

St Agatha's Catholic Primary School, Pennant Hills

Annual School Report to the Community

2014



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**Principal**

Mr Kevin Bauer

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## ABOUT THIS REPORT

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St Agatha's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

St Agatha's school enjoyed an exciting and stimulating year in 2014. 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 the assistance from our Parents and Friends we have been able to upgrade our technology in our school and made significant improvements to our school library.

The purpose of the Annual School Report is to provide public accountability of the direction of events that have taken place in 2014.

### **Parent Body Message**

St Agatha's has been doubly blessed by both a compassionate and committed team of staff, and a vibrant and active parent community. 2014 was another busy year reflective of the spirit of cooperation, and dedication to advancing the well-being of our children, that we enjoy and share.

This year saw the launch of our new School Portal, an initiative which has changed the way we as a parent community engage with each other and with the school. Advances in technology, and the benefits they can bring, have been an exciting challenge which we have embraced, and will continue to welcome as they come.

The parent body, in a range of groups and initiatives, and spear-headed by the Parents & Friends Association, prides itself on ensuring that they 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.

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

2014 Parents & Friends Association President

### **Student Body Message**

As students of St Agatha's Catholic School, we have been very proud of our school and the opportunities it has provided. We have an exciting learning environment with a variety of technology available to us. Learning is challenging and provides lots of opportunity to share our learning with other students in our school.

Social Justice has an important place in our school with our focus on supporting Catholic Welfare agencies.

At St Agatha's, there are many opportunities for leadership whether they be on the sporting field or in the classroom. 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.

#### 2014 School Captains

#### **Parish Priest's Message**

St Agatha's School has a special place in the parish as a professional teaching and learning community in its own right, while still an integral part of the parish.

As Parish Priest, I meet weekly with the Principal and the Religious Education Coordinator, as well as have regular spiritual, social, professional and social contact with staff. This includes input into staff meetings, staff development days and planning for the future.

With the help of assistant priests, the sacraments of Eucharist (in the Mass) and Reconciliation are celebrated regularly with the children. Parents are welcome at these celebrations. There are also regular visits to the classes and to various school events.

The parish shares the school's desire – expressed in its motto – that God be glorified in all things. As the St Agatha's Catholic community, we are constantly reminded of our threefold call to ongoing conversion of heart, to actively building community and to reaching out in loving service and mission to one another and to the wider community and world.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Agatha's Catholic Primary School Pennant Hills, is a Catholic systemic co-educational school.

Our school has a strong commitment to our Catholic mission and the history, traditions and rituals of our faith. We have identified a series of Catholic values including respect, responsibility, justice and love and these values permeate life in our school.

Our purpose, *'Inspiring and challenging our children to know, think and value'* underpins our learning programs and provides the perspective for many of our innovations.

We believe that each person has a different potential for spiritual, moral, intellectual, emotional and physical development.

We value our role as a Catholic school in enhancing faith development, providing a welcoming Catholic community and being an integral part of the St Agatha's Parish.

We are committed to:

- Enhancing faith development within a welcoming Catholic community
- Being a school of excellence in teaching and learning
- Treating all as individuals with their different potential for development
- Providing a safe and caring environment for learning

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
232	229	147	461

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 96.29 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.30 %
Year 1	95.80 %
Year 2	96.50 %
Year 3	96.70 %
Year 4	96.20 %
Year 5	96.70 %
Year 6	95.80 %

### 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 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
31	8	39

\* This number includes 19 full-time teachers and 12 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	33
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Learning and Teaching: MAI Assessment Day
Day 2	Tier 2 School Self Reflection Day
Day 3	Catholic Mission :The Joy of the Gospel Staff Retreat

St Agatha's staff participated in a wide range of professional learning experiences in 2014. Our



professional development throughout the year is aligned to our Annual School Improvement Goals (SIPS) and included:

- Gathering and analysing student data in Mathematics through the Mathematical Assessment Interview;
- The development of open ended tasks and the use of questioning techniques in Mathematics to ensure each student achieves personal growth in their learning;
- Workshops on the use of Lectio Divina and Godly Play in Religious Education;
- Completion of Component 2 of Kidsmatter- Developing Children's Social and Emotional Intelligence

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The community of St Agatha's aligns 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 2014, 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 and each year students 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;
- St Vincent De Paul blanket drive during the winter appeal;
- Year Six St Vincent De Paul winter sleep-out;
- Christmas Hampers for families in need.
- We build awareness, conscience and commitment to social justice issues through the Religious Education modules.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Throughout 2014, a variety of special programs and initiatives were offered to students from Kindergarten to Year 6 at St Agatha's.

