

2015 ANNUAL SCHOOL REPORT



St Aidan's Primary School, Rooty Hill

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Aidan's Primary 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 Aidan's Primary school, Rooty Hill. St Aidan's Primary School is a welcoming Catholic community. The vision is for St Aidan's Primary School to be a vibrant learning community.

The school's motto, *Together We Are One*, along with the school crest reflects the diversity within the community, a community where unity is sought through love.

The separate pieces of the cross identify the many gifts and talents and the students from many cultural groups who contribute to the uniqueness of the school.

This year the school's formation goal was to deepen student, staff and parents relationships with Christ, through the study of the Gospel of St Mark.

We also continued to use data effectively to improve the learning outcomes for each child in writing, counting and place value.

Teachers at St Aidan's Primary School have worked enthusiastically and effectively to provide each student with purposeful and challenging learning experiences. This reinforced the importance of learning for each student.

Parent

The parents at St Aidan's Primary School worked in partnership with the school, building a learning community that was welcoming and inclusive with the children at the centre of the learning.

Parents were encouraged to be involved with their children's learning and with all aspects of school life. Parents attended information workshops about the teaching of Mathematics and were provided with two formal opportunities to meet with teachers about student learning. One of these meetings involved student/teacher and parent to discuss the child's learning goal in counting.

Parents were invited to contact the school at any time regarding any issues affecting their children. Parents regularly attended school assemblies, liturgies and school celebrations.

A number of parents generously assisted students in the learning spaces with reading, writing, numeracy, creative arts and sport.

Student

Each day began with a short assembly to inform the school community of upcoming events. Students were reminded each morning to remember that they 'come to school to learn; to help one another and to do their very best'.

The Year 6 student leaders had a number of responsibilities. These included:

- welcoming guests to the school
- leading celebrations within the school community
- delivering office bags
- assisting with school assemblies and other duties that assisted in the smooth running of the school

Students from Year 5 fulfilled the role of library monitors. Their responsibilities included:

- assisting with borrowing and the return of books
- stacking and tidying of shelves
- the delivery and collection of iPads from learning spaces

Students from Years 4, 5 and 6 facilitated the school radio program as well as being involved in Robotics and Coding programs to enhance their mathematical, problem solving and information technology skills.

Who we are

History of the school

St Aidan's primary School was established in 1907. It was founded by the Sisters of St Joseph. The school came under the care of the Franciscan Missionaries of Mary in 1969. The first lay principal was appointed in 1990.

St Aidan's Primary School has grown into a two stream school with an enrolment of over 400 students. In 2007, the community celebrated its centenary year. Two thousand and seven also saw the commencement of extensive refurbishing of ten classrooms and the administration block. This building project was completed in 2008.

In 2009 the school underwent serious maintenance, using the funding from the Australian Government's National Pride (NSP) project.

In 2010 the school utilised the funding from the Australian Government's Building the Education Revolution (BER) to construct a new tuckshop and a Year 4 learning space, and to refurbish the library and Stage 3 learning space.

All grades work in flexible learning spaces where teachers design learning experiences that challenge students to work collaboratively and problem solve.

The integration of technology is a very important aspect of the learning and teaching at St Aidan's Primary School.

Location/drawing area

The school is located in Rooty Hill, a suburb of Western Sydney and serves the St Aidan's Parish. The area comprises an older residential area and more recent housing development. The school's drawing area includes Rooty Hill, Eastern Creek, Mt Druitt, Minchinbury, Bungaribee and a small area of Plumpton.

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	25
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	0
Number of teachers accredited to teach Religious Education	22
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	7
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	93.62
Percentage of 2015 teaching staff who were retained from 2014	88

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Catholic schools have a unique role in the evangelising and educating mission of the church. Students and staff were regularly involved in prayer and liturgical celebrations during 2015.

Students, staff, parents and the parish community attended regular whole-school and grade liturgies to celebrate feast days and special events.

The Gospel of Mark was used as a focus for staff and students as an integrated part of *Sharing our Story* units of work in Religious Education. Christian meditation was also linked to the units.

The Sacrament of Penance was offered to eligible students from Years 2 to 6.

The 2015 year commenced with an Opening School Mass and concluded with a Mass of Thanksgiving. Additional liturgies celebrated throughout the year included Ash Wednesday, Holy Week, ANZAC Day, St Aidan's Feast Day and Remembrance Day.

Members of staff were invited to prepare and participate in staff prayer on a fortnightly basis. The main focus for prayer in 2015 was developing a closer relationship with Jesus Christ through the Gospel of Mark. Staff also participated in Lenten and Advent programs as well as a Spiritual Formation Day in term 4. Every leadership meeting, staff meeting and meetings involving staff and parents began with prayer.

The Angelus was prayed each day at 12.00pm.

The fortnightly school newsletter included a reflection based on St Marks's Gospel and the seasons of the church's year.

Social Justice

Students were given opportunities to participate in various initiatives to promote social justice and extend care to those in need. Such initiatives included:

- fundraising to support the victims of the Rockhampton floods
- donations to Caritas and Catholic Missions
- supporting the delegates attending World Youth Day in 2016
- the preparation of Christmas parcels to be distributed to the homeless

School home and parish partnerships

The school community had a commitment to the evangelisation of all those involved in the religious life of the school. The school was committed to supporting St Aidan's Parish Sacramental program and worked closely with the parish priest to ensure unity and partnership between parish and school.

Regular school liturgies were well attended by parents and parish members during 2015. These events and occasions were advertised on the electronic school notice board, in the school's newsletter and at morning assembly.

Catholic Schools Week was celebrated as a community of eight schools uniting for Sunday mass at each parish. Further to this, St Aidan's Primary School invited parents and friends to an 'open classroom' session to enable parents to engage in learning with their children.

The annual Quality Catholic School's survey was completed by sixty randomly chosen parents. The data from the survey was used to inform the future direction of the school. In 2015, a Cyber Safety workshop was held for parents to raise their awareness of the issues involved in the use of the internet.

Throughout the year parents assisted in a range of roles. These included classroom helpers, participation in school liturgies, fund raising, school excursions and sporting events.

Religious Education

The school followed the Parramatta Diocesan Religious Education Program, *Sharing Our Story*. Gospel values were central to the life of the St Aidan's Primary School community. Students were taught that religion is a 'way of life' as opposed to something that takes place at a set time each day. Therefore, Religious Education underpins everything that occurs each day.

In 2015, Years 4 and 6 students participated in the Parramatta Diocesan online Religious Literacy Assessment. Year 4 completed a presentation section to this assessment and consequently more teaching time was given to the unit of work 'Reconciliation: God's Forgiveness and Healing'. The results of these assessments were used to inform future teaching and learning in Religious Education.

Professional Learning of staff in Religious Education

The focus at St Aidan's Primary School continued to be the ongoing development of a learning culture that was student-centred and characterised by shared purpose, high expectations and sustained improvement.

The formation goal in 2015 was to develop a deeper relationship with Christ, through the study of the Gospel of Mark.

Staff participated in four workshops and a staff development day, during which they were engaged in professional dialogue and prayer as they reflected on the Jewish facade of Jesus. They were also provided with professional readings to assist them in a better understanding of the Gospel of Mark.

The proposed outcomes for teachers were for them to develop a deeper understanding of Jesus through Mark's Gospel and assist them in teaching the students about the person of Jesus and the ways they could integrate gospel values into everyday life.

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 3	Grammar and Punctuation	100	94	85	73
	Literacy	98	95	70	72
	Reading	98	95	76	71
	Writing	98	96	89	76
	Spelling	98	93	77	65
	Numeracy	92	94	62	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	98	93	58	61
	Literacy	96	93	68	57
	Reading	94	93	66	58
	Writing	96	92	66	52
	Spelling	98	93	74	61
	Numeracy	96	95	58	56

In 2015, the majority of students were above the national average in each sub test of NAPLAN.

Areas for improvement were:

Year 3

- number patterns and algebra

Year 5

- reading
- number patterns and algebra

School curriculum

The results of the National Assessment Program-literacy and numeracy (NAPLAN) indicated that students showed improvement in all areas of NAPLAN.

While there has been considerable improvement in the teaching of numeracy, teachers identified a need for further improvement particularly with 'open-ended' tasks and integration of the different strands of Mathematics in their teaching.

All students attended excursions during 2015. One excursion was closely related to work being studied in Human Society and Its Environment and a second excursion was a visit to the theatre to either *Snuggle pot and Cuddle Pie* or *The 26 Story Tree house*.

Year 4 students participated in the school's Strings program and entertained the community during assemblies and at the Kindergarten 2016 Orientation.

The school's radio and robotics programs were once again provided as extension work in English and Mathematics for students in Years 4, 5 and 6. Further to these programs a course in coding was introduced to Year 6 students.

The annual Kindergarten Orientation sessions took place at the end of 2015 in preparation for the following year. All children attended two sessions in order to familiarise themselves with the school, teachers and other children.

Year 6 students also attended their respective orientation days in readiness for high school.

The school was involved in a number of co-curricular activities which included:

- the Blacktown Zone swimming carnival
- the Parramatta Diocesan cross country and athletics carnivals
- gala days for soccer, basketball and netball
- school athletics carnival for primary students and tabloid sports event for students in Kindergarten, Year 1 and Year 2
- various clinics conducted by professional sporting associations
- the Parramatta Diocesan Voice of Youth competition for Year 6 students
- a number of social justice initiatives to raise funds for the less fortunate
- a spellathon and disco

Initiatives to promote respect and responsibility

Respect and responsibility were promoted through Religious Education lessons that were based on gospel values and personal action responses. Respect and responsibility were also promoted through the teaching of personal development where students were taught social skills and responsibility towards themselves and others.

Each morning at assembly students were reminded that respect for each other was of prime importance.

Professional Learning

In 2015 professional learning of staff included engagement in the following:

- staff development days with a focus on literacy, numeracy and formation
- weekly teacher workshops on numeracy, literacy, formation and information technology

- Early Years assessment training
- Extending Mathematical Understanding (EMU) leaders' program
- EMU specialist training
- re-connector workshops for lead numeracy teacher
- student personal plan training workshop
- New Scheme Teachers' program for teachers in their first and second years
- Quality Catholic Schooling (QCS) analysis workshop
- Parramatta Diocesan principals' master class
- Pilot program for 2016 Parramatta Diocesan Implementation Plans
- reading recovery training
- Levelled Literacy Intervention (LLI) training
- Mathematics Assessment Interview (MAI) training
- Catholic values across the curriculum

School Improvement

Annual school priorities

Priority 1	The first priority was to deepen students', staff's and parents' relationships with Christ, through studying the Gospel of St Mark.
Reason for priority 1	This was chosen because staff believed there was a need to continue to deepen their understanding of Christ in order to share their knowledge with students.
Steps taken to achieve priority 1	These included: <ul style="list-style-type: none"> ▪ professional learning during staff workshops ▪ prayer and reflection
Status of priority 1	Achieved

Priority 2	The second priority was to use relevant data to improve each student's writing against agreed criteria: audience, ideas, vocabulary, cohesion and sentence structure.
Reason for priority 2	There was evidence from data to indicate there was a need to improve the students' writing and also to build teacher capacity in analysing students' writing against agreed criteria.
Steps taken to achieve priority 2	These were: <ul style="list-style-type: none"> ▪ professional learning workshops for teachers ▪ students identifying a learning goal for writing ▪ targeted teaching for vulnerable students ▪ modelling 'best practice' by lead teacher to class teachers ▪ provided effective feedback/feed forward to students and teachers
Status of priority 2	Achieved

Priority 3	To use Mathematics Assessment Interview (MAI) data to improve the learning outcomes of each student by at least one growth point in counting and place value
Reason for priority 3	Students and teachers continued to participate in the Extending Mathematical Understanding (EMU) program in 2015. Each student completed an MAI in February 2015 and the data was used to inform teaching.
Steps taken to achieve priority 3	<p>In 2015:</p> <ul style="list-style-type: none"> ▪ Lead teacher modelled 'best practice' to teachers. ▪ Students engaged in meaningful numeracy tasks with a counting and place value focus. ▪ Students were encouraged/expected to explain their Mathematical thinking. ▪ There were professional learning workshops for teachers. ▪ Students and teachers were provided with effective feedback/feed-forward.
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To deepen students' relationships with Christ through the engagement of the Gospel of St Luke as measured through their written and oral responses to their learning
Reason for Priority 1	<ul style="list-style-type: none"> ▪ to complete the cycle of Scripture study based on the four gospels
Steps to be taken to achieve Priority 1	<p>These include:</p> <ul style="list-style-type: none"> ▪ students to understand the relevance of Scripture to church teachings and their own lives ▪ students to participate in Scripture meditation ▪ students to engage in social justice initiatives ▪ professional learning workshops for staff ▪ parent engagement in workshops information in school newsletters
Priority 2	All students to improve their spelling by a minimum of one year's growth on the New South Wales Board of Studies (BOS) writing continuum as evidenced by a variety of data sets (classroom assessment, English Syllabus capabilities, student writing samples, Early Years Assessment (EYA) and NAPLAN data)
Reason for Priority 2	Evidence from the above data sets indicated that students were experiencing difficulty with spelling.
Steps to be taken to achieve Priority 2	<p>These include:</p> <ul style="list-style-type: none"> ▪ students to learn correct use of syllabification ▪ students learn to spell through <ul style="list-style-type: none"> ▪ phonological awareness ▪ morphological/etymological awareness ▪ students expected to evidence their learning through their writing ▪ professional learning workshops for teachers ▪ parent engagement in workshops ▪ information in school newsletters

Priority 3	Eighty percent of students to achieve expected growth points for their grade level in place value and vulnerable students to achieve at least one growth point as measured by ongoing classroom assessment, MAI data, Mathematics syllabus and NAPLAN
Reason for Priority 3	Mathematics Assessment Interview data indicated that students had not reached expected growth points for their grade level in place value.
Steps to be taken to achieve Priority 3	<p>Steps to be taken include:</p> <ul style="list-style-type: none"> ▪ Students will be taught to: <ul style="list-style-type: none"> ▪ represent multi digit numbers independently ▪ interpret multi digit numbers ▪ order multi digit numbers ▪ students to identify a learning goal for place value ▪ professional learning workshops for teachers ▪ modelling 'best practice' by lead teacher to class teachers ▪ effective feedback/feed-forward to students and teachers

Community Satisfaction

Parent satisfaction

Parents believed that they were more involved in the learning of their children through the triad meetings held in term 1 between teacher, parent and child as well as the conversations they were able to have with their children as they achieved their goal.

Parents also believed that knowing their children's numeracy goal helped them to assist their children at home.

The open classrooms and Mathematics challenge event allowed parents to experience what was happening in the classrooms and the parent workshop for numeracy also enhanced parents' understanding and gave them confidence to further assist their children at home.

Parents thought that the sports clinics held in 2015 were a very good initiative.

Many parents appreciated the enhancement to home/school communication through the newsletter and school app.

Student satisfaction

Students believed that they were better informed about the school's social justice initiatives such as: raising money through the mufti day for the victims of the Rockhampton floods; the disco for the missions and World Youth Day and toiletries for the homeless as part of the 2015 Christmas Appeal.

Students described their learning as engaging, 'hands-on', stimulating and personalised, particularly with reference to setting their learning goals. They believed that the introduction and use of *Google Classroom*, enhanced their learning.

