



CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



St Agatha's Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Mrs Anna Montgomery

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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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Agatha's has enjoyed a year marked by significant success and meaningful achievement. As a school community, we remain committed to providing a safe, secure and nurturing environment where every individual is respected and relationships are grounded in our Catholic values.

We believe in a curriculum that is both differentiated and holistic, and we strive to empower every student to thrive - developing the skills, confidence and curiosity needed to reach their full potential.

Our focus continues to be the development of the whole child, supporting growth academically, socially, emotionally and spiritually.

We are fortunate to have a dedicated and highly skilled staff who work collaboratively to design learning experiences that are engaging, relevant and inspiring. Through ongoing professional dialogue and teamwork, we continually explore ways to best meet the needs of the students in our care. This shared commitment ensures a thoughtful and coordinated approach to identifying and responding to student needs.

The purpose of this Annual School Report is to share with the wider community an overview of our school profile, curriculum initiatives, student performance, school improvement progress and community satisfaction. Parents, teachers and students have all contributed to the implementation of the School Improvement Plan (SIP) through a wide range of initiatives, many of which are highlighted throughout this report.

Parent Body Message

Our parent groups have continued to foster positive relationships, create a welcoming school environment and actively support the strategic goals of both the school and parish community.

2025 has been another vibrant and productive year for our parent community. Their involvement has remained strong across a wide range of social, sporting, special and liturgical events, including our Welcome Barbeque, Pancake Day, Mother's Day celebrations, Grandparents Day, Athletics Carnival, Gala Days, Family Parish Masses and the School Disco.

Our PEG has also continued to make valuable contributions to our children's learning environment by funding the purchase of new sports equipment and playground resources, further enhancing the opportunities available to our students.

Student Body Message

We have had an amazing year filled with exciting and meaningful learning experiences. One of the standout moments was our excursions, especially the Year 5 and 6 trip to Canberra, which gave us the chance to explore our nation's capital and learn in a whole new way.

We are also incredibly proud of the fundraising events organised by our SRC and Social Justice Committee. Activities like Crazy Socks Day and Pancake Day were not only fun but also helped us support important causes and make a positive difference.

Sport was another big highlight this year. We took part in Netball, League and Soccer gala days, and we were lucky to have special clinics run by visiting groups who helped us build our skills and try new things.

Our STEM lessons were a favourite for many of us. We had the chance to invent, problem-solve and collaborate using exciting tools such as Lego Spike Education, Spheros, coding programs and even a 3D printer. These lessons helped us think creatively and work as a team.

Another memorable moment was our art showcase. It was a wonderful opportunity to share our paintings, designs and 3D creations with our families and celebrate the creativity we developed throughout the semester.

School Features

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, Maclit, 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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
112	105	142	217

* 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 2025. 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 2025 was 92.17%. 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
91.83	93.53	92.73	93.45	90.17	92.28	90.29

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	3
Number of non-teaching staff	10

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	14

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry 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 underpin 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, 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.

All members of the school community pause to pray The Angelus daily at midday. Many students from Kinder right through to Year 6 are keen to attend the weekly praying of the Rosary that is offered each week before school.

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 school actively promotes Macquarie University's research-based literacy programs, including InitialLit, MultiLit, MiniLit, and MacqLit. These are implemented through whole-class and small group instruction, supporting student success and confidence. Spelling Mastery continues to be used school-wide to scaffold learning.

In 2024, we introduced Spell Ex, a new whole-class spelling program for Year 3 and this has now been extended to Year 4 in 2025. The program is a structured, language-based spelling program from Macquarie University. It teaches grapheme choices, spelling rules, morphology, and terminology. Regular assessments help monitor progress and guide instruction. Aligned with the National Curriculum, SpellEx enhances understanding of English spelling through phonology, orthography, and morphology.

The school continued to use Essential Assessment, an online platform aligned with the NSW Syllabus and Australian Curriculum. It provides reliable data to identify student strengths and areas for growth, particularly in Mathematics, and supports learning at individual, class, and whole-school levels.

Applying the professional learning at the Curriculum Reform Professional Learning days, staff developed their understanding of CSBB Curriculum Reform Principles including those for curriculum, assessment and pedagogy. They then deepened their knowledge of the overview, rationale and aim of the new 2027 syllabi for Creative Arts, HSIE, PDHPE and Science and Technology.

