

# 2024

## 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)

## 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), 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

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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

In 2024, our parent group adopted a new model and was officially renamed the Parent Engagement Group (PEG). This new name reflects our consultative and inclusive approach, designed to encourage parent involvement with minimal time and coordination commitments.

Throughout the year, our parent community has continued to foster strong relationships, contribute to a welcoming school environment, and support the strategic goals of both our school and parish.

It has been another active year for our PEG. Parents played a key role in supporting a wide range of social, sporting, special, and liturgical events, including the Welcome Barbecue, Pancake Day, Mother's Day, Grandparents Day, Athletics Carnival, Gala Days, Family Parish Masses, and the School Disco.

A standout moment of 2024 was the celebration of our school's 70th Anniversary. This milestone was marked with an engaging Mass, morning tea, and a parent and staff social evening. These events offered a meaningful opportunity to reflect on our history and reconnect with friends.

PEG also made a tangible contribution to our children's experience by funding new sports and playground equipment.

### **Student Body Message**

We have had an amazing year filled with many exciting learning experiences at our school. Some of the highlights were our excursions, like the Year 6 trip to Canberra and the Year 5 Leadership Camp at Collaroy. We also loved celebrating our school's 70th Anniversary with a super fun Colour Run Day.

We are really proud of the fundraising events run by our SRC and Social Justice Committee, such as Crazy Socks Day and Pancake Day which helped support great causes.

This year, our whole school put on a musical production of Matilda Jr. Every class from Kindergarten to Year 6 got to perform on stage, and it was such a fun and exciting experience for everyone.

As part of our 70th Anniversary celebrations, we helped choose new Sports Mascots for each of our Colour Houses. We got to vote for the mascot we thought best represented our house, and they were revealed during the celebrations. It really brought our school community together and made the event even more special.

We also got to take part in lots of sports activities, like Netball, League, and Soccer gala days. We even had special clinics run by outside groups that helped us improve our skills and learn new ones.

## 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, 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

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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 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
115	109	150	224

\* 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 2024. 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 2024 was 92.50%. 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
93.00	91.90	94.00	90.90	92.40	91.90	92.70

## 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 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	20
Number of full time teaching staff	14
Number of part time teaching staff	6
Number of non-teaching staff	4

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.



## 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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 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 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, 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.

### **70th Birthday Celebrations and New Initiatives**

In 2024, as part of our school's 70th Birthday celebrations, we proudly introduced a new School Mission and Vision statement, along with a new school prayer. These were inspired by the charism of the Good Samaritan Sisters and the values from the story of the Good Samaritan. Our staff collaborated closely with the Good Samaritan Sisters to ensure these statements reflected our school's core values.

Additionally, we welcomed songwriter Andrew Chinn to our school. He worked with both staff and students to create a new school song, with lyrics that truly embody the essence of our school community. These new initiatives were officially launched during our 70th Anniversary celebrations, marking a significant milestone in our school's history.

## 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.

The school continues to prioritise literacy through research-based programs from Macquarie University, including InitialLit, MultiLit, MiniLit, and MacqLit. These are implemented in both whole-class and small-group settings to support student success. Spelling Mastery remains in use school-wide to scaffold learning and build confidence.

In 2024, Year 3 students began using SpellEx, a structured, language-based spelling program also developed by Macquarie University. It focuses on grapheme choices, spelling rules, morphology, and terminology. Regular assessments help track progress and guide instruction. Aligned with the National Curriculum, SpellEx enhances understanding of English spelling through phonology, orthography, and morphology.

Religious Education remained a key focus, with Stage 2 teachers and the Religious Education Coordinator engaging in professional development to prepare for the new syllabus. The curriculum ensures theological and liturgical concepts are age-appropriate and accessible.

The school adopted Essential Assessment, an online platform aligned with the NSW and Australian Curricula, to support Mathematics and English. It provides reliable data to identify strengths and areas for growth, with a current focus on Mathematics.

All Key Learning Areas (KLAs) follow Scope & Sequence plans based on NESA documents. Teachers integrate outcomes across subjects and incorporate digital technologies to enrich learning. The school continues to invest in quality resources to support curriculum delivery.

Library/STEM lessons focus on research skills and digital presentation. Students engage in collaborative problem-solving using tools like Lego Spike, Spheros, visualisers, coding, and 3D printing.

The Learning Support team works closely with staff and students to ensure differentiated programs meet individual needs. A wide range of extracurricular activities is offered, including choir, ukulele, band, drama, robotics, and chess. Stage 3 students participated in a public

speaking competition, while Stage 2 and 3 students joined gifted and talented programs like Maths Olympiad.

A highlight of the year was the whole-school musical production of Matilda Jr., involving all students from Kindergarten to Year 6. Senior students took on lead roles and backstage responsibilities. The production was widely praised and showcased student talent and teamwork.

Students also participated in various sports at Diocesan, Polding, and State levels, including cross country, athletics, swimming, softball, rugby league, and AFL. The ZingActiv Dance program culminated in a dance-off challenge 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 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	85%	54%
	Reading	85%	66%
	Writing	94%	77%
	Spelling	91%	61%
	Numeracy	91%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	96%	65%
	Reading	92%	71%
	Writing	88%	67%
	Spelling	92%	68%
	Numeracy	92%	68%

## 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 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 2024.

### 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 changes made to this policy in 2024.

### **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 2024 to reflect new system processes.



## 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 express that they feel genuinely welcomed when they visit the school. They describe the environment as warm, inclusive, and supportive - a place where diversity is embraced and every individual is valued. Their sense of being appreciated is reinforced through positive interactions with staff, who are frequently described as caring, friendly, and approachable.

Teachers are attentive and responsive, taking the time to listen to parents' concerns and working collaboratively to support each child's learning journey. Communication between home and school is strong, fostering a sense of partnership and trust.

Catholic values are not only taught but lived out in the daily life of the school. Respect, compassion, and kindness are evident in the way students, staff, and families interact.

### Student satisfaction

The students spoke highly of the dedicated staff who provide enriching learning experiences and support them in reaching their full potential.

They expressed their gratitude for the wide range of sporting opportunities available at the school, including school carnivals and various gala days. They also appreciate the encouragement to participate in sports offered through Catholic Schools Broken Bay.

The students value the motivation they receive to strive for excellence through Merit Awards and Positive Behaviour for Learning Awards.

### Teacher satisfaction

Teachers highly value opportunities for professional dialogue and collaboration through Collaborative Coaching. This process enables them to identify the specific needs of their students and develop targeted strategies to address those needs. They work closely with school leaders to foster a safe and orderly learning environment.

High expectations are set for both student achievement and behaviour, supported by clear and consistent guidelines. Across the school, a unified approach is evident in classroom

practices, including the use of engagement strategies, explicit teaching, and daily review routines.

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,359,525
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$519,188
Fees and Private Income <sup>4</sup>	\$1,168,462
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$159
<b>Total Income</b>	<b>\$4,047,336</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$104,648
Salaries and Related Expenses <sup>7</sup>	\$3,384,523
Non-Salary Expenses <sup>8</sup>	\$1,567,585
<b>Total Expenditure</b>	<b>\$5,056,757</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 2024 REPORT