



2021

ANNUAL SCHOOL REPORT



St Agatha's Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Mr Michael Hopkinson

Web: www.saphdbb.catholic.edu.au

About this report

St Agatha's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

As Principal of St Agatha's Pennant Hills, I am proud to present this Annual School Report for 2021. This has been a very positive year. With five new classroom teachers, the energy and enthusiasm of the school has been palpable.

The children have been settled and the level of engagement in learning has been high. Many curricular and co-curricula activities occurred both within and beyond the school. This included the Swimming Carnival, Athletics Carnival, Cross Country and Gala Days.

Term 3 saw us return to Home-based learning due to the ongoing pandemic. This year they teachers were able to challenge the students in a multiplicity of ways through online platforms. Class Zoom meetings enabled the students to stay connected. The variety of activities ensured that students were engaged and enjoying learning remotely.

After four months away the students have seamlessly returned to learning via face-to-face mode and the focus has been on wellbeing and the mental health of students. I wish to record the esteem in which I hold the staff for the way they engaged with online HBL. This required them to design, deliver and assess differently. I also wish to acknowledge and thank the parents who kept their children at home whilst struggling with the demands of their own work schedules.

Activities that were scheduled to take place in 2020 such as the whole school play 'Kids in Camelot' and The Fathering Project and many more have all been re-scheduled for 2022.

As I move on from St Agatha's I acknowledge what an outstanding faith-filled and educational community this is. Thank you for the journey.

God bless

Parent Body Message

The executive of the P & F have not really been able to execute the usual number of activities around the school due to ongoing issues related to the Covid pandemic. No major events haven been able to be scheduled for a second year in a row. Some of the highlights that were achieved include the 'tea and tissues' morning tea for the new Kinder parents and the Mother's Day liturgy and coffee van that attracted a large crowd. The P & F generously supported to the staff by presenting all staff with a beautiful hamper to acknowledge all the hard work undertaken by the staff during HBL.

The P & F (with the class parents) also surprised the teachers with a magnificent morning tea to celebrate International Teacher's Day.

The School Advisory Council meets nine times per year. Its purpose is to advise the Principal in a number of matters that impact upon the efficient running of the school. Membership comprises four parents, staff representatives and the Principal.

Student Body Message

This year the SRC have met fortnightly until the school went into lockdown. The SRC meets with the Assistant Principal and they come up with a range of ideas that are presented to the Principal for consideration . This includes beautification programs, fundraisers and song selection for the electronic bell.

I wish to acknowledge the great work undertaken by these students and their willingness to give up their lunch break to ensure that our school is continually improving. Student voice is highly valued in decision making at St Afatha's.

School Features

St Agatha's is a Kindergarten to Year 6 school. It is part of the St Agatha's Catholic Parish community. The school draws its population from a number of surrounding suburbs including Pennant Hills, West Pennant Hills, Beecroft, Thornleigh, Castle Hill, Westleigh and Dural.

The Good Samaritan Sisters founded the school in 1954 and it was originally located in Thornleigh. The work undertaken by those pioneering Sisters was inspirational and the thriving learning community that is here today is a direct influence from what they set out to achieve. The school has 12 classes and specialist teachers comprising a teacher-librarian, a music teacher and physical education teacher. These three staff provide a wide array of skill-based activities to enhance student knowledge.

St Agatha's offers a range of high quality curricula and co-curricula activities that are targeted at ensuring the needs of all students are identified and their learning opportunities are optimal. We pride ourselves on the fact we get every student to present as the best version of themselves. This is achieved through the combination of academic, physical, emotional and religious needs being tailored to meet each child at where they are currently. The social and emotional wellbeing of every student has been of highest priority particularly through this pandemic time. Extra-curricula experiences include (but are not limited to) school band, garden club, ukulele, choir, chess, coding/robotics and drama.

The school is committed to:

- Being an authentic and unapologetically Catholic community where the Gospel values are promoted and valued.
- Ensuring that excellence in learning and teaching is achieved.
- Offering a haven where wellbeing and student safety are paramount.
- Ensuring access to a bright, vibrant space to learn and play.

Students from St Agatha's compete in many school-based, Diocesan and community activities and events. This year these have included; Gala Days, Sporting representation, Religious activities including fundraising activities for missions and social justice activities. The school has hosted the Gateways program, led a AI/AR symposium for Catholic and Independent schools in the area and students have been a part of the Premier's Reading Challenge.

The school has its own onsite Counsellor and there is access to a Speech Therapist one day per week.

There is an onsite OOSH (TROOSHC) that operates daily through the term and in vacation times. It caters solely for students who are enrolled at St Agatha's. Students are engaged in

a variety of activities and breakfast and afternoon tea are provided during the school term and lunch during the holiday period.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
135	123	116	258

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 97.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.85	97.72	97.12	97.50	97.01	96.89	95.91

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	25
Number of full time teaching staff	13
Number of part time teaching staff	7
Number of non-teaching staff	5

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Due to the nature of the ongoing Covid pandemic, there has been limited opportunity for ongoing external staff development.

Staff meetings are held weekly and topics have included:

- Data analysis
- Working with Speech Therapist on expressive and receptive language
- 7 Steps to writing
- ICLT
- AI/AR 3D visualiser training
- Diocesan Towards 2025 strategy
- Mental Health & Wellbeing strategies with School Counsellor
- NCCD requirements with Diverse Learning Team
- Behaviour Management twilight inservice

All staff meetings are planned to address the priorities that have been set out in the annual School Improvement plan.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

This mission of St Agatha's Catholic Primary School is to allow the word of God to be evidenced through actions. We strive to be unapologetically Catholic in our words and deeds. We have many physical and visual symbols located in and around the school to remind the children (and visitors) that this is a Catholic school.