In 2025, staff engaged in professional learning around Oral Language, Reading, Writing Analysis, Mathematics, Teams, Trauma in Children, Behaviour Management and PAT Data Analysis.

Each Key Learning Area (KLA) follows a Scope & Sequence based on NESA curriculum documents, ensuring deep and meaningful concept coverage.

Curriculum delivery is supported by high-quality resources, enabling students to thrive. In Library/STEM lessons, students learn research skills and present knowledge using digital

and multimedia tools. STEM activities promote collaboration and innovation through tools like Lego Spike, Spheros, visualisers, coding, and 3D printing.

The Learning Support team worked closely with staff and students to deliver differentiated programs, helping all learners reach their potential.

Extracurricular opportunities included choir, ukulele club, band, drama, robotics, and chess.

Students also engaged in team and individual sports, including cross country, athletics, and swimming, competing at Diocesan, Polding, and State levels in sports like softball, rugby league, and AFL. The Zing Activ Multi-sport dance program culminated in the Zing Activ Challenge, a dance-off with other schools.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Agatha's Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	68%	54%
	Reading	82%	66%
	Writing	75%	76%
	Spelling	82%	62%
	Numeracy	79%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	63%
	Reading	88%	73%
	Writing	80%	65%
	Spelling	93%	69%
	Numeracy	80%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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

Parents feel welcomed when they visit the school and consistently describe the environment as positive and inclusive. They feel valued as members of the community and speak highly of the staff, noting that they are caring, friendly and approachable. Teachers listen to their concerns, communicate effectively and maintain strong relationships with families. Catholic values are evident in everyday interactions, and everyone is treated with respect.

Student satisfaction

Students shared that they are grateful for the many sporting opportunities offered at the school, including school carnivals and the various gala days. They also appreciate being encouraged to try out for sports provided through Catholic Schools Broken Bay.

They expressed their gratitude for the wonderful staff who create rich learning experiences and support them to be the best they can be.

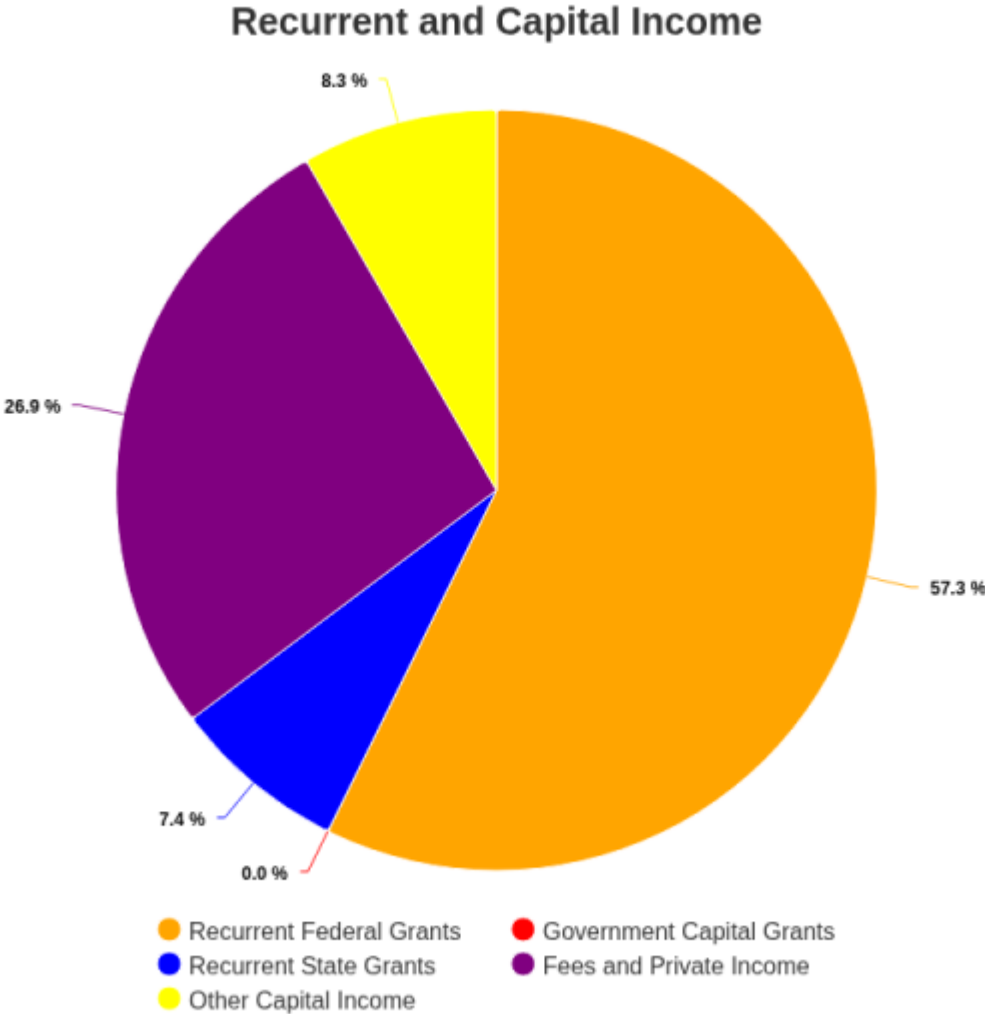
Students also value the encouragement they receive to always try their hardest, particularly through the recognition of Merit Awards and Positive Behaviour for Learning Awards.

