



# 2022

## ANNUAL SCHOOL REPORT



### St Agatha's Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Mrs Anna Montgomery

Web: [www.saphdbb.catholic.edu.au](http://www.saphdbb.catholic.edu.au)

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## About this report

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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 at local school level and 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](#).

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## Message from key groups in our community

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### Principal's Message

St Agatha's has enjoyed a year of great success and achievements.

As a school community, we value the importance of providing a safe, secure and caring environment, where each person is respected and relationships are built based on Catholic values.

We believe in a curriculum that is differentiated and holistic and we strive to empower every student to thrive and develop the skills to reach their full potential.

Our focus has continued to be developing the whole child supporting them in their growth academically, socially, emotionally and spiritually.

We have a dedicated and highly skilled staff who have a great team approach and work together to design learning experiences for students that inspire, are relevant and engaging.

As a staff we are in constant collaboration, looking at ways we can best cater for the students in our care. It is a real team approach in identifying student needs and how we can cater for these needs.

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

### Parent Body Message

Our Parents and Friends have worked with the school to plan and organise major social and community events for our school. We also have class parents to assist us in liaising with teachers and parents to provide a welcoming environment for parents to meet and socialise with others in the school community. Another key role of our class parents is to be a contact person for families within the school. It has been wonderful to be able to return to many of our regular social events and celebrations this year including Mother's Day and Father's Day, our kids disco and movie night.

## Student Body Message

As students we are very proud of our school and the learning opportunities that are provided by each teacher. This includes an exciting learning environment with a variety of technology available to us. Students at our school are given a wide range of leadership roles each year starting as early as Year 2, where we have a Student Representative Council (SRC) chosen from every class. In Year 6 we also have leadership positions being school captains, sports leaders, social justice committee members and library monitors. Every student at the school is encouraged to reach their full potential. The students are very proud to have leadership roles in the school and to have input on ideas that may improve the school environment or facilities. Student voice is highly valued in decision making at St Agatha's.

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## School Features

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

Our mission is to educate children in the faith, values and traditions of the Catholic Church and provide each child with the best learning opportunities to meet his or her individual needs.

The school was founded by the Good Samaritan Sisters in 1954 and operated from the Thornleigh site. The inspirational work undertaken by the Sisters at that time remains evident in activities and directions of the school today. The school offers a range of curricular and cocurricular activities aimed at ensuring that students are engaged in their learning and that they strive to be their very best. Ensuring that students are engaged learners, receiving optimal opportunities to learn, balanced with their social and emotional wellbeing remains our highest priority.

We provide our students with an environment rich in resources and technology and promote professional development as a means of ensuring the best learning opportunities for all students. Our curriculum emphasises the importance of all Key Learning Areas (KLAs) with particular focus on Religious Education, literacy, numeracy and Creative Arts.

We offer specialist programs in Visual Arts, Music, Dance, Drama and Physical Education. We also support student learning through various programs such as Initialit, Minilit, Maqlit, Diverse Learning and provide an extensive range of extra curricular activities.

We are inclusive of all student needs and abilities and strive to provide the best for all students in our care.

St Agatha's Catholic Primary School is a warm, welcoming community that places Jesus Christ at the heart of the school and aims to give all students the best opportunities for their future.

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## 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
120	127	116	247

\* 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 2023. 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 2022 was 90.90%. 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
92.50	88.50	91.80	89.90	92.50	91.20	89.10

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	28
Number of full time teaching staff	13
Number of part time teaching staff	6
Number of non-teaching staff	9

### 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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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

#### Staff Development Days

Key areas of focus:

School Vision and Mission; Staff Handbook; Safeguarding; Work, Health and Safety (WHS); Governance; Timetables and Rosters; Orientation for new staff members.

Staff Spirituality Day - Introduction to and exploring the Bishop's Charter

Familiarisation of the new K-2 English and Mathematics Syllabus

CSBB Staff Development Day - Towards 2025

Co-operative Planning; Handover of Data; Review of Scope and Sequences; Collaborative Planning and Programming for 2023.

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## Catholic Identity and Mission

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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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 bring about the word of God through actions. We are unapologetically a Catholic school and this is represented in many ways both physically and visually as well as in action.

Daily prayer, authentic religious education lessons and modelling of Gospel values underpins the work of all that is done in the school. Catholic Identity is seen as something of which all staff, parents and students see of great value and the driving force behind a lot of what is done in the school.

The school has established the 'Yarramundi' room where the stories of Jesus are shared and told. This prayer space has become the home of Godly Play which enables students to have a deeper understanding of Gospel stories.

The school has very close connections with the Parish of St Agatha's with the Church being located on site. Class Masses are held regularly both in the Church and at school, as well as Parish Family Masses. Many opportunities are used to enable Liturgies to also take place for special events. The school works closely and cooperatively with the Parish on the sacramental programs.

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## Curriculum, Learning and Teaching

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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.

In literacy, the school actively promotes the suite of programs offered by Macquarie University. These research based programs are 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 Cooperation, Collaboration and Communication to focus upon the task they have designed. These skills set them up for life-long learning.

The Religious Education Syllabus has been a major focus of learning through its many strands. The syllabus helps to ensure that the theological and liturgical concepts offered are age appropriate and allow students to easily understand. The Religious Education Coordinator and Kindergarten teachers have been attending professional development opportunities to prepare for the introduction of the new Religious Education syllabus.

Each of the Key Learning Areas (KLAs) have a Scope & Sequence that is taken from NESA curriculum documents and ordered in a way that ensures coverage of concepts in deep and meaningful ways. In Key Learning Areas other than Religious Education, 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 ways to incorporate digital technologies to enhance learning.

