

2015 ANNUAL SCHOOL REPORT



**St Angela's Primary
School, Castle Hill**

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Angela'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 Angela's Primary School, Castle Hill. St Angela's Primary School is dedicated to the education of students from Kindergarten to Year 6. We believe that the students are at the centre of all our endeavours, and through effective teaching and learning we aim to allow them to 'Let their light shine'. Our challenge as educators is to build a learning community in partnership with the home and parish, which models relationships based on:

- mutual respect
- the affirmation and welcoming of individual differences
- sharing and forgiveness
- collaboration and support
- generosity
- gratitude and service

Our educational endeavours combine so that our students will be confident life-long learners, who are encouraged to serve others and to embrace the fullness of life in their society as they become effective global citizens. Our school motto, *Let Your Light Shine*, inspires the whole community to live our unique life journey with joy and self-belief.

Parent

We are pleased with the continual progression of our children's education at St Angela's Primary School through all aspects of the school's teachings from spiritual, through to personal, and to academic excellence. All this is achieved through a strong leadership team and an excellent teaching staff.

We also enjoy a good working relationship with the school through our ability to be involved in many aspects of the education program. We are invited to attend regular meetings where the school is able to discuss and demonstrate educational principles in today's teaching practices. We have the opportunity to visit the classrooms every term and attend regular liturgies which are run by the entire student body. There are many arms of the parental helper framework including canteen, fundraising, literacy helper groups, Mothers and Fathers Day stall helpers which give each parent a chance to be involved at the level that suits them.

Our children enjoy the comfort of well-manicured surroundings which helps to enrich their experiences and form the basis for a real love for education. The entire staff is approachable through open lines of communication and we feel that we are always abreast of all happenings through out the school as our children 'Let their lights shine'!

Student

The students at St Angela's Primary School contribute in so many ways to the life of the school, while developing their leadership skills. All students take a role in grade assemblies, liturgies and school celebrations.

The Student Representative Council (SRC) provides the students with the opportunity to communicate their concerns, make suggestions and give ideas for improving their school.

The student body embraces our theme of *Let Your Light Shine* through a culture of faith, fun and learning.

The Year 6 students lead the school in an ANZAC Day memorial service each year and, through the Buddy program, help Kindergarten children settle into school life. Year 6 students are actively involved in providing leadership and are role models to all students in the school.

Who we are

History of the school

St Angela's Primary School was established in 2001 with an enrolment of 70 children in Kindergarten and Year 1 and seven staff members to build the educational curriculum. In 2015, there were 21 classes, from Kindergarten to Year 6, with an enrolment of 601 students.

The school was named after the founder of the Ursuline sisters, St Angela Merici, and since its beginning, the spirit and writings of St Angela have been shared with the community.

Location/drawing area

The school is located on Harrington Avenue in Castle Hill and draws on students from Castle Hill, Kellyville and beyond. It serves the parish of Our Lady of the Rosary, Kellyville, which is pastored by the Franciscan priests.

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	32
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	30
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	11
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	95.43
Percentage of 2015 teaching staff who were retained from 2014	97

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Faith experiences at St Angela's Primary School are enhanced by the children's reverence and an understanding that there are special times to communicate with their God. The children pray daily and have opportunities to share faith experiences with their parents at liturgies such as Mothers Day and Fathers Day. Major liturgical events in 2015 included Reconciliation and grade masses celebrated by the Franciscan Fathers, opening and closing masses for the school year and whole-school prayer and liturgical celebrations, including feast days for St Angela, St Francis and St Patrick, Grandparents Day, Catholic Schools Week and the commemoration of ANZAC Day. After first receiving the Sacraments of Reconciliation, Eucharist and Confirmation, children are congratulated at a whole-school prayer assembly.

Social Justice

We strive to keep the needs of those less fortunate than ourselves, in our hearts and prayers and then respond in a practical way to help make a difference. Social justice is at the heart of all we do when working with parents, staff and children. Social justice initiatives in 2015 included collecting food hampers for the Feast of the Sacred Heart and at Christmas to support the efforts of the St Vincent de Paul Society; support for Project Compassion and Catholic Mission; and participation in community appeals such as Heart Kids Foundation, Jeans for Genes Day, Youth Off The Streets, and Our Lady of the Rosary Parish shoe box appeal.

School home and parish partnerships

Although the school is not on the same site as the Our Lady of the Rosary Parish Church and Parish House, we maintain a strong relationship between school and parish by actively participating in the parish-based Sacramental programs and visiting the church for special liturgical celebrations. The Franciscan priests regularly visit the school to celebrate the Eucharist and Reconciliation and to join with the children for prayer ceremonies and classroom visits.

Our strong partnership with parents is evidenced in many ways. This includes outstanding attendance at classroom open days (one per term); general parent meetings; and activities such as excursions, special food days and canteen. Parents join with the children in celebrating special events such as Mothers Day, Fathers Day and Grandparents day. There is strong parent support with all school activities including sports events, library assistance and classroom assistance.

Religious Education

Religious Education is integral to all teaching and learning programs and is given a strong perspective through the values' and attitudes' strands of the Key Learning Areas. An essential part of Religious Education happens through our school culture which is grounded in faith, hope and love. We strive to awaken within our school community, the fruits of the Holy Spirit. The lives of Christ, St Angela and St Francis of Assisi are models for our community.

Units from the Diocesan syllabus, *Sharing Our Story*, are studied across all learning Stages. The school has developed school-based units incorporating Multiple Intelligences, ensuring a clear theological and educational background, along with using appropriate teaching, learning and assessment strategies and resources.

Professional Learning of staff in Religious Education

Professional learning for staff in 2015 has included a focus on the three levels of Scripture (literal, spiritual and application). Staff have also participated in professional learning with colleagues from the Catholic Education Office in the area of content knowledge and Scripture. Additionally, an overnight spirituality retreat, led by the parish priest, supporting the vocation of our Catholic teachers and their work, was held.

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	94	73
	Literacy	99	95	79	72
	Reading	100	95	89	71
	Writing	100	96	98	76
	Spelling	100	93	80	65
	Numeracy	99	94	75	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	100	93	70	61
	Literacy	98	93	77	57
	Reading	100	93	82	58
	Writing	100	92	74	52
	Spelling	100	93	76	61
	Numeracy	100	95	61	56

The 2015 NAPLAN results were very pleasing for both Year 3 and Year 5 with a significant number of students achieving in the top three bands for Literacy and Numeracy. These results reflect the quality of teaching and learning that takes place at St Angela's Primary School.

Analysis of the NAPLAN data showed that students would further benefit from being challenged in the writing strand in Literacy and key concepts in Number, to ensure further growth, stretch and movement to even higher bands. In 2015, the school continued with the Extending Mathematical Understanding (EMU) program as a whole-school approach to improving all students' numeracy outcomes. This program focuses on teachers using assessment data to identify the needs of their students in numeracy. It also provides effective strategies to assist teachers in developing the students' Mathematical concepts and skills. Explicit teaching in writing has resulted in improved learning outcomes for students in this area. Achievement levels and results were particularly strong across all areas in 2015.

School curriculum

At St Angela's Primary School, students' individual differences in terms of experiences, ability, knowledge, talents, interests and learning styles are pivotal in planning curriculum and learning activities. Students requiring assistance with learning are supported through a variety of teaching practices and programs including individual learning plans and individual and small group teaching. Students' learning strengths are developed through activities enriched with higher order thinking and self-directed tasks. In 2015, a significant number of students participated in the University of New South Wales competitions. In 2015, students had the opportunity to pursue their talents and interests to 'let their light shine' in a number of ways including participation in Voice of Youth, school choir, music lessons, chess, school band, debating, St Angela's Primary School's Annual Talent Quest and the St Angela's Primary School's Writing Festival. Students also took part in co-curricular and extra-curricular activities.

Two thousand and fifteen was a very successful year in the sporting arena for St Angela's Primary School with students of all abilities participating in a number of sports. Major events in 2015 were our swimming and athletics carnivals and cross country. Many students went on to represent the school at zone, diocesan and MacKillop levels. We were also well represented in diocesan team sports. Students participated in swimming programs in 2015, with Kindergarten to Year 4 having swimming lessons and Years 5 and 6 students participating in a beach safety and surf awareness program. A large number of students from Kindergarten to Year 6 also participated in the Premier's Reading Challenge for 2015. The Kindergarten Transition program commences in the year prior to formal schooling. It includes interviews with parents and children; enrolment processes for special needs children; meetings for parents and orientation sessions for children.

Initiatives to promote respect and responsibility

St Angela's Primary School's mission statement challenges us as educators to build a learning community which models relationships based on mutual respect, affirmation of differences, forgiveness, collaboration, support, and generosity. These values are nurtured at St Angela's Primary School in many ways including the following:

- teaching of social skills
- proudly singing the national anthem and displaying the Australian flag
- implementing the Buddy program to support our Kindergarten students
- providing opportunities for senior students to develop their leadership skills

St Angela's Primary School's *Student Management* policy is directed at encouraging our students to become effective and responsible members of society. It is a response to the community held belief of mutual respect and the values of justice, equity, compassion and forgiveness. Our *Student Management* policy (Anti-bullying) aims to ensure a whole-school commitment to the prevention of bullying behaviours. A copy of the Student Management policy can be viewed on the school's website and at the school office.

Professional Learning

In 2015, the main focuses of staff professional learning