



# St Agatha's Catholic Primary School Pennant Hills

## 2013 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 2013. 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 Interactive Whiteboards and provide professional training for our staff.

The purpose of the Annual School Report is to provide public accountability of the direction of events that have taken place in 2013.

This year saw the refurbishments to five of our classrooms and library. This work is part of our ongoing maintenance plan for our school.

### **1.2 Message from the Parent Body**

St Agatha's has been doubly blessed by both a compassionate and committed team of staff, and a vibrant and active parent community. 2013 was another busy year reflective of the spirit of co-operation, and dedication to advancing the well-being of our children that we enjoy and share.

The parent body, in a range of groups and initiatives and spear-headed by the Parents & Friends Association, prides itself on ensuring that we support the school in its strategy by not only providing material resources through raising funds and hands-on help, but also by building rich, warm and enduring memories for the children in our school family. We want them to look back on their time here with much fondness – a time when they were able to build a solid foundation of academic success and firm friendships, a deep sense of social justice and compassion, a passion for life and for the value of community.

The partnership of parents and school has been fundamental to working towards this ongoing goal, and we are proud of our achievements this year.

*2013 Parents & Friends President*

### **1.3 Message from the Student Body**

As students of St Agatha's Catholic School, we have been very proud of our school and the opportunities it has provided. We have a great learning environment with computers, iPads and Interactive White Boards in each of our rooms; learning is always challenging and fun at our school.

Social Justice has an important place in our school with many of our fund raising activities like cake and jelly day, mufti day, school discos, pyjama day, fruit salad day and the fete supporting Catholic Welfare agencies.

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 - we are Respectful, we are Responsible and we are Learners. These rules guide St Agatha's students with good learning behaviour.

*2013 School Captains*



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
237	238	156	1	475

\*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
31	1	0	32

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 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 93%.



## 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. The 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.

The following comment is typical of the response to a recent school survey about Staff satisfaction.

*'I value the staff members; there are many wonderful and talented people who work here. There are staff members who are incredibly supportive and pastoral. I value the parents and children that are a part of our community and there is a strong sense of appreciation between parents and staff.'*

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	97
1	97
2	97
3	98
4	98
5	96
6	97

The average student attendance rate for 2013 was 97%.

**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; and
- 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

Our recent school survey indicated a high level of student satisfaction at St Agatha's. In particular the students indicated that the Pastoral Care and the high standard of Teaching and Learning provided to them was highly valued. They also indicated that the new inclusion of technology into their learning was very much appreciated.

The children have developed a greater understanding and appreciation of the many things in 2013 and have been very supportive of our Positive Behaviours for Learning (PBL) initiative. Children also highlighted their satisfaction with school sport and physical education, especially involvement in gala days, the many cultural experiences offered to them, the various activities and resources available in the library and the integration of technology into their learning. 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 Rd, Pennant Hills. It is mainly a three stream school and one of the larger primary schools in the Broken Bay Diocese. Children from St Agatha's generally go on to attend high schools in various independent and systemic Catholic secondary schools in and around the Pennant Hills' area. Over the years, the school has enjoyed a strong connection with the Sisters, in particular Sister Pat, who has spent the last eighteen years of her retirement visiting classes and helping the teachers and students in the classrooms. During the year, we said a sad farewell to Sister Pat who has left the area.

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'. Our 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;
- recognise all individuals as unique with differing learning needs; and
- provide a safe and caring environment.

#### 3.2 Religious Life of the School

Our strategic goal in Mission is to develop discipleship within St Agatha's School Community. Through various strategies such as Godly Play, the students were given the opportunity to deepen their knowledge of scripture and come to an understanding that Jesus teaches us how to be his disciples through scripture. The link between discipleship and the school wide approach to Positive Behaviour for Learning (PBL) is explicitly taught.

Mission Services from the Catholic Schools Office 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. During these years, the children learn about the Sacraments both at school and in Parish groups. The majority of children from these grades receive the Sacraments of Confirmation, Reconciliation and Eucharist. Those children who do not receive the sacraments during this time do have that opportunity when their parents believe they are ready. Because the children's sacramental journey is an important part of their life, staff attend these Liturgical celebrations to show support and to build upon the school and Parish partnership.

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. Students in the higher grades are responsible for preparing and leading class prayer. Grade and whole school Liturgies and Masses unite the school, parent and Parish communities. Major events in the Liturgical life of the school include:



- grade Masses once a term;
- whole school Masses for significant feast days, for example, Feast of the Assumption and the Sacred Heart;
- whole school Masses to mark the beginning and end of the school year and Year 6 Graduation;
- Liturgies that celebrate occasions such as Mothers' Day and Grandparents' Day;
- significant events that are prayed for at Assembly such as ANZAC Day; and
- opportunities to receive the Sacrament of Reconciliation.

