



# St Agatha's Catholic Primary School Pennant Hills

## 2011 Annual Report



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## 1. Message from Our School Community

### 1.1 Message from the Principal

St Agatha's school enjoyed an exciting and stimulating year in 2011. Guided by our rationale which is to 'inspire and challenge our children to know, think and value' we continued to develop the learning across the school. With ongoing assistance from our Parents and Friends we were able to maintain our acquisition of appropriate learning technologies, and these were integrated into every facet of the curriculum.

The purpose of the Annual School Report is to provide public accountability of the direction of events that have taken place in 2011.

This year saw the completion of the work undertaken through the Building the Education Revolution Project that enhanced the physical environment of our school and particularly the building of our school hall. This development has provided a much needed indoor learning environment for our children.

### 1.2 Message from the Parent Body

The St Agatha's Parent Body enjoyed another successful year by working closely with the school, parish and broader community as a whole. Ongoing involvement by a large number of parents has supported the great work being done by the teachers within the school classrooms. The sense of community within St Agatha's continues to grow with large numbers attending the School Fete and also the many social events throughout the year. Parent involvement continues to play a big part in the improvements around the school which is strongly encouraged and supported by the school executive. Everyone should be proud of their achievements this year.

### 1.3 Message from the Student Body

As students of St Agatha's Catholic school we are proud of our school and the opportunities it gives us. We have a great learning environment with computers in each of our rooms and fun maths equipment. We enjoy learning using the Inquiry Model and our new studies of Asia perspective. We loved Sports Gala Days when we meet up with and play against all the other Catholic schools in our Northern Cluster.

Our school also has fund raising activities like cake and jelly day, mufti day, bandanna day, pyjama day, fruit salad day and the fete. We raise money for our school as well as poor people.

At our school we have many leadership opportunities. From Year Three to Year Six we have the buddy system, Student Representative Council (SRC), school captains as well as sport captains, vice sport captains and library assistants.

We also have a mini merit system and our three school rules: are Respectful, we are Responsible and we are Learners. These rules guide St Agatha's students to good learning behaviour.





## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
241	233	153	0	474

\*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
34	0	0	34

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

### 2.5 Teacher Satisfaction

Teacher leadership is high on the agenda at St Agatha's, with staff actively contributing to the direction of the school with their ideas and opinions valued by the school leadership team. Teachers had the opportunity to participate in Professional Learning and have been sponsored by the Diocese to attend external professional learning courses. All members of St Agatha's teaching staff are



actively involved in Learning Teams and meet on a regular basis to share their understandings around current pedagogy.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	93
2	95
3	95
4	95
5	98
6	94

The average student attendance rate for 2010 was 95%.

**Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.7 Student Satisfaction

The children identified a range of activities that gave them satisfaction. Learning through the inquiry model was again highlighted, as was the new inclusion of studies of Asia. Children had a well developed understanding and appreciation of the many things they have learnt through Positive Behaviours for Learning (PBL). Children also highlighted their satisfaction with school sport and physical education (especially involvement in Gala Days), the various activities and resources available in the library and the technology. The children really valued their teachers and what they provided. They mostly loved coming to school and they also appreciated the friendships they had developed and many mentioned the importance of belonging to a 'safe school'.





### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

St Agatha's Catholic school has a rich tradition that began with the Good Samaritan Sisters at the Parish School of St Joachim's in Yarra Road, Thornleigh in 1928. In 1954, the school moved to its present site in Trebor Road, Pennant Hills. It is mainly a three stream school and one of the largest primary school in the Broken Bay Diocese. Children from St Agatha's generally go on to attend high school in Catholic secondary schools in and around the Pennant Hills area. Today, the school still enjoys a strong connection with the Sisters through Sister Pat who spends two days each week visiting classes and helping the teachers and students.

The formation of students in Catholic discipleship is a major aim of our school and this is typified in the motto, *In all things may God be glorified*. The vision is: *To be a Catholic school of excellence where individuals will reach their full potential in a safe and caring environment*.

As an integral part of St Agatha's Parish, our Mission commits us to:

- enhance faith development within a welcoming Catholic community;
- be a school of excellence in teaching and learning;
- treat all as individuals with different potential for development; and
- provide a safe and caring environment.