In Library lessons, students are explicitly taught research skills and ways to present their knowledge and understanding in digital and multimedia formats.

The Learning Support team continued to work with both teachers and students to ensure that students who require differentiated programs could reach their potential.

The School continued to offer a variety of extracurricular learning opportunities for all students. These included: School choir, school band, drama classes, robotics and chess club. Our Stage 3 students participated in a 'round robin' public speaking competition against schools in our Diocesan cluster. Our Stage 2 and Stage 3 students were involved in gifted and talented programs including Maths Olympiad/Maths Games.

One of our Year 6 students reached the Grand Final of the Diocesan Public Speaking Competition, placing 2nd overall.

The students continued to be given the opportunity to participate in team and individual sports, as well as cross country, athletics and swimming at Diocesan, Polding and State levels in softball, rugby league and AFL. The students once again participated in a Dance program run by outside agency Dance Fever Multi-sport, the culmination of which was the Dance Fever Challenge, through which they have an opportunity to participate in a dance off against other schools.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	73%	52%	18%	12%
	Reading	82%	54%	9%	11%
	Writing	100%	50%	0%	7%
	Spelling	91%	48%	9%	15%
	Numeracy	70%	34%	10%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50%	31%	0%	14%
	Reading	81%	39%	0%	11%
	Writing	75%	25%	0%	18%
	Spelling	63%	37%	0%	14%
	Numeracy	69%	25%	6%	16%

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## Pastoral Care and Student Wellbeing

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### 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 2022.

### 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 2022.

### 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 2022.

### Initiatives promoting respect and responsibility

An initiative that has been re-introduced this year has been Positive Behaviour for Learning, known as (PBL). This is an evidence-based whole school systems approach that: establishes positive social expectations for all in the school community provides a framework for the school and its community to collectively support the wellbeing of every student.

Through implementation of the program, positive social expectations have enabled students to understand how to be safe and respectful learners. Consistent school rules and expectations have been established as part of (PBL) and they link with the school values.

Social justice and outreach programs have also been an active part of school life. Our strong outreach program supports global, diocesan and local initiatives. These included Caritas, through 'Project Compassion' and Catholic Mission. Our connection with the St Vincent de Paul Society has remained strong supporting both their Winter and Christmas appeals.



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## 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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

The following Key improvements have been achieved in 2022:

#### Religious Education:

- Implementation of new Kinder Religious Education program.
- Exploring the Charism of the Good Samaritan Sisters and bring it into the life of the school.
- Communicating to the parents and community through Scoop (School Newsletter) the story and work of the Good Samaritan Sisters - past and present.
- Engaging with the Bishop's Charter.

#### English and Mathematics:

- Writing and Grammar - Engaging the staff in professional learning about effective writing and grammar processes from the PD meetings.
- Demonstrating creative techniques eg. Seven Steps to Writing success  
Revise and review grammar - basics to advanced.
- Analysing student writing samples using the NAPLAN marking criteria.
- In Mathematics - a focus on Problem Solving.
- Familiarisation of New K - 2 Mathematics and English Syllabus.

#### Positive Behaviour for Learning:

- Reintroduction of the Positive Behaviour for Learning initiative.
- A school system developed to acknowledge/reward school-wide expectations.
- School-wide behaviour expectations lessons developed and taught directly & formally.

### Priority Key Improvements for Next Year

The following Key improvements are a priority for 2023:

Implementation of the new Year 1 Religious Education program  
Implementation of the new K-2 Mathematics and English Syllabus  
Familiarisation of the new 3 - 6 Mathematics and English Syllabus  
Collaborative Coaching - with a focus on Mathematics

STEM - Extending to Lego Spike Education and Spheros  
Continued focus on Writing and Grammar  
Identification of Higher and Potentially Gifted Students

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## 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 completed the Tell Them From Me (TTFM) survey. The survey results indicated that:

- They feel welcome when they visit the school.
- Staff are caring, friendly and approachable.
- There is good communication with their child's teachers.
- Teachers listen to concerns they have.
- The Catholic faith is nurtured.
- St Agatha's is an inclusive school where everyone is treated with respect.

### Student satisfaction

Students in Years 4 to 6 completed the Tell Them From Me (TTFM) survey. The survey results indicated that:

- There are a variety of co-curricular activities offered by the school.
- They have positive relationships with teachers who are fair and respond to their needs.
- The environment in the school helps them to feel happy and safe.
- There are strong values for schooling and learning outcomes.
- They are encouraged by teachers to strive to do their best.

### Teacher satisfaction

Teachers completed the Tell Them From Me (TTFM) survey. The survey results indicated that:

- They work with school leaders to create a safe and orderly school environment.
- Their ability to set high expectations for their students and monitor their progress
- They establish clear expectations for classroom behaviour.
- Their students are very clear about what they are expected to learn.
- They are in regular contact with the parents of students regarding their learning needs.
- There is a collaborative approach to catering for students with specific needs.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,984,421
Government Capital Grants <sup>2</sup>	\$20,000
State Recurrent Grants <sup>3</sup>	\$527,487
Fees and Private Income <sup>4</sup>	\$1,107,813
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,065
<b>Total Income</b>	<b>\$3,640,788</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$76,740
Salaries and Related Expenses <sup>7</sup>	\$2,895,604
Non-Salary Expenses <sup>8</sup>	\$1,438,026
<b>Total Expenditure</b>	<b>\$4,333,630</b>

### 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 2022 REPORT