Opportunities exist for the 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 leadership and staff meetings begin with prayer. The staff also meet on a regular basis to take part in prayer before school. Parents also have the opportunity to attend Parent Prayer twice a term which is led by the parents.

There is a strong link between the Parish, School and Diocese. Fathers Harry, Joy and Joseph visited the classes each term and regularly attended school functions. Year 6 students participated in the beginning of the year Cluster Mass at Sacred Heart, Pymble. 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.

Our Parish Administrator and the children from Years Five and Six visited St George's Maronite Church at Thornleigh where they listened to a talk by the Parish Priest, attended a Mass in the Maronite tradition and were treated to morning tea by the parishioners. The children learnt about the origins, features, saints and celebrations of the Maronite 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 Catholic Worldview. Respect and responsibility also provides the basis for Positive Behaviours for Learning (PBL) which is a program for achieving social and learning outcomes while working towards preventing problem behaviours. During 2013, 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 Behaviours 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 is promoted in the school so each year children are given the opportunity to join the Social Justice committee. Each Term the school focused on awareness and fundraising activities, such as:

- presentation by representatives from Catholic Mission to the students on social justice issues relating to children living in Third World countries;
- participation in Project Compassion during Lent;
- blanket drive during the winter appeal;
- Year Six sleep-out;



- Socktober which highlights the plight of children in third world countries; and
- Christmas Hampers for families in need.
- We build awareness, conscience and commitment to social justice issues through the Religious Education modules.

***Daily life in grounded in God's love.***

As our goal is to develop discipleship within St Agatha's community; all members of the community strive to live as disciples of Jesus. The way we live our lives and act and speak towards others reflects discipleship. To achieve our goal, all modules have discipleship challenges embedded in them. The children are encouraged to be followers of Jesus. Each year, the children are given the opportunity to reflect on how they live their lives as disciples.

***Communication-timely and accessible newsletters.***

Newsletters are sent electronically each week. They contain prayers, readings, reflections and information about the school, Parish, parent and the wider community. Samples of the children's work are also celebrated in the newsletter. An online school calendar is available to all stakeholders.

***Welcoming reception practices.***

At the beginning of the year, new children and families were welcomed at the opening school Mass and welcoming BBQ. Prospective parents and Kindergarten children to our school were welcomed during Open Day. New parents and children were interviewed by the Principal and Parish Priest and new Kindergarten children were involved in orientation sessions. Parents are formally welcomed and invited to the classes each Term to see the learning their child has achieved. Many parents assist the teachers in day to day learning. The class parents organised meetings and social events 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, telephone calls and notes to parents.

***School presence on Parish Pastoral Council.***

The Principal represented the school at Parish Council meetings. This provided an opportunity to liaise with members of the Parish Council.

***Student Representative Council.***

Each class from Years 3-6 had a member (elected by their peers) on the Student Representative Council (SRC). The children on the SRC become the voice of their peers by suggesting strategies to meet the children's needs. During assemblies they communicated their goals and initiatives. They met regularly and suggested initiatives for 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 staff of St Agatha's regularly attended further Professional Development which was provided by guest speakers from Mission Services and the Religious Education co-ordinator (REC). The REC attended a number of meetings at the Catholic Schools Office (CSO) and Diocesan Cluster meetings each Term to keep abreast of current changes and trends.





## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 2013 the School Improvement Plan included Pastoral Care as a priority area. Our Pastoral Care goal, based on our strategic plan, was to improve student wellbeing through the implementation of Component One of the KidsMatter framework. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. Staff were inserviced on a Staff Development Day facilitated by Elizabeth Douglas who is the Diocesan co-ordinator of KidsMatter. Component One focuses on Creating a Positive School Community, one that is founded on respectful relationships and a sense of belonging and inclusion. One strategy introduced during 2013 to improve the mental well-being of students, families and staff is Sabbatical Week. This is held in week seven of each Term, children are not given homework, there are no meetings for staff and they are encouraged to go home early.

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 has continued through 2013. 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 the 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 for 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 for the fortnight.

During the year parents were given the opportunity to complete two surveys. The first was a KidsMatter survey that gauged how the families felt about the four components. The other survey was conducted by MMG Education and also provided parents with the opportunity to provide feedback.

An informal way of gathering feedback is through the Principal's coffee mornings. Parents are free to chat on a range of issues with the Principal over a cup of coffee.