#### 3.2 Religious Life of the School

The Mission Services team from the Catholic Schools Office oversee and provide all schools in the Broken Bay Diocese with the Religious Education curriculum. To ensure that all areas of religious teaching are covered, St Agatha's plans the teaching modules over the seven years the children are at the school. Each term, the Religious Education Co-ordinator works with all the teachers to plan quality learning activities, source good resources and plan quality assessment tasks.

St Agatha's Catholic school supports the parish-based sacramental program through the Religious Education units covered in Years Two and Three. The majority of children from these Grades receive the Sacraments of Confirmation, Reconciliation and Eucharist. Because the children's sacramental journey is an important part of their life, staff attended these liturgical celebrations to support them.

Liturgy and prayer play an integral part in school life both in the classroom and in the school community. Prayer is celebrated during weekly assemblies and in the classrooms daily. Grade and whole school liturgies and Masses unite the school, parent and parish communities. Major events in the liturgical life of the school include:

- weekly grade Masses;
- whole school Masses for significant feast days, for example, Feast of the Assumption;
- whole school Masses to mark the beginning and end of the school year and Year 6 Graduation;
- Liturgies that celebrate occasions such as Anzac Day and Mothers' Day; and
- opportunities to receive the Sacrament of Reconciliation.

Opportunities exist for staff to reflect and grow spiritually through staff prayer, liturgies and professional development. Staff members attended the Diocesan Schools' Staff Mass at the commencement of the school year. It is an ideal opportunity where all staff from the Broken Bay Diocese come together to pray for the year ahead. Each week, the staff meeting begins with prayer and the staff also meet on a regular basis to take part in staff prayer before school. Parents also



had the opportunity to attend Parent Prayer twice a term which was planned and led by the Religious Education co-ordinator.

There is a strong link between the Parish, School and Diocese. Year 6 students participated in the beginning of the year Cluster Mass with Bishop David Walker at the Cathedral in Waitara. The Cluster Mass was attended by other Year Six children who attend Catholic schools in the Broken Bay Diocese. Some Year Six children also attended the annual Mission Mass at Waitara. The choir also kept the elderly from the parish entertained at their get togethers.

Children from Years Five and Six visited St George's Marionite Church at Thornleigh where they listened to a talk by the Parish Priest and were treated to morning tea by the parishioners. The children learnt about the origins, features, saints and celebrations of the Marionite Catholics and how closely they are linked with the Roman Catholics.

### 3.3 Catholic Worldview

The community of St Agatha's aligned all values, attitudes, directions and activities with the Diocesan Catholic Worldview. Respect and responsibility also provide the basis for Positive Behaviour for Learning (PBL). During 2011, we continued to focus on the following areas from the Catholic Worldview:

#### ***Dignity for the individual is respected and considered***

This is evident in our School Mission Statement, Pastoral Care policy, Restorative Justice approach and Positive Behaviour for Learning. Learning is differentiated throughout the curriculum to cater for individual differences. Qualified staff are employed to meet the needs of students who require learning support such as remedial and gifted.

#### ***Outreach activities based on service to the wider Catholic and global communities***

Social justice is an important issue that was promoted in the school. Social justice initiatives for 2011 included both fundraising and social justice awareness programs, which include:

- presentations given by a representative from Mission Australia to the students on social justice issues relating to children living in Third World countries;
- participation in Project Compassion;
- in conjunction with the Parish, Christmas Hampers for families in need; and
- fundraising for the Queensland floods and the Japanese tsunami.

We build awareness, conscience and commitment to social justice issues through the Religious Education modules.

#### ***Daily life is grounded in God's love***

All modules have discipleship challenges embedded in them. The children are encouraged to live their lives by being disciples of Jesus. Year Six articulated how they do this in letters to Bishop David.

#### ***Communication-timely and accessible newsletters***

Newsletters containing prayers, readings, reflections and information about the school, parish, parent and wider community were communicated weekly. During the year there has been a transition to online communication.



