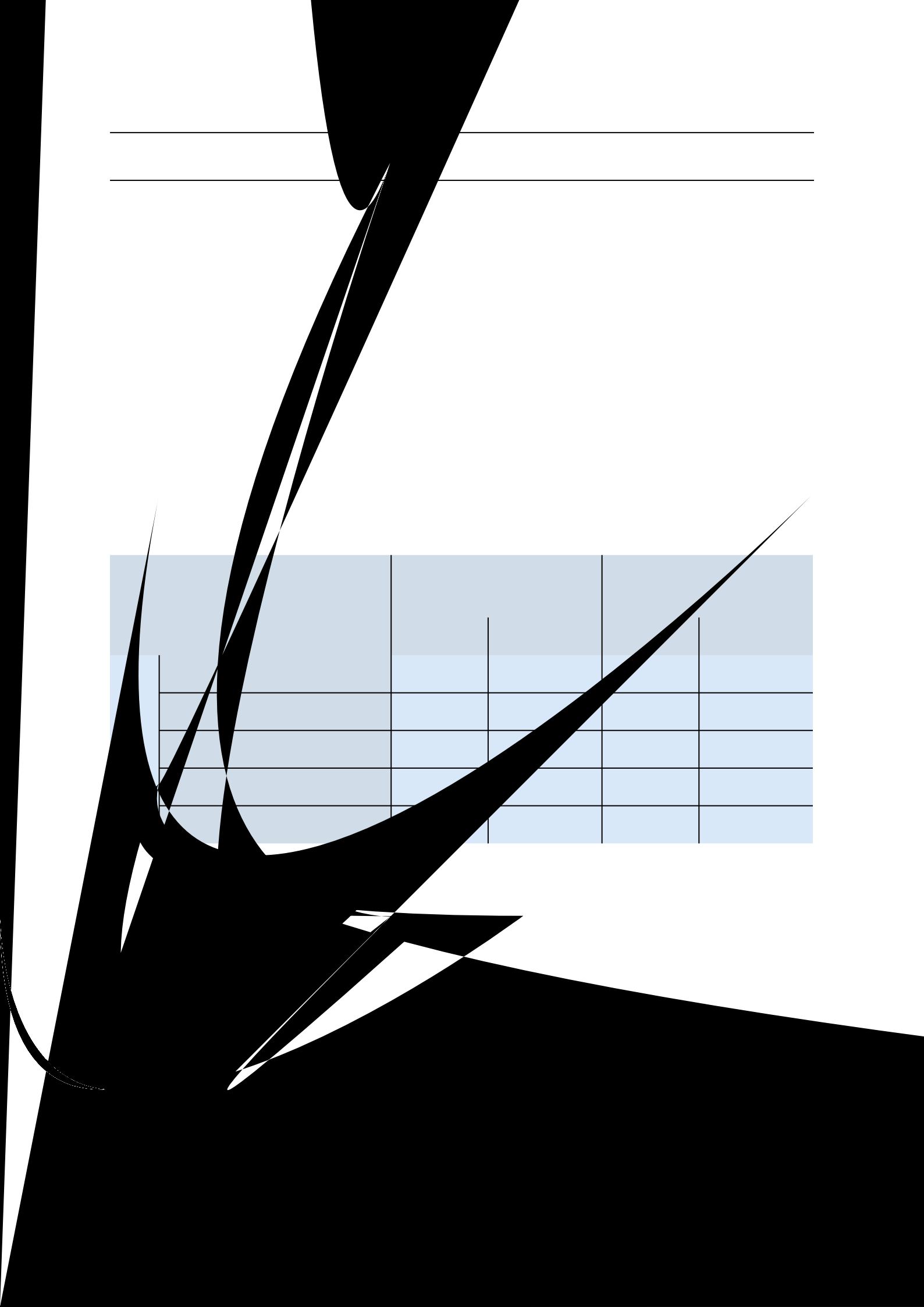
Curriculum, Learning and Teaching

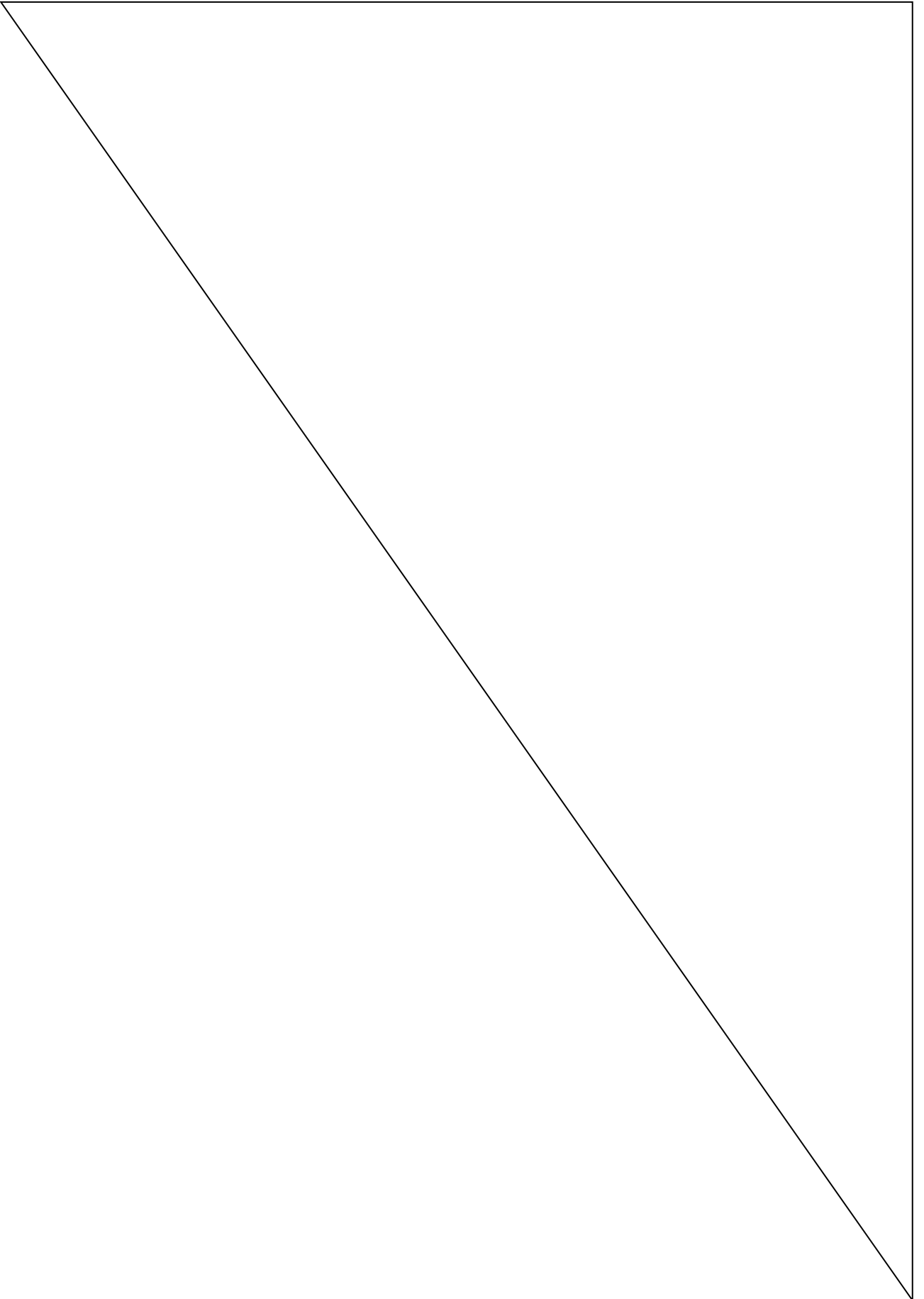
The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Staff continued to be engaged in the Leading Learning Collaborative in 2022 that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility, and accountability, underpinned our whole school approach to improve student achievement. The focus in 2022 was in Mathematics, utilising PD and ideas from Anita Chinn, Catherine Attard and Peter Sullivan texts as well as best practice in the teaching of Mathematics to improve student learning and outcomes.

Case management meetings were conducted weekly to identify students at risk or students who required extension and enrichment. Gifted students have been formally identified through diagnostic testing and differentiation of the curriculum has been identified as a priority for these students. A Gifted Education Mentor continues to work with teachers providing guidance and support to improving pedagogy in differentiating the curriculum to meet individual needs.





Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful

concluded the best way to reignite the passion for Catholic social justice initiatives was to promote some ownership of the group hence the name "Mercy". The group researched some

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents

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Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Tell Them From Me survey conducted annually identified positive parent support and satisfaction with St 7 c`i a VUig" Parent responses scored consistently higher than the regional average in nearly every area. This indicates that they feel welcome and have no concerns for the safety of their child whilst at school. Parents identified that they felt that behaviour patterns were positive, and remarkably, when asked the question `8c`you think your child has been dealt with i bZUf n3Í` 100% of recipients stated that no, they did not. In 2021 we began introducing the PBL framework for behaviour management and this process was explained to all parents at beginning of year parent information nights.

Parents identified there is open and good communication with them regarding their W]Xig` learning with the school placing a high priority on student `YUfb]b[""

Parents are supportive of the school leadership and express their satisfaction at the appointment of permanent executive staff to Principal and Assistant Df]bWdU""

Student satisfaction