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 and Procedures](#) which is implemented by all schools in the Diocese.

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

#### 4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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

Throughout 2013, a variety of special programs and initiatives was offered to students from Kindergarten to Year 6 at St Agatha's to foster quality learning for all children.

One of the most significant aspects was the work undertaken in Numeracy during 2013. The school's participation in 'Extending Mathematical Understanding' was a specific goal of the School Improvement Plan (SIP). At its heart, students were at the centre of the work undertaken by staff. The aim of the program was to ensure all students had a solid conceptual understanding of aspects in Numeracy in counting, place value, addition and subtraction and multiplication and division. Parent workshops were held and these enabled parents to gain an understanding of some of the strategies and how to reinforce them at home. Parents were also offered opportunities to see learning in action with our "Men in the morning with Mathematics" sessions offering the Dads in the school community the opportunity to be involved in Mathematics lessons in the classroom. In 2014 the school aims to consolidate our work in Numeracy with further emphasis on professional learning and developing differentiated tasks with a strong emphasis on point of need teaching.

During 2013 the school continued to develop the integrated curriculum strengthening the concept of inquiry learning across K-6. The Literacy curriculum was planned in collaborative groups. The focus was to create activities and tasks that were open and therefore could be differentiated to meet the individual needs of each student.

The Learning Support team continued to work with children who required on going differentiated programs to reach their potential as well as working with children who need assistance to grasp concepts. Students who are gifted and require enrichment were also supported across K-6 with opportunities to participate in the Maths Olympiad, Lighthouse learning and other enrichment programs.

### 5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN



Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2013 cohort, there were **(65)** students in Year 3 and **(58)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	4.5	3	12.1	19.7	60.6	100
<b>Writing</b>	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	1.5	4.6	12.3	47.7	33.8	100
<b>Spelling</b>	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	1.5	1.5	6.1	18.2	30.3	42.4	98
<b>Gr. &amp; Punct.</b>	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	3	3	12.1	21.2	60.6	100
<b>Numeracy</b>	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	4.5	1.5	6.1	27.3	42.4	18.2	95

100% of the Year 3 students performed at or above the national minimum in Reading, Writing, Grammar and Punctuation with 98.5% at 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 Band 6.

In Reading, Writing and Grammar and Punctuation over 80% of students are achieving scores in Bands 5 and 6 (top 2 bands). Spelling was the area where our Year 3 students achieved the lowest results with 72% in the top two Bands. 80% of our Year 3 students achieved in the top three Bands in Numeracy. Over the past year we have been focusing on Numeracy in our strategic and school improvement plans and this work will be followed through as the school implements the Australian curriculum through the NSW BOSTES Syllabuses.



### 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	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	1.7	8.6	25.9	36.2	27.6	100
<b>Writing</b>	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	12.1	41.4	36.2	10.3	100
<b>Spelling</b>	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	3.4	13.8	15.5	41.4	25.9	100
<b>Gr. &amp; Punct.</b>	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	1.7	8.6	12.1	34.5	43.1	100
<b>Numeracy</b>	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	1.7	5.2	17.2	37.9	19	19	98

100% of Year 5 students performed at or above the National minimum in Reading, Writing, Spelling and 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 Bands 7 and 8. More than 80% of Year 5 students achieved in the top 3 Bands for all aspects of Literacy. In Numeracy 76% of our Year 5 students achieved in the top three Bands. We will continue to focus on our Numeracy skills as part of our School Improvement goal in 2014.

### 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 Years 1 – 6;
- gifted and/or talented programs – including CSIRO Science challenge and the Maths Olympiad;
- 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; and
- environment club.



## 5.4 Professional Learning

St Agatha's staff participated in a wide range of professional experiences during 2013. Our professional development throughout the year is aligned to our annual School Improvement Goals (SIPS).

**Teaching and Learning** - The heart of this professional learning focused around being able to gather and analyse useful information about students' learning in Mathematics through the Mathematic Assessment Interview (MAI) to make more informed decisions around future teaching aimed at the students' point of need. The staff has made use of the knowledge building and inquiry cycle (Timperley, Auckland University, New Zealand) to guide our professional learning. This cycle of inquiry makes use of relevant data pertaining to students' learning needs, planning appropriate teaching and learning experiences and evaluating as a result of students' progress. This framework has allowed the staff to work together and learn together as well as with and from each other to explore best practice. The continued work is geared to catering for individual students to ensure each student achieves personal growth in their learning.