### ***Welcoming reception practices***

At the beginning of the year, new children and families were welcomed at the opening school Mass. Prospective parents and Kindergarten children to our school were welcomed during Open Day. New parents and children were interviewed by the Principal, Assistant Principal and Parish Priest and Kindergarten children were involved in orientation sessions. Parents attended out of school hour functions that helped to build community. Parents were formally welcomed and invited to the classes each Term to see the learning their child had achieved. Many parents assist the teachers in day to day learning. The class parents organised meetings and social event throughout the year. Parents were invited to attend *Parent Prayer* time twice each term and school liturgies and Masses. Parents were also invited to attend 'coffee and chat' mornings with the Principal.

### ***Accountability-timely and accessible feedback to students and parents***

Feedback was given formally through reports, interviews, National testing, individual literacy and education plans. Informal procedures included written and verbal responses to children's work, needs-based meetings, the phone calls and notes to parents.

### ***School presence on Parish Pastoral Council***

The Principal represented the school at Parish Council meetings.

### ***Student Representative Council***

Each class from Years 3 to 6 had a member (elected by their peers) on the student representative council (SRC). The SRC was the voice of their peers and suggested strategies to meet the children's needs. During assemblies they communicated their goals and initiatives. They met regularly and suggested initiatives including Play Fair Week each Term.

### ***Just, compassionate and consistent process for financial hardship***

Manageable payment plans were available for families experiencing financial hardship.

## **3.4 Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

The present Certificate in Religious Education is being phased out and is to be replaced by a Diploma in Religious Education. This year, one teacher was working towards accreditation and another completed the Certificate in RE. Two teachers are studying the Graduate Certificate in Theology and one completed RE units at Master's level.

As part of our Student Improvement plan, the Religious Education coordinator provided professional learning for the teachers on the changes to the Mass. Over a number of weeks, the new missal was introduced and discussed to give the teachers an overall understanding, in order to be able to teach the changes to their students.

The Religious Education co-ordinator attended a two day annual conference in Religious Education and Cluster meetings each Term to keep abreast of current changes and trends. Two staff members attended the 'Ministry for Teachers' spirituality course that ran for a week and was led by Bishop Walker. The whole staff attended the second spiritual workshop and reflection day offered by Father Richard Leonard, a Jesuit priest.





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

Our Catholic Values are reflected in all the Pastoral Care and Student Management programs which operate in our school.

In 2011 the School Improvement Plan included Pastoral Care as a priority area. Our Pastoral Care goal, based on our strategic plan, was to improve on the Positive Behaviour for Learning (PBL) implementation across the school and to involve parents to a greater extent. The National Safe Schools framework (NSSF), our own Safe Schools Policy (Anti-bullying Policy), and Pastoral Care Policy provide the principles and operational strategies in line with the Diocesan Policy.

### 4.3 Pastoral Care of Families

There are formal and informal support structures within the school and these include learning support, pastoral care for families with particular needs and an overall approach to care and concern for all in our school community. At times the school also facilitates links for families to services from other support agencies within the Diocese and the local community.

The implementation of PBL involved strategies developed from Restorative Justice (RJ) in working with children to develop a greater understanding of any difficulties they are having on the playground and in the classroom. Procedures were further developed for classroom and playground incidents and methods for teachers to remind, reteach, redirect and remove children as standard school-wide approaches to teaching behaviour were imbedded.

Clear structures have been established for the PBL team (including two parents, teaching and non-teaching staff and members of leadership team, including the Principal) to meet twice a term to discuss and respond to the needs that arise from the data collected across the school in the playground and classrooms. Parents are informed of the PBL focus of the fortnight in the newsletter which also includes the poster so that parents can continue the conversation and reinforce the ideas at home. Posters are displayed around the school highlighting the school rules, the behaviour matrix and changed regularly to reflect the focus of the fortnight.

The school-wide evaluation tool (SET) was conducted in November and also provided feedback on the quality of implementation of PBL for the year. The School Counsellor for the North Shore Cluster continued to support families and staff and is an important part of the St Agatha's community with her office based within the school. St Agatha's also has strong links with the counselling team, behaviour support personnel and learning support education officers at the Catholic Schools Office.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



#### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.





## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

During 2011 the school continued to develop the integrated curriculum. The staff participated in professional learning across the year, reorganising the content to cater for the special requirements of their particular class and embedding contemporary technologies into the units.

In 2011 staff in particular analysed NAPLAN data so as to pinpoint future directions in Literacy and Numeracy. Staff meetings, staff development days and professional planning sessions provided the opportunities to reflect on their pedagogy and to further develop our learning programs to meet student needs.

The Literacy framework was broadened to include technology and the integrated units provided the context for much of the literacy learning. The areas, talking and listening, reading and writing continued to be a key focus in each classroom with the grammar, spelling and punctuation components taught across all the Key Learning Areas.

Mathematics tasks continued to be improved to reflect high quality differentiation which allows the needs of all our learners to be met. The thinking program evident in the Literacy and integration curriculum has been introduced in the area of Mathematics and will be evaluated in 2012.

### 5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- 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.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 64 students in Year 3 and 60 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	1.6	6.5	17.7	11.3	62.9	100
<b>Writing</b>	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	1.6	17.5	38.1	42.9	100
<b>Spelling</b>	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	1.6	6.3	12.7	28.6	50.8	100
<b>Gr. &amp; Punct.</b>	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	1.6	3.2	6.3	15.9	27.0	46.0	98
<b>Numeracy</b>	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	4.8	11.3	17.7	37.1	29.0	100

100% of the Year 3 students performed at or above the national minimum in Reading, Writing, Spelling and Numeracy; with 98% at this level in Grammar and Punctuation. These scores are significantly and consistently higher than the state and National average – particularly notable is how much higher than these averages for both State and National levels are our scores for students in Band 6.

In overall Literacy achievement, over 76% of students are achieving scores in Bands 5 and 6. Spelling was the area where our Year 3 students achieved the lowest results. 83 % of our Year 3 students achieved in the top three Bands in Numeracy. Over the past years we have been focusing on Literacy in our strategic and school improvement plans and this work will be followed through when the Australian curriculum is implemented.

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	3.3	15.0	15.0	28.3	38.3	100
<b>Writing</b>	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	0.0	16.7	35.0	31.7	16.7	100
<b>Spelling</b>	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	1.7	1.7	13.3	23.3	28.3	31.7	98
<b>Gr. &amp; Punct.</b>	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	0.0	11.7	20.0	25.0	43.3	100
<b>Numeracy</b>	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	0.0	15.0	28.3	20.0	36.7	100



100% of Year 5 students performed at or above the National minimum in Reading, Writing, Grammar & Punctuation and Numeracy; with 98% of Year 5 students achieving this level in Spelling. These scores are significantly and consistently higher than the State and National average – particularly notable is how much higher than these averages for both State and National levels are our scores for students in Bands 7 and 8. Spelling was the area of English where our Year 5 students achieved the lowest results. In overall Literacy achievement, over 60% of students are achieving scores in Bands 7 and 8. 85 % of our Year 5 students achieved in the top three Bands in Numeracy. We will continue to focus on our Literacy skills in 2012.

### 5.3 Extra Curricula Activities

St Agatha's continued to offer a variety of extracurricular learning opportunities for all students.

These included:

- school choir - performed in front of the school, parish and wider communities;
- public speaking competition from Year 1 – 6;
- gifted and/or talented programs – including CSIRO Science challenge and the Math's Olympiad;
- University of NSW ICAS in English and Mathematics;
- chess club and chess coaching;
- team and individual sports, as well as cross country, athletics and swimming - Diocesan, Polding, and State levels in baseball, softball, rugby league and AFL;
- lunchtime drama classes;
- lunchtime art classes;
- school band - with strong involvement in both the junior and senior sections. Band students were taught the various instruments involved in a concert band. The band performed in front of the school and wider communities;
- piano tuition;
- debating;
- environment club;
- Tai chi; and
- lunchtime homework club.

### 5.4 Professional Learning

St Agatha's staff participated in a range of professional learning experiences throughout 2011. A feature of this was the establishment of Professional Learning Teams where staff chose an area of interest and nominated themselves for a particular learning area, e.g. Literacy, Catholic Life and Mission and Positive Behaviour for Learning (PBL). A number of Staff Development Days were held to support these staff initiatives.

A number of our teachers participated in the New Scheme Teachers Program offered by the Catholic Schools Office. Some staff recently completed their accreditation to a very high standard.



## 6. Strategic Initiatives

### 6.1 2011 Priorities and Achievements

The School Improvement Plan for St Agatha's included the three priority areas of Catholic Life and Mission, Learning and Teaching and Pastoral Care. The major focus was on improving comprehension across the school. Initially data was collected to ascertain the level of understanding of each child, and then a literacy expert worked with the teachers to develop differentiated strategies to assist in the child's comprehension development. At the end of 2011 the children were retested and the data was analysed. This will be an ongoing process.

### 6.2 2012 Priorities and Challenges

#### School Improvement Plan - Goal 1

##### Catholic Life and Mission

- To develop the children's understandings of discipleship and to live as disciples of Jesus.
- To enhance the children's understanding of the rituals, meanings and responses, both written and sung, of the new missal and further develop prayer, reverence and respect in sacred spaces.

#### School Improvement Plan - Goal 2

##### Learning and Teaching

- To have all children at St Agatha's improve in their fluency and understanding of reading through the use of effective teaching, learning and assessment strategies.

#### School Improvement Plan - Goal 3

##### Pastoral Care

The major goal will be to build right relationships within the whole school community.

This will be achieved by the following:

- to reduce any bullying behaviour to below National level;
- to live out our school vision to be a Catholic School of excellence where individuals reach their full potential in a safe and caring environment; and
- to further implement PBL across the school community.





## 7. Parent Participation

### 7.1 Introduction

The school values its strong and positive connections with the parent community. The Parents' and Friends' Association (P&F) continues to be the formal link between parents and the school, however the informal links are just as important for the operational status of St Agatha's.

The P&F continued to provide material support for the educational needs of St Agatha's. Due to extensive fundraising efforts, substantial income was provided for the continuing technology upgrade. All children are supported in their learning by updated technology in every classroom.

Parents were involved in a number of committees. The school canteen continued its fresh food initiative with the parent convenor continuing to receive good volunteer support.

There were many P&F functions throughout 2011 that raised funds for the school and strengthened community spirit and involvement. These included the school disco, trivia night and auction, class social events and welcoming morning teas for new parents. The year culminated in the second End of Year Dinner which again proved to be a fantastic social success.

Parents were involved in the classrooms assisting with reading, mathematics and helping with sporting activities.

Parents supported liturgies and school events including Mothers' Day and Fathers' Day, end of term classroom visits and class assemblies.

Our teachers appreciate the support from parents in providing them with the curriculum resources to bring alive learning here at St Agatha's. This combination of a well resourced school and highly trained professionals does put our children in the best position to take on educational challenges.

The parents and the staff are aware that they all have important roles in the development of the child and that working together will ensure that the children have the best opportunities to succeed.

### 7.2 Parent Satisfaction

The St Agatha's community is a very social group of people and I believe that the strong sense of community has assisted us to meet our targets this year and believe that it is in the relationships that we have established with each other that has helped form a strong community.