Teacher satisfaction

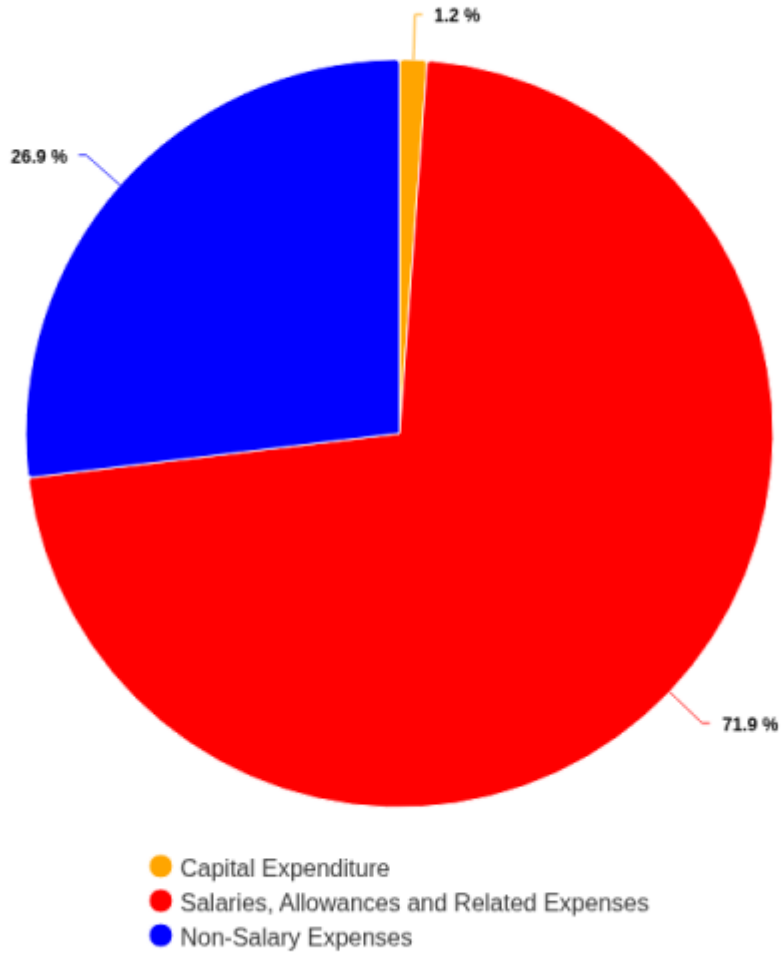
Teachers value the opportunity for professional dialogue and the chance to work collaboratively through Collaborative Coaching. This process supports them in identifying the specific needs of students and developing effective strategies to address those needs. They work closely with school leaders to maintain a safe and orderly learning environment, where high expectations for both learning and behaviour are clearly established. A consistent approach is used across classrooms, including shared engagement strategies, explicit teaching and daily review.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT