

2015 ANNUAL SCHOOL REPORT



St Agnes Catholic High School, Rooty Hill

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Agnes Catholic High School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for St Agnes Catholic High School, Rooty Hill.

Our motto is *To Truth Through Love*. The members of St Agnes Catholic High School pride themselves on being 'A diverse community learning together'. Our hopes for the school are summed up in our *Vision Statement* which follows.

St Agnes Catholic High School is a centre of teaching and learning reflecting the life and mission of Jesus Christ. Inspired by St Agnes and St Francis of Assisi and following the tradition of the Franciscan Missionaries of Mary, we seek to:

- welcome and serve one another
- recognise and celebrate the dignity and worth of each person
- nurture relationships built on integrity, compassion, forgiveness and love
- engender a sense of hope for a better future

We value:

- integrity
- compassion
- hope
- inclusiveness
- diversity

Parent

St Agnes Catholic High School values the essential partnership between home and school. Parents are involved in the Parents and Friends Association, parent information evenings, learning portfolio meetings and other occasions where issues such as the development of the student management plan, learning progress and matters related to teaching and learning are discussed.

We celebrate with the school academic award ceremonies, St Agnes Day, and involvement in learning programs that are offered. The opportunity to attend mass with the school community is another way in which we interact.

Student

As members of the student leadership team at St Agnes Catholic High School we appreciate the opportunities provided to us by the staff.

Technology and its use is a focus for teachers and students here at St Agnes Catholic High School. This makes learning more enjoyable and interesting.

There is a friendly and happy atmosphere around the school.

We have opportunities to attend excursions and camps, involvement in Challenge Based Learning and electronic learning portfolios. The students participate in many extra-curricular activities.

Most, if not all, students enjoy their time here at St Agnes Catholic High School.

Who we are

History of the school

Founded in 1962 with 29 girls as its first students, St Agnes Catholic High School has catered for students in Year 7 to 10 in the Rooty Hill community for over 50 years.

Established by the Franciscan Missionaries of Mary, the school upholds the Franciscan spirit of simplicity and acceptance of all. In 1976 the school was handed over to the Sydney Diocese. From 1999 to 2004 it was incorporated into a multi-campus college, Christ Catholic College. In 2004 this was disbanded and St Agnes Catholic High School again operated independently, providing education for young people in the greater Mount Druitt area.

Students first attended lessons in the original buildings, then, with increases in the student population, new buildings were developed. The original homestead has been carefully preserved and extended. It now houses the administration offices and staff facilities of the school.

The school is a member of the Catholic Community of Schools in our area. These eight schools work together to provide a Kindergarten to Year 12 (K-12) education for students. On the completion of Year 10, students progress to Loyola Senior High School.

Location/drawing area

St Agnes Catholic High School is located in Rooty Hill with approximately 720 student enrolments, draws on students from St Aidan's Primary School; Sacred Heart Primary School, Mount Druitt South; Holy Family Primary School, Mount Druitt, and Good Shepherd Primary School, Plumpton, as well as a number of other schools in the surrounding suburbs. It serves the parishes of St Aidan's Rooty Hill, Sacred heart Mount Druitt South, Holy Family Emerton and St John Vianney's Doonside.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	54
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	3
Number of teachers accredited to teach Religious Education	22
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	22
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.59
Percentage of 2015 teaching staff who were retained from 2014	92

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The school has a rich prayer and liturgical life. This has been enhanced by membership of the Franciscan Federation of Schools and attendance at the Franciscan Federation of Schools' conference.

There is daily prayer in each homeroom. Prayers are taken from the school homeroom prayer book, the school diary, Franciscan daily prayers, or they are developed by the homeroom group. A school community prayer is said at the conclusion of each day.

Special liturgies, both Eucharistic and non-Eucharistic are celebrated on major feast days, assemblies and at major events. There is an active liturgy group, under the guidance of the Religious Education coordinator, which has an important role in the preparation of liturgies and prayer. Each Year group is involved in reflection days that focus on areas that are relevant to its particular needs.

Mass is celebrated one a month in the prayer room. In 2013 the Angelus prayer was introduced to be recited on a daily basis. In an effort to enhance the prayer and spiritual life of the school all students are provided with their own copy of the Bible.

Social Justice

There is an active Social Justice group in the school whose work includes fundraising for Project Compassion and local St Vincent de Paul Society centres.

In 2015 we focused on the Franciscan Missionaries of Mary in Africa; the financial support of a new school in Kenya; and raising money to send four students to the 'Ignite' formation conference in Adelaide.

School home and parish partnerships

St Agnes Catholic High School is part of the Community of Schools in the area. The parish priests, principals, assistant principals and Religious Education coordinators of these eight schools meet together formally to plan and discuss issues affecting the Religious Education of our school from a Kindergarten to Year 12 (K-12) perspective.

The school continues to work closely with Loyola Senior High School to ensure the continuity of enrolment, curriculum and pastoral care as students progress into Year 11 and 12. In 2015, there were two staff members from St Agnes Catholic High School who taught classes at Loyola Senior High School. For the first time two Loyola teachers were timetabled to teach classes at St Agnes Catholic High School. We work closely with our four feeder schools: St Aidan's Primary School, Sacred Heart Primary School, Holy Family Primary School, and Good Shepherd Primary School. This relationship has been fostered in many ways throughout the year.

Religious Education

The formal Religious Education (RE) program follows the Parramatta Diocesan program, *Sharing our Story*. All students study Religious Education as part of their studies. Throughout Stages 4 and 5, students study units based on 'Scripture', 'Theology', 'Social Justice', 'Sacraments' and our 'Catholic Tradition'.

A formal Pastoral Care program is delivered by the Personal Development, Health and Physical Education (PDHPE) faculty as an adjunct to the PDHPE program and responds to the needs of each Year group.

In addition there are a number of special programs targeted at individual Year groups including:

- Year 7: Peer Support program, Year 7 camp
- Year 8: Resourceful Adolescent program
- Year 9: Peer Support Leadership Training
- Year 10: Sacramental program

Religious Education is not confined to Religious Education classes. It permeates through our community in how we interact together and in our spiritual relationship with each other. Homeroom classes lead the school in prayer and assembly. Values education is an integral feature of programs in all Key learning Areas.

Professional Learning of staff in Religious Education

Currently we have 22 staff members who are trained in teaching Religious Education at St Agnes Catholic High School. The staff have been enriched with professional development in the area of Franciscan traditions.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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 and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	88	92	52	55
	Literacy	87	92	43	51
	Reading	93	95	43	57
	Writing	84	87	36	40
	Spelling	90	93	64	60
	Numeracy	99	96	35	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	85	89	41	40
	Literacy	89	88	39	42
	Reading	94	92	38	47
	Writing	81	80	41	34
	Spelling	92	90	59	51
	Numeracy	95	96	26	51

Results from the NAPLAN testing resulted in Year 7 students performing above the national average for Numeracy. Reading results were on average close to the minimum standard. In all areas, except spelling Year 7 students were below the national average of students in the top three bands.

Year 9 students performed above the national average in Literacy, reading, writing and spelling. The Year 9 students in the top three bands were above the national average for grammar, writing and spelling. We were below the national average for grammar and Numeracy.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 course and grades, and participation in any uncompleted Preliminary Stage 6 courses.

In 2015, no Year 10 student requested a RoSA.

School curriculum

The integrated Learning Support Team works with students who have been identified as having special needs. This facilitates students' needs being catered for in an holistic manner.

St Agnes Catholic High School has several special transition programs:

The transition program from Stage 3 to Stage 4 has been facilitated by the new Kindergarten to Year 12 Diocesan networks and the involvement in the Community of Schools network. In addition, there are meetings of individual families with senior staff, parent information evenings and an orientation day.

A transition program for students continuing to Year 11 studies is run in conjunction with Loyola Senior High School. This includes visits by staff from Loyola Senior High School to St Agnes Catholic High School and an orientation week at Loyola Senior High School in late November.

The school runs a program for students in Years 9 and 10, in conjunction with the Australian Catholic University. This includes goal setting and visits to the university.

The school is involved in a number of co-curricular activities. These include:

- public speaking and debating
- participating in competitions including English, Mathematics, Science, Computing, Financial Literacy, Writing, Spelling, Creative Arts, Progressive Achievement Tests in Reading (PAT-R) and Progressive Achievement Tests in Mathematics (PAT-M)
- sporting competitions including the Parramatta Diocesan Secondary Schools Sporting Council for athletics, swimming and cross country; The Bill Turner Cup for soccer; The Panther Trophy for Rugby League; NSW netball and basketball championships and indoor soccer competitions
- choir and band
- dance and drama
- chess

Initiatives to promote respect and responsibility

All members of the school community have statements outlining their rights and responsibilities. These underpin all aspects of student and staff wellbeing. Any issues that arise are dealt within a restorative justice framework.

Programs such as Peer Support complement the work covered in the Religious Education and Personal Development, Health and Physical Education (PDHPE) programs to promote respect and responsibility.

A Pastoral Care program is co-ordinated by each Stage and assistant Stage coordinator. This is delivered to students in class and assemblies through their 'Know Your Learner' period. An initiative that was developed by the student leaders through the 'Know Your Learner' lesson was

adopted into all Pastoral Care programs. 'It starts and stops with you!' is the initiative developed to promote respect and responsibility.

Professional Learning

Professional learning undertaken by staff throughout the year has focused on teaching and learning. Specific reference was made to the use of multimedia approaches to teaching, the National Curriculum and a strong commitment to literacy in the classroom.

Staff have been involved in:

- the Diocesan Stage 4 Numeracy Now; Extending Mathematical Understanding (EMU); and the English/Mathematics Stage 4 (EM4) projects, with the focus on the improvement of student learning outcomes within the First Wave Intervention program and the development of teacher knowledge and practice through professional learning activities
- engagement in the reciprocal teaching of reading which will sustain the reading levels of students - based around our use of PAT - R data and the analysis of this from our effective data wall
- the development of Franciscan spirituality for all members of the staff with our goal focused on the formation of staff in this domain

School Improvement

Annual school priorities

Priority 1	To gain a deeper understanding and response to Scripture through prayer
Reason for priority 1	As Scripture is central to our faith, it was important to strengthen our understanding of Scripture and its connection to everyday life, and, in prayer, using the Scriptures as a basis from which connections can be made.
Steps taken to achieve priority 1	Professional learning was provided for all staff and students to learn how to understand, interpret and respond to Scripture passages. The following areas were looked at: What is it saying? What is the message and key teaching? How can this be applied to life?
Status of priority 1	Ongoing

Priority 2	To improve all students' reading comprehension levels by at least one cluster point on the Department of Education and Communities (DEC) Literacy Continuum
Reason for priority 2	Our school data from Year 7 and 9 NAPLAN, PAT - R and Lexile reading levels demonstrated a need for further improvement in reading comprehension. Our goal was to build capacity for all teachers in the knowledge and application of high yield strategies which focused explicitly on teaching and improving reading comprehension.
Steps taken to achieve priority 2	In 2015 we: <ul style="list-style-type: none"> ▪ participated in a variety of reading comprehension strategies that focused on: predicting, clarifying, formulating questions and summarising ▪ provide professional learning of reading comprehension high yield strategies for all staff
Status of priority 2	Ongoing

Priority 3	To increase Stage 4 students' mathematical understanding, competence and achievement in the domains of counting, place value and the four operations within the context of problem solving
Reason for priority 3	Data collected and analysed from Years 5 and 7 NAPLAN numeracy assessments and the Year 7 Australian Council for Educational Research (ACER) PAT-M test suggested that there were large numbers of students beginning Stage 4 whose mathematical knowledge, understanding and skill levels had not developed sufficiently to achieve the Stage 4 syllabus outcomes successfully from the outset of Year 7.
Steps taken to achieve priority 3	We focused on involvement in the Numeracy Now and EMU initiative, as well as the EM4 project to provide more Pedagogical Content Knowledge (PCK) for teachers to identify the gaps in student knowledge and the strategies and activities that would address this problem.
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To increase students' knowledge of Jesus through prayer and the spirituality of St Francis
Reason for Priority 1	As a school we felt the importance of: <ul style="list-style-type: none"> ▪ continuing to build on the Charism associated with the Franciscan Missionaries of Mary (the founders of the school) ▪ reconnecting with the spirit of St Francis of Assisi - crucial and worked on continuously by the community
Steps to be taken to achieve Priority 1	We plan to: <ul style="list-style-type: none"> ▪ build knowledge and understanding of St Francis and establish connections with our lives ▪ focus on a Christ centred approach - looking for Jesus through the eyes of St Francis ▪ focus on what it is like to be a Franciscan and what it should look like at St Agnes Catholic High School
Priority 2	Increase individual student growth in reading comprehension
Reason for Priority 2	An audit of teaching reading practices suggests that we increase and refresh our teaching practices that develop reading for meaning. The Australian Council for Educational Research (ACER), Progressive Achievement Tests in Reading will be used to enhance effective first wave intervention. The use of the DET Literacy Continuum has enabled the staff to gain a better understanding of student reading levels as they are linked into the ACER PAT-R reading and comprehension scales.
Steps to be taken to achieve Priority 2	The ACER Progressive Achievement Tests in Reading will be completed twice a year for all of the students. Each student will be tracked by their learning adviser and conferenced on their progress. Students will also complete the Scholastic Reading Inventory (Lexile) to achieve their reading levels. Teachers will give exposure to students of explicit comprehension instruction on a daily basis. The students will be able to apply these skills in responses to texts.