**Catholic Mission** – Staff participated in workshops on “Godly Play” to deepen students' understanding of scripture. Professional development also involved development of teaching programs to link school PBL program (Positive Behaviour for Learning) to discipleship.

**Pastoral Care** – Staff at St Agatha's began the KidsMatter journey in 2013 with the initial training of the leaders of the KidsMatter team, followed by a whole Staff Development Day for all staff on Component One - Creating a Positive Community. The KidsMatter program is strongly aligned to the Positive Behaviours for Learning (PBL) program which continues to guide our pastoral care for students.





## 6. Strategic Initiatives

### 6.1 2013 Priorities and Achievements

#### School Improvement Plan - Goal 1

##### Catholic Life and Mission

During the 2013 year we were able to:

- introduce the students to strategies such as Godly Play and others suggested by experts, to deepen their knowledge of scripture;
- develop students' knowledge of discipleship and their ability to live as disciples of Jesus;
- introduce an appreciation and understanding that discipleship is linked to 'Positive Behaviours for Learning'; and
- for a Social Justice student group.

#### School Improvement Plan - Goal 2

##### Learning and Teaching

During the 2013 year we were able to:

- improve student Mathematical understanding in the number strand, in counting and place value.

#### School Improvement Plan - Goal 3

##### Pastoral Care

We were able to encourage the children to build right relationships within our school community by:

- investigating and developing a framework that was better able to support children's social and emotional wellbeing needs.

### 6.2 2014 Priorities and Challenges

#### School Improvement Plan - Goal 1

##### Catholic Life and Mission

During the 2014 year we hope:

- to help the students explain how discipleship is linked to the PBL rules;
- the students should be able to give examples of discipleship and link their actions to scripture; and
- that the student's discipleship responses will show more depth of content.

#### School Improvement Plan - Goal 2

##### Learning and Teaching

During the 2014 year we hope:

- to improve student Mathematical understanding in all domains of the number strand.

#### School Improvement Plan - Goal 3

##### Pastoral Care

During the 2014 year we hope:

- to build right relationships within the whole school community.

This will be achieved by the following:

- to improve student wellbeing through the implementation of the KidsMatter Framework.





## 7. Parent Participation

### 7.1 Introduction

Whether through the various formal committees sponsored by the Parents & Friends Association, or by informal teams of parents working together with staff on shared initiatives, active participation in school life is both encouraged and celebrated.

The year saw a range of activities and initiatives fostered by the parent body aimed at encouraging involvement and laying down golden memories for all St Agatha's families.

Significant social and fund raising events throughout the year included our annual Welcome to Community BBQ, our inaugural Car Boot Sale & Market Day, our biennial Trivia Night, the ever-popular family Movie Night in the hall, Mothers' and Fathers' Day stalls, the Book Fair, Gingerbread House Making, family photos, kids discos, fun-food days, and an end of year Cocktail Party. These occasions not only enabled us to contribute significantly to classroom resources, but have gone a long way to ensuring that our children will remember this time in their lives as happy days.

Parents are encouraged to contribute in a variety of ways, whether it is working in the tuckshop, turning a shovel at a working bee, fitting clothes in the uniform shop, sorting and covering books for the library, literature groups in classrooms, flipping sausages or drinks at community events, participating and sharing in school liturgies, or by attending meetings and working through policy and decisions on school committees; even delighting the children with some impromptu parent performances at school assemblies.

Parents have opportunities to deepen their understanding of the curriculum or related subjects at school information sessions, or more formal seminars on a range of informative topics aimed at supporting them in their role as caregivers and role-models.

The Aggies Care Group provides support for families who may be experiencing a difficult time by gathering anonymous meals for donation where it is needed.

Our tireless army of volunteers forms the backbone of our spirited and welcoming community.

Our teachers appreciate the support they receive in providing new 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 co-operation is the path to ensuring the success of our children.

### 7.2 Parent Satisfaction

With so many opportunities for our children to flourish at St Agatha's, whether in the academic, musical, spiritual, sporting, dramatic, oratory, or social support arenas, it is not surprising that satisfaction levels are consistently high in the range of areas which were independently and rigorously surveyed in 2013. This is an achievement to be celebrated and one which will be worked upon even further in coming years.

