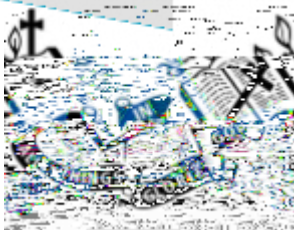




2022

ANNUAL SCHOOL REPORT

ANNI



St Agatha's Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Mrs Anna Montgomery

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 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](#).



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

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and

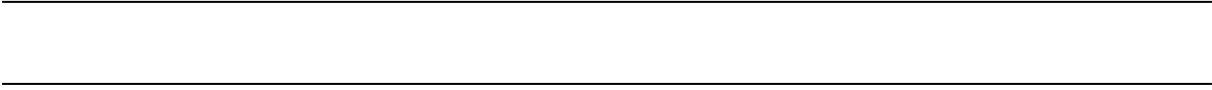
Managing Student Non-Attendance

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



Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is

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 life of the 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.

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

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

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

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

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

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

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 ; Ua Yg"

One of our Year 6 students reached the Grand Final of

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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.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

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 *Vt a a i b]m* provides a framework for the school and its community to collectively support the wellbeing of every *gli XYbh'*

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 *UddYU'g"*

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 have been captured in the Towards 2025 Strategic Plan.

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

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 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.
- 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:

- 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.