The students spoke positively about the many and varied sports clinics held during 2015. These clinics complemented the weekly sport's lessons and provided opportunities for skills development.

Teacher satisfaction

Teachers believed they had developed more effective skills in being able to personalise the learning for students and valued the professional learning provided during staff development days, teacher workshops and leadership training in numeracy and writing.

Teachers generally were most supportive and enthusiastic about the social justice initiatives organised by the school.

Student Profile

Enrolment Policy

St Aidan's Primary 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	212	202	414
2014	206	199	405
2015	209	205	414

Student attendance rates

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

Kindergarten	93.5
Year 1	91.8
Year 2	89.4
Year 3	90.8
Year 4	92
Year 5	91.1
Year 6	92.5
School Average	91.35

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)	351
Students with disabilities (SWD)	24
Indigenous	0

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 wellbeing

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

The *Pastoral Care and Student Management* policy reflects St Aidan's Primary School motto, *Together We Are One*.

The policy included expectations of students' behaviour both within and outside the learning spaces. Consequences of not meeting these expectations were also stated.

Managing student behaviour is based on the principles of procedural fairness.

In following these procedures the dignity of the individual was maintained. The policy includes the following areas: student welfare; anti-bullying; social skills and values education.

Weekly case management meetings systematically addressed the learning and social needs of the most vulnerable students. The panel was made up of the principal, class teacher and learning support teacher. These meetings provided an efficient avenue for discussion about students' needs and capabilities with a view to improving student outcomes.

The school's *Anti-bullying* policy can be found in the St Aidan's Primary School's *Pastoral Care and Student Management* policy located on the *St Aidan's Primary School* website in the *Parent Handbook* and in the *Staff Handbook*.

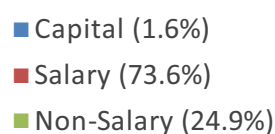
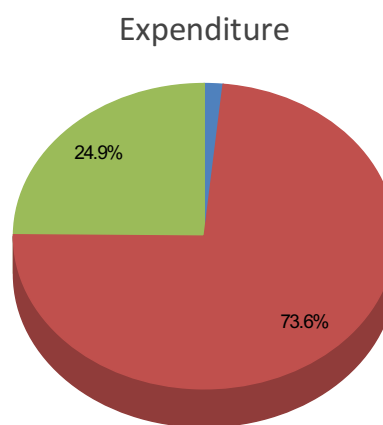
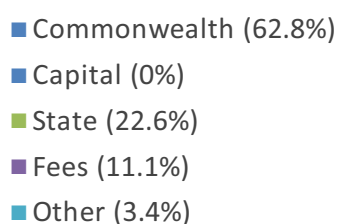
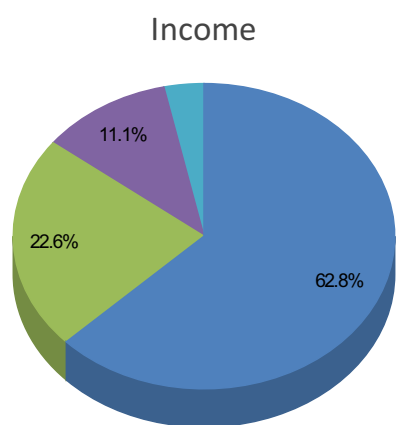
There were no changes to the policy in 2015. The full text of the *Pastoral Care and Student Management* policy can be found on the school's website: <http://www.staidansrootyhill.catholic.edu.au>

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) *Complaint Handling* policy.

There were no changes to the policy in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,991,710
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,078,188
Fees and Private Income ⁴	\$530,695
Other Capital Income ⁵	\$160,815
Total Income	\$4,761,408

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$69,394
Salaries and Related Expenses ⁷	\$3,222,324
Non-Salary Expenses ⁸	\$1,088,869
Total Expenditure	\$4,380,587

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.