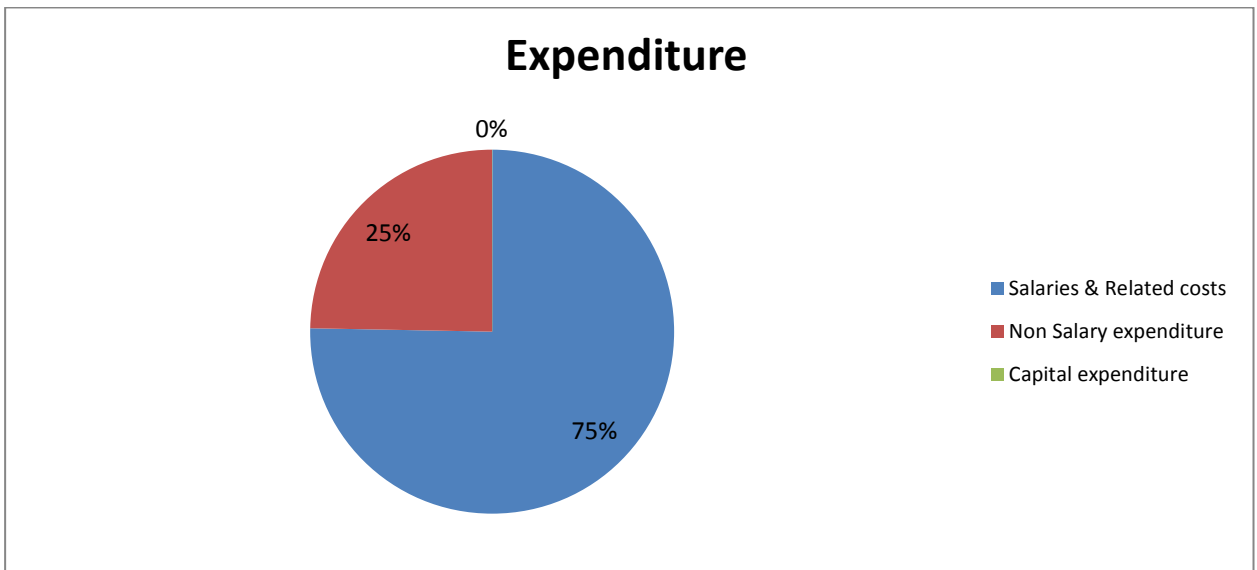
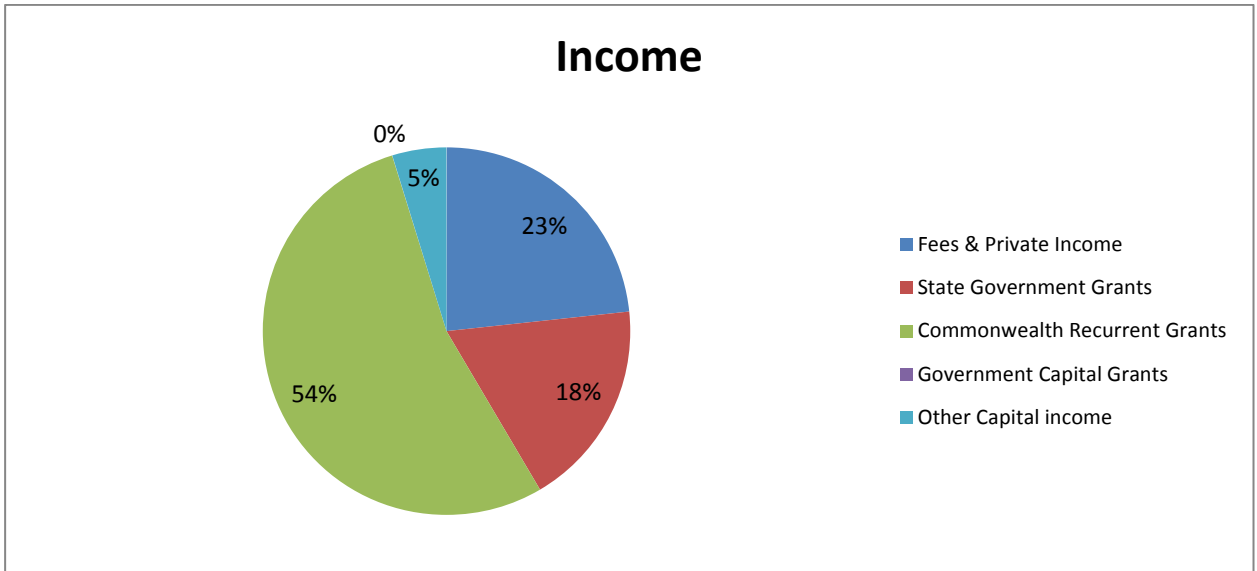
It is likely that the open lines of communication between staff, parents and students is the reason we find ourselves in such a strong position.

The St Agatha's community is a very social one and we are very proud of the many outstanding achievements of our students. They 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 choose 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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