Priority 3	To increase Year 7 and 8 students' Mathematical understanding and competence in the domains of counting and place value
Reason for Priority 3	The construction of the data wall from the Extending Mathematical Understanding (EMU) tests suggests that there are large numbers of students beginning Stage 4 whose competence in the domain of counting and place value is not developed sufficiently to achieve the Stage 4 syllabus outcomes.
Steps to be taken to achieve Priority 3	<p>We will focus on:</p> <ul style="list-style-type: none"> ▪ continued implementation of the key elements of a successful lesson: learning intention, warm up, open-ended task, student reflection ▪ explicit first wave intervention with the focus on teacher knowledge and practice ▪ continued development and enhancement of second wave intervention programs ▪ Increased professional development for staff

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

This data for 2015 showed parents were exceptionally satisfied with the learning environment at St Agnes Catholic High School. Parents commented strongly on student safety, connectedness to peers and classroom behaviour. Parents also indicated an appreciation of the extra-curricular activities provided for their sons and daughters.

Communication from the school to parents was also considered as a highlight. This indicates the relational aspect of our work.

Student satisfaction

The QCS data showed that students were very satisfied with the school. Student attendance was high, as was staff attendance. Increasing student enrolments indicated students wished to attend St Agnes Catholic High School as they saw the school as a learning environment they wished to be part of.

Teacher satisfaction

The QCS data showed teacher satisfaction was ranked highly here at St Agnes Catholic High School. There was an exceptional level of professionalism in the school with staff feeling valued and empowered in their work.

Teacher confidence was ranked high by staff which indicated satisfaction in their employment and the resources they had at their disposal.

Student Profile

Enrolment Policy

St Agnes Catholic High School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	348	392	740
2014	353	393	746
2015	339	391	730

The large Year 10 cohort in 2015 left the school and was replaced by a smaller cohort in Year 7. It will affect our numbers in 2016.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	95
Year 8	93
Year 9	92
Year 10	93.2
Year 11	0
Year 12	0
School average	94

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	315
Students with disabilities (SWD)	61
Indigenous	16

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address

attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 0%.

Students leave St Agnes Catholic High School and transition either into a number of schools in the surrounding local communities, to Technical and Further Education courses, traineeships or full-time employment.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	0
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	0

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The school is committed to restorative justice practices. There is a code of rights and responsibilities for students, staff and parents. Policies and practice in the area of student management, bullying and harassment emphasise the damage done to relationships and the rebuilding of relationships. All incidents are reported to learning advisors and coordinators.

The full text of student management/welfare and discipline policies can be obtained through the school office.

School policies regarding student management remained the same throughout the year and have been embedded in our management structures. This was achieved by means of developing a structure to allow for joint meetings to be held throughout the year.

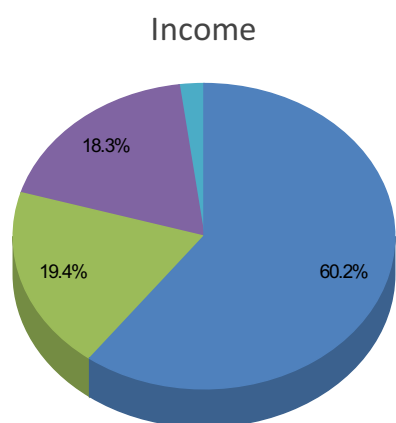
In all situations the principles of natural justice and procedural fairness operate.

Complaints and grievances policy

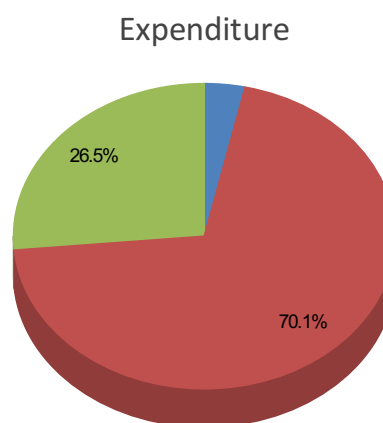
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta CEDP, *Complaints Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy during 2015.

Section Eleven: Financial Statement



- Commonwealth (60.2%)
- Capital (0%)
- State (19.4%)
- Fees (18.3%)
- Other (2.1%)



- Capital (3.4%)
- Salary (70.1%)
- Non-Salary (26.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,817,128
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,191,117
Fees and Private Income ⁴	\$2,074,974
Other Capital Income ⁵	\$235,020
Total Income	\$11,318,239

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$367,621
Salaries and Related Expenses ⁷	\$7,488,251
Non-Salary Expenses ⁸	\$2,825,510
Total Expenditure	\$10,681,382

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.