Daily prayer, authentic religious education lessons and the modelling of Gospel values underpins every we do at St Agatha's. Catholic identity is seen as a priority and something that we are very proud of. It underpins everything that we do within the school.

One of our special 'treasures' is the 'Yarramundi' Room where the stories of Jesus are told and shared. This prayer space is the home of Godly Play that enables ALL students to know, witness and understand the Gospel stories and messages.

The school and the Parish are closely connected especially with the Church located in the local precinct. The Parish Priest Fr Raphael, along with Frs Stephen and Vincent are an integral part of the school. They are regular visitors to the classrooms along with hosting

Masses and liturgies in the Church and the school hall. The school actively supports the sacramental life and programs undertaken by the Parish.

Curriculum, Learning and Teaching

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

The unpacking of the curriculum is enhanced through the many resources that the school continues to purchase ensuring students have access to the best materials that allows them to flourish as learners.

In literacy, the school actively promotes the suite of programs offered by Macquarie University. These research based program and contemporary in approach and student success can be easily observed. These programs include InitialLit, MultiLit, MiniLit, and Macqlit. These resource programs are used in either a whole class approach or small group activities. Spelling Mastery continues to be used across the school. These resources assist in scaffolding the learning for students to ensure that they are successful and confident in their work.

Students in Stage 3 participate in Project Based Learning (PBL). Students work on the Australian Curriculum priorities of Co-operation, Collaboration and Communication to focus upon the task they have designed. These skills set them up for life-long learning.

The RE Syllabus has been a major focus of learning through its many strands. The syllabus helps to ensure that the theological and liturgical concepts offered and age appropriate and allow students to easily understand. The REC has been attending professional development opportunities to prepare for the introduction of the new RE syllabus in 2022.

Each of the Key Learning Areas (KLAs) have a Scope & Sequence that is taken from NESA curriculum documents and ordered in a way that ensure coverage of concepts in deep and meaningful ways.

In KLAs other the RE, English and Mathematics, teachers look to blend the outcomes to ensure as many as possible are covered across the grade and stage. Teachers actively seek way to incorporate digital technologies to enhance learning.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81%	54%	0%	11%
	Reading	78%	55%	0%	10%
	Writing	86%	53%	0%	6%
	Spelling	86%	49%	0%	13%
	Numeracy	64%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	70%	35%	3%	14%
	Reading	65%	40%	0%	11%
	Writing	24%	20%	5%	18%
	Spelling	57%	38%	5%	14%
	Numeracy	49%	29%	5%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

At St Agatha's we promote respect and responsibility through the Positive Behaviours for Learning (PBL). PBL brings together our whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists us to improve social, emotional, behavioural and academic outcomes for children and young people.

With PBL teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

The PBL framework supports us to identify and successfully implement evidence-based whole-school practices that enhance learning outcomes for our students at St Agatha's.

This is achieved by using the framework to strengthen systems within the school such as structures and processes that underpin ongoing school improvement and the effectiveness of all school members. For example, the school strengthens its use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

School Improvement

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Key improvement include:

New resources for Literacy and numeracy

New Initialit readers

Little Scribes subscription for all students Years 3-6

New furniture for classrooms

New sports equipment

New musical instruments

Rollover of iPads, Chromebooks and laptops

Security charging stations for devices in Stages 2 and 3

New interactive whiteboards for three classrooms

Blinds for the Hall

All external school surfaces steam cleaned

Priority Key Improvements for Next Year

Coaching initiative

7 Steps of Writing

The Science of Reading

Initialit Training

Covey's 7 Habits

Towards 2025 initiatives

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The Tell Them From Me Survey is conducted annually. In 2021 there were responses from (?) of our (?) families which represents a (?)% response rate.

The main areas of satisfaction noted from parents was:

Written information from the school in clear plain language 8.0/10

Reports on my child are in terms I can understand 8.0/10

69% of parents spoke with a teacher 2-3 times

Teachers show an interest in my child's learning 7.3/10

My child is clear about the rules for school behaviour 8.7/10

Gangs are not a problem at our school 8.5/10

Opportunities for prayer & liturgy 80% agree or strongly agree

Catholic Identity & mission present 92% agree

Sound RE curriculum 98% agree

Support from school for remote learning 72% agree or strongly agree

Student satisfaction

The following is based upon student feedback from students in Years 4-6.

43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.

Student participation in sport was 79% compared to TTFM norm of 76%

76% of students felt a positive sense of belonging

90% of students reported having positive relationships

91% of students value schooling outcomes
88% students reported positive behaviour at school
74% of students are interested and motivated
89% put in effort to succeed in their learning
70% of students feel safe attending school
87% recognise and appreciate Catholic values
69% help to participate in prayer and liturgy
91% know and love God

Teacher satisfaction

The following data comes from staff (teaching & non-teaching)

I work with school leaders to create a safe and orderly school environment 8.4/10

I discuss learning problems of particular students with other teachers 9.0/10

I monitor the progress of individual students 9.2/10

I use results from formal assessment tasks to inform my lesson planning 8.6/10\

Students receive feedback on their work that brings them closer to achieving their goals
8.8/10

Students have the opportunity to use ICLT 8.8/10

Students with special learning needs are understood 9.3/10

Clear expectations for student behaviour are established 8.8/10

Progress of individual students is monitored 9.2/10

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,398,281
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$650,187
Fees and Private Income ⁴	\$1,040,547
Interest Subsidy Grants	\$1,021
Other Capital Income ⁵	\$0
Total Income	\$4,090,036

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$6,288
Salaries and Related Expenses ⁷	\$2,992,211
Non-Salary Expenses ⁸	\$1,106,288
Total Expenditure	\$4,104,787

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT