

St Agnes' Primary School Matraville

Annual School Report to the Community

2010



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

AIP: Annual Improvement Plan

BER: Building Education Revolution

BOS: Board of Studies

CEO: Catholic Education Office

ESL: English Second Language

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area

LBOTE: Language Background Other Than English

LFTT: Language Features of Text Types

NAPLAN: National Assessment Program – Literacy and Numeracy

SRC: Student Representative Council

ABOUT THIS REPORT

St Agnes' Primary School, Matraville is registered by the Board of Studies, NSW, and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the Community* for this year provides the community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the school Parent Association Meeting in 2011. Further information about the school or this *Report* may be obtained by contacting the school on 0293112995 or by visiting the website at www.stagnesmatraville.com.au.

PRINCIPAL: Lorraine Adams

DATE: December 2010

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

St Agnes' Primary School, Matraville is a community that is inspired and lives by the statement "Love, Care, Respect and Justice". In daily interactions between students, staff and parents we strive to reach out to each other and those in the wider community to live by the example that Jesus showed in his interactions and relationships with all people. The school continues to provide an environment in which all children are valued, educated and nurtured in the gospel values.

The spiritual guidance and support of Father Mathew Thekkedath enables us, as a School / Parish community to grow in our understanding of the Mission of the Church.

Parent Representative Body Message

The parent body has been extremely active in supporting the school to continue to build and enhance the learning environment for all children. A very successful fundraising event for 2010 was the Trivia Night which raised funds to upgrade technology (ten laptops and trolley for Stage 2). Greater engagement in an interactive learning environment and allows for improved student learning in Information and Communication Technologies (ICT) across the curriculum.

Student Representative's Message

Our year began with the induction of our Senior Leadership Team at the celebration of our Opening School Mass. The role of the Senior Leadership Team is a 'shared leadership'. Everyone has a job to carry out and with the support of each other and as teachers we strive to live our mission of "Love, Care, Respect and Justice".

Throughout the year we have helped to raise much needed funds for Project Compassion, Caritas and the St Vincent de Paul Society as well as the Canonisation of Mary MacKillop Appeal.

SCHOOL FEATURES

St Agnes' Primary School, Matraville is a Catholic systemic co-educational school located in Matraville with the St Agnes' Parish Church next door. The school caters for students in Years K to 6 and has a current enrolment of one hundred and seventy-four students. There has been an upward trend over the past three years. With enrolments for 2011 remaining steady students attending this school come from a variety of backgrounds and nationalities. Enrolments for 2010 were one hundred and sixty, 60% males and 40% females. We have an enrolment of 3% of students who are indigenous and 51% of students are from families with a Language Background Other Than English (LBOTE).

The school employs fourteen staff comprising of eleven teachers and three non-teaching staff, the latter being employed in a variety of capacities including teacher aides, secretary and Librarian Technician.

The school, with the assistance from the Federal Government's Building the Education Revolution (BER) Grant has undertaken major works to enhance and develop the school learning environment. A new hall, as well as major renovations to extend the existing library block into a contemporary multi-purpose learning space, has been completed. New learning spaces have been established for Reading Recovery, as well as Creative Arts and Practical Arts. Undercover walkways now link the existing buildings to the Administration Block and Library.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Agnes' Primary School, Matraville follows the Archdiocesan Religious Education Curriculum and uses the student textbooks, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

With Jesus as our model, the community of St Agnes' Primary School, Matraville is committed to displaying love, care, respect and justice for all. We aim to celebrate our Catholic faith in the Spirit of the Gospel, create an environment which values and respects each person and provides for their individual needs and we hope to inspire our students to make positive contributions to their present and future world through faith, hope and love. Our priority at St Agnes' Primary School, Matraville is to provide quality Religious Education in the Catholic tradition where faith development is enriched through scripture, doctrine, prayer, liturgy and celebration. Therefore liturgical celebrations were an integral part of school life throughout the year with students, staff and parents sharing whole school Masses each term. Classes from Years 3 to 6 attended two Friday morning Parish Masses each term, and classes from Years 2 to 6 attended the Sacrament of Reconciliation twice a year .

Prayer is also an integral part of our life at St Agnes' Primary School, Matraville and every Thursday morning we gathered to be led in whole school prayer by a designated class. This prayer time gave us an opportunity to pray as a school, reflect on our relationship with God, our community, the world and our environment. During the year, we also came together in prayer to celebrate ANZAC Day, Harmony Day, NAIDOC Week and other community occasions.

In providing a quality Religious Education Program K - 6 our main areas of focus in 2010 were in developing teachers in leading Religious Education throughout the year and gaining an understanding of scripture, prayer and the importance and significance of symbols in prayer. The

school has also supported the spiritual development of the staff in 2010 through regular staff prayer (Paths of the Heart) and a Spirituality Day.

In 2010 the community has been involved in many social justice initiatives. Term 1 was dedicated to raising money for Caritas, Australia's Project Compassion Lenten Appeal. The community also raised money in support of the Canonisation of Mary MacKillop Appeal. Our Student Representative Council (SRC) and social justice group, HEROES, hosted St. George Special School and St. James Elderly Facility for a special Talent Quest. A continued success for the school and parish community this year has been the Children's Liturgy of the Word at Saturday night Mass. This has been a wonderful addition to the life of the parish and has come about through the support of the parish priest and the many volunteer parents who have dedicated their time to making the liturgy a success. A Sacramental Choir was also established which allowed for greater participation at the Sacraments.

Students in Year 6 sat the Archdiocesan Religious Education Test in July this year. The test consisted of fifty multiple choice questions. Results of this test are analysed by staff and are used to inform teaching and learning from Kindergarten to Year 6. The 2010 Archdiocesan average for the test was 82%, with the school average being 67%. The students scored very high in the areas of; decision making, sacraments, knowledge of the bible and important events in the life of Jesus. Areas for future focus will be the Church in early Australia and some formal prayers.

SCHOOL CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Sydney. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools 'Towards 2010' Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school has completed its work on developing a School Wide Pedagogy as part of the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Project. This pedagogy underpins learning across the school, Kindergarten to Year 6 and was launched to the school community in September 2010.

The school has finished its third year working with the Languages Features of Text Types (LFTT) program and is consolidating this program within the school's Annual Improvement Plan.

The school is updating policies in Pastoral Care and Behaviour Management which address the well-being of students. We are also updating our anti-bullying strategies and implementing a Cyber Safety Policy and Program. The Key Learning Areas of English and Mathematics have been a significant focus in 2010 with targetted intervention provided to enhance teaching and learning processes. Particular features of the school's curriculum include:

- Learning Support Programs
- Gifted Education / Enrichment Class
- Reading Recovery
- Targetted Intervention
- Peer Support Anti-Bullying Program
- Whole school approach to Literacy and Numeracy
- Cyber Safety Program

The school's co-curricular program also includes dance, music, art, drama, ICT and sport.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Years 3 and 5 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are 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.

Further information regarding school performance in NAPLAN against State and National trends has been provided in the school newsletter dated 18/11/10 and is available at the school administration office. Additional information can also be accessed from the MySchool website (www.myschool.edu.au).

NAPLAN results 2010		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School ¹	All schools ²	School ¹	All schools ²
Year 3	Reading	50%	48%	0%	0%
	Writing	77%	56%	0%	0%
	Spelling	50%	46%	9%	13%
	Grammar & Punctuation	54%	54%	5%	15%
	Numeracy	32%	38%	9%	15%

1. School Measurement Assessment and Reporting Toolkit (SMART)
2. MCEECDYA National report www.naplan.edu.au

NAPLAN results 2010		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School ¹	All schools ²	School ¹	All schools ²
Year 5	Reading	24%	42%	19%	19%
	Writing	43%	27%	5%	5%
	Spelling	33%	36%	24%	24%
	Grammar & Punctuation	62%	45%	19%	19%
	Numeracy	20%	20%	10%	10%

1. School Measurement Assessment and Reporting Toolkit (SMART)
2. MCEECDYA National report www.naplan.edu.au

The percentage of children in the top two bands in Reading and Writing is pleasing. This can be attributed to the implementation of Guided Writing and pre and post analysis and assessment of writing from which programs are tailored to meet the needs of students. This has resulted in a zero percentage of students in the bottom two bands in Reading and Writing for Year 3. The language of Mathematics will be a focus area for 2011.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2010. The content of these days was as follows: Term 1: Spelling Program; Language Features of Text Types (LFTT); Term 2: School Review and Improvement (SRI) Term 3: IDEAS. Term 4: Literacy and Numeracy Planning for 2011. Stage Meetings were held once a fortnight each term.

Teacher Standards

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	11
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2010 was 98%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 100%.

STUDENT ATTENDANCE

The average student attendance rate for the school during 2010 was 81.21%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 1	80.68%
Year 2	81.90%
Year 3	79.70%
Year 4	81.40%
Year 5	83.30%
Year 6	80.30%

School attendance is always high. Prolonged periods of absence occur from time-to-time where students travel overseas. In these cases students and their parents meet with the Principal to discuss their leave request. Parents are encouraged to arrange medical and other necessary

appointments outside school hours. Unexplained absences are followed up promptly by classroom teachers.

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. The school Enrolment Committee ensures that all applications for enrolment received before the official closing date are reviewed together and with equal consideration.

The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- [CEO public website](#)
- school website: www.stagnesmatraverse.com.au
- school administration office.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds*, *Dealing with Illegal Substances in Schools*, *Dealing with Prohibited Weapons in Schools*, *Strategies for Dealing with Cyberbullying*, *Disability Standards 2005*, *Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The welfare of all students is closely linked with Pastoral Care and Behaviour Management Policy. Both seek to promote respectful, secure and healthy environments which is supportive of all individuals. Clear guidelines and processes are in place to protect all students. Programs such as Peer Support, Social Skills, anti-bullying and health and personal safety are adopted to help students value themselves and experience well-being.

The full text of the school's Pastoral Care Policy may be accessed via the:

- school website: www.stagnesmatraverse.com.au
- school administration office.

Behaviour Management Policy

The Behaviour Management Policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy is based on procedural fairness and ensures that the school's practices respect the dignity, rights and fundamental freedoms of the individual students and is based on the Gospel teachings of love for self and others. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Behaviour Management Policy may be accessed via the:

- school website: www.stagnesmatraverse.com.au
- school administration office.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from the school administration office.

The full text of the school policy is available from the:

- school website www.stagnesmatraverse.com.au
- school administration office.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Management Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?*. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

School priorities identified in 2008 focussed on beginning the Innovative Designs for Enhancing Achievements in Schools (IDEAS) journey. This project was completed in 2010. IDEAS provides the school with a framework to direct, plan and implement school improvement by aligning the school's vision with teaching and learning practices, parent expectations and professional learning. As a consequence of IDEAS a school-wide pedagogy framework has been developed in 2010. The school has listed a number of other priorities. In 2010, these have included further development in literacy, specifically guided writing and numeracy, differentiation, pre and post testing, Web2 technologies and the iLE@RN framework. These have all further enhanced our teaching practices and learning across the curriculum.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

During 2010 students were involved in a range of outreach activities where students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Citizenship awards were presented at our weekly whole school assemblies and are indicative of these values.

PARENT, TEACHER AND STUDENT SATISFACTION

Parents applying for enrolment have the opportunity to provide reasons for wishing to enrol their child at the school. The reasons given indicate a high degree of satisfaction with the good name of the school and its level of care and educational provision. Many parents comment that the school has been highly recommended to them by parents of students presently enrolled. The high level of teacher and support staff morale is indicated by staff retention rates. The opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness.

Parents expressed their appreciation, stating their satisfaction with communication channels that include weekly newsletters and the myclasses website (a secure website where information pertaining to school events can be located). Also parents have indicated they are pleased with the direction the school is taking in ensuring that different technologies and tools are used to help

improve student learning. Students enjoyed the many opportunities for parent participation both in the classroom, for example reading groups and attending excursions as well as whole school events, for example Sport-a-thon, Harmony Day and NAIDOC Week. Parents have also expressed their satisfaction with input sessions held by staff for parents on teaching and learning.

FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions 1	\$119.4	Education and School Support	\$130.3
Federal Government 2	\$555.0	Total Salary Costs	\$500.4
State Government 2	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
Total Income	\$850.0	Total Expenditure	\$850.0

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges & Building Levy and P&F contributions of \$ 64.8 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$93,671
School Based Fees	\$98,287
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$70,577
Total	\$262,535