One of the most significant aspects was the work undertaken in Numeracy. The school's continued 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 have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division. Parent Education Sessions on the Numeracy Block were held and these enabled parents to gain an understanding of how a Mathematics lesson is organised in the classroom. Parents were also offered opportunities to see learning in action with our "Mums in the morning with Mathematics" sessions offering the mothers in the school community the opportunity to be involved in Mathematics lessons in the classroom. In 2015 the school aims to further consolidate our work in Numeracy with an emphasis on use of data to drive our teaching and learning. In 2015 there will also be a focus on best practice in Literacy and the creation of tasks and activities that meet the needs of each individual student.

During 2014 the school continued to develop the integrated curriculum strengthening the concept of Inquiry Learning across K-6. The library became the central hub of the 21st century learning environment at St Agatha's with 30 iPads being purchased for the library to assist student learning and enrich their skills with technology.

The Learning Support team continued to work with students who required on going differentiated programs to reach their potential, as well as supporting students who need assistance. Gifted students and those that required enrichment were also supported across K-6 with opportunities to participate in the Maths Olympiad, Lighthouse Learning. Have 'Sum' Fun online and other enrichment programs.

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

These included:

- school choir.
- public speaking competition for Year 1-6;
- gifted and /or talented programs including 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 softball, rugby league and AFL;
- lunchtime drama classes;
- lunchtime art classes;
- school band- with strong involvement in both the junior and senior sections
- environment club

## SECTION SEVEN: 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81.30 %	49.90 %	1.70 %	11.90 %
	Reading	79.60 %	46.20 %	5.10 %	13.10 %
	Writing	79.30 %	39.10 %	0.00 %	11.20 %
	Spelling	81.40 %	43.70 %	0.00 %	14.80 %
	Numeracy	78.00 %	36.20 %	1.70 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60.00 %	36.60 %	6.70 %	16.10 %
	Reading	53.30 %	34.50 %	6.70 %	16.30 %
	Writing	21.30 %	15.50 %	2.60 %	21.40 %
	Spelling	54.70 %	33.60 %	2.70 %	16.40 %
	Numeracy	37.40 %	25.90 %	5.30 %	18.10 %

### NAPLAN Comments

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, with other assessment data, assist the school plan to support teaching and learning.

In both Year 3 and Year 5 the percentage of students placed in the top two bands was significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands was significantly lower than the national average.

At least 78% of Year 3 students scored in the top 2 bands in all testing areas.

In grammar and punctuation, 81% of Year 3 students performed in the top 2 bands compared with 50% nationally. In reading, 80% of Year 3 students achieved scores in the top 2 skill bands compared to 46% of students nationally. In writing, 79% of Year 3 students achieved scores in the top 2 bands compared to 39% of students nationally. In spelling, 81% of Year 3 students achieved in the top 2 bands compared to 43% of students nationally. In numeracy, 78% of Year 3 students achieved in the top 2 bands compared to 36% of students nationally.

With regard to Year 5, in grammar and punctuation, 60% of students scored in the top two bands compared to 36% of students nationally. In reading, 53% of students scored in the top two bands compared with 34 nationally. In writing, 21% scored in the top two bands compared with 15% nationally. In spelling, 55% of students scored in the top two bands compared to 33% of students nationally. In numeracy, 37% of students scored in the top two bands compared with 25% nationally.

The school will continue to work on its literacy and numeracy goals, in 2015, with further focus on EMU intervention in Year 1 to improve student outcomes.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

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

In 2014, the School Improvement Plan included Pastoral Care as a priority area. Our Pastoral Care goal, based on our strategic plan was to launch *Kidsmatter*. *Kidsmatter* is a mental health and wellbeing framework for primary schools and has proven to make a positive difference in the lives of Australian children. Staff were inserviced on Component 2 of the *Kidsmatter* framework which focuses on building social and emotional intelligence in children. Wellbeing is an ongoing focus on our school calendar with Sabbatical Week each term. This is a week in the term where children are not given homework, there are no meetings for staff and family time is encouraged.