Students articulated through Tell Them From Me that they had a strong awareness of Formation and Mission and Justice and the overall percentage of children who had a positive sense of belonging and positive relationships was higher than the regional mean.

Students indicated that individual goals and student led conferences contributed positively to their learning. They also enjoyed the opportunity to take on leadership roles within the school.

Many comments about working on challenging maths tasks were noted as fun and engaging learning tasks. Students enjoy hands-on learning experiences and opportunities to solve problems. A large number of students indicated that they would like more PE and sport in gWcc`g"

Students at St Cecilia's are passionate about the environment and staff have noted this. Staff are undergoing professional learning opportunities about how to incorporate concepts of Pope Francis of caring for our common home into student learning experiences at school to nurture this passion.

Teacher satisfaction

TTFM survey reflected the fact that teachers believed St Cecilia's to be a positive, happy workplace that has a strong focus on student learning and solid leadership. Staff identified the opportunities to collaborate with other staff as an area of strength as well as their ability and confidence with setting student learning goals and giving feedback to students. Teaching staff also recognised that they have positive relationships with students.

Learning support staff expressed their gratitude for the introduction of being included in Case Management Meetings to have the opportunity to better know the students they are working with.

Teaching staff were satisfied with the opportunities to do learning walks in each classroom and the opportunities for regular case management meetings.

Concerns for staff included an unsafe playground for students with tree roots emerging quite prominently on the basketball court and a sloped, grassed playground that makes it difficult to move comfortably and safely while on playground duty. Both these issues were projects put forward for the school's improvement plan.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,296,454
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$606,763
Fees and Private Income ⁴	\$491,398
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$152,847
Total Income	\$3,547,462

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$19,772
Salaries and Related Expenses ⁷	\$2,506,540
Non-Salary Expenses ⁸	\$836,248
Total Expenditure	\$3,362,560

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