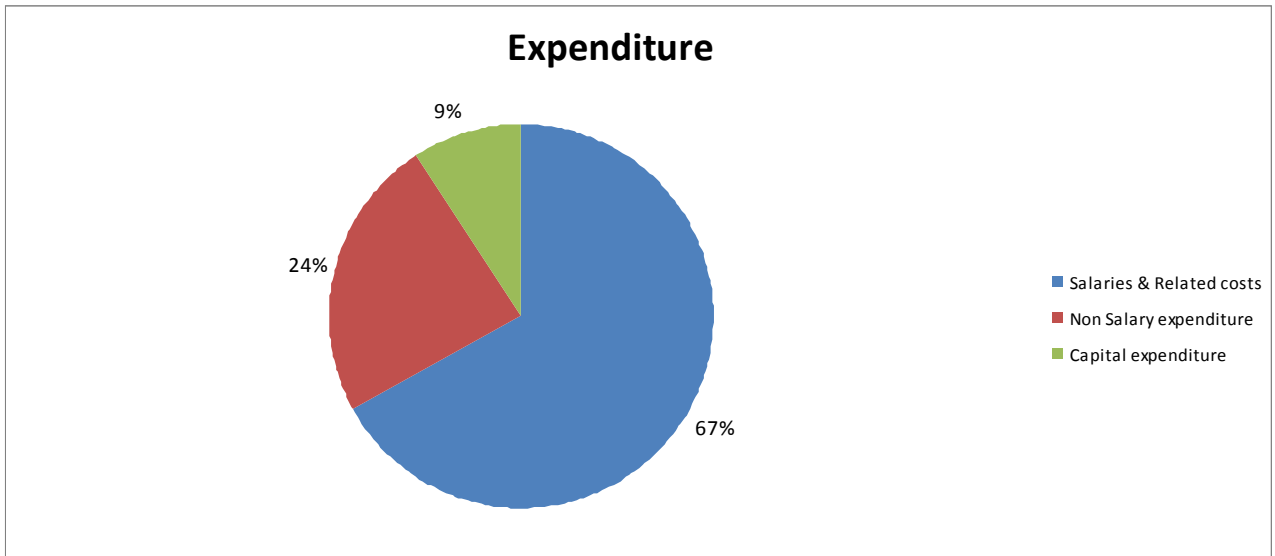
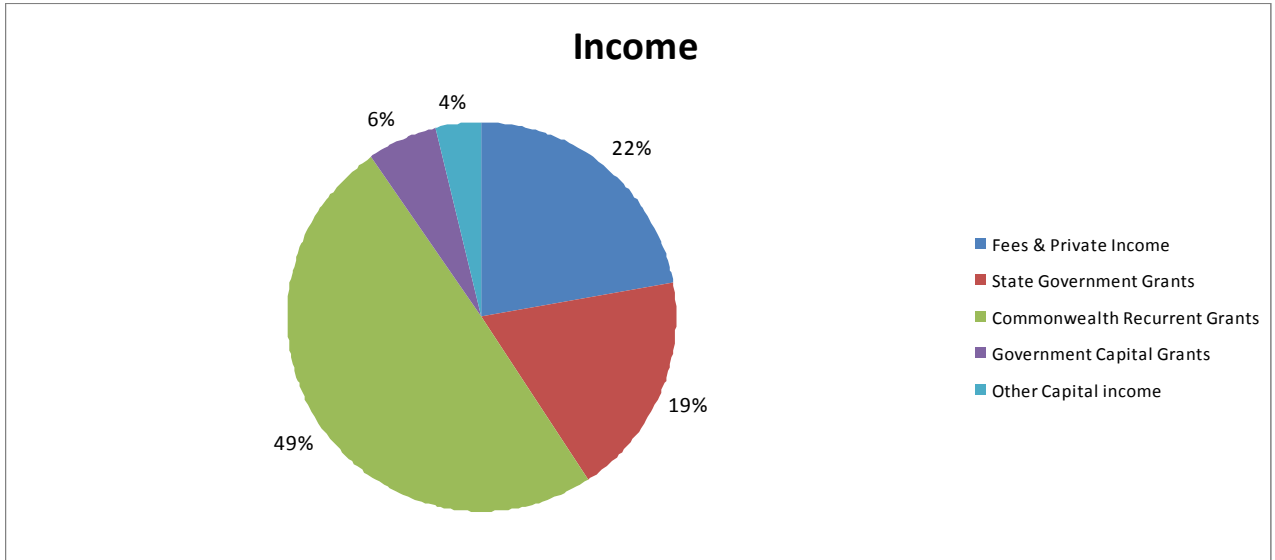
Throughout the year we were again delighted with the many outstanding achievements of our students. Our students participated in various sporting and academic activities - Soccer, Basketball, Netball, Swimming, Cross Country, Athletics, Public Speaking, Chess, Band, School Choir and many civic ceremonies. It has been great to see so many of our children taking up the various challenges and choosing to participate in such a variety of activities.





## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.