The National Safe Schools Framework (NSSF), our own Safe School Policy (Anti Bullying Policy) , and Pastoral Care Policy provide the principles and operational strategies in line with the Diocesan policy.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

At St Agatha's Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students. At St Agatha's Catholic School we believe in adopting proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to enhance learning.

Our School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St Agatha's Catholic School are taught, encouraged and supported in demonstrating these expected behaviours.

At St Agatha's Catholic School, we are Respectful, Responsible Learners.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

At St Agatha's Catholic Primary School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

At St Agatha's, we have established clear structures and processes to assist our students to be

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respectful and responsible. Our Positive Behaviour for Learning (PBL) Team consists of parents, teachers, non-teaching staff and members of the Leadership Team, including the Principal. The team meets 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.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

In 2014, we were able to achieve three of our key School Improvement Plan goals.

#### *Goal 1 - Catholic Life and Mission*

During the 2014 year we were able to:

- help the students explain how discipleship is linked to the PBL rules;
- help the students to give examples of discipleship and link their actions to scripture;

#### *Goal 2 - Learning and Teaching*

During the 2014 year we were able to:

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

#### *Goal 3 - Pastoral Care*

During the 2014 year we were able to:

- implement the *Kidsmatter Framework* initiative at St Agatha's.

### Priority Key Improvements for Next Year

By the end of 2015, student work samples and classroom engagement will show increased confidence in their use and understanding of scripture storytelling.

By the end of 2015, all students will demonstrate the expected growth in reading

By the end of 2015, all staff and students will be able to articulate the two key wellbeing school strategies.

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## SECTION TEN: COMMUNITY SATISFACTION

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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 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.

We interact with each other and with the school through a vibrant Portal, where communications are shared, images of our events are published, notifications can be broadcast and feedback is welcome. In 2014 we held a comprehensive Parent Survey to gather input about the kinds of things we can do better, and the priorities we as a P&F community agree we should focus on. Such participation is vital, because it can result in a focus of our efforts on outcomes which are not merely financial, but can have a lasting impact on the school and on the experiences of our children.

### **Student Satisfaction**

Our Student Wellbeing Survey indicated a high level of student satisfaction at St Agatha's. It was particularly noted that the introduction of *Kidsmatter* has had a significant impact on our school. Students indicated that the Pastoral Care and the high standard of Teaching and Learning provided to them was highly valued.

Our Positive Behaviours for Learning (PBL) initiative continues to offer student support and encouragement to respect others, act responsibly and to focus on their learning in a positive way.

It is evident that the students 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'.

### **Teacher Satisfaction**

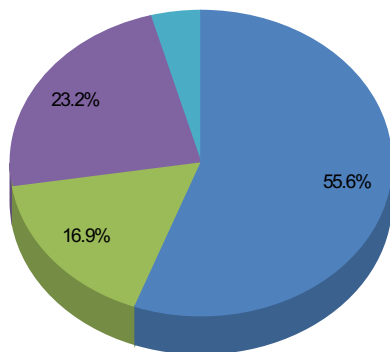
Teacher leadership is high on the agenda at St Agatha's, with staff actively contributing to the direction of the school with their ideas and opinions valued by the School Leadership Team. Our recent School Review allowed teachers the opportunity to help set the learning direction for the future.

Teachers have 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.

## SECTION ELEVEN: FINANCIAL STATEMENT

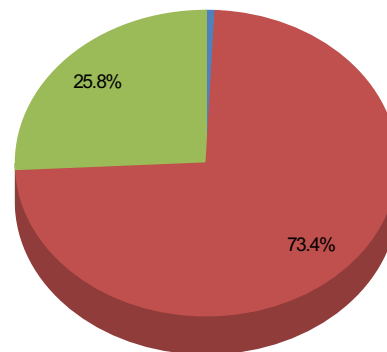
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.9%)
- Fees and Private Income (23.2%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (73.4%)
- Non-Salary Expenses (25.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,060,691
Government Capital Grants	\$0
State Recurrent Grants	\$928,792
Fees and Private Income	\$1,278,672
Other Capital Income	\$235,212
<b>Total Income</b>	<b>\$5,503,367</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$37,692
Salaries and Related Expenses	\$3,686,778
Non-Salary Expenses	\$1,296,224
<b>Total Expenditure</b>	<b>\$5,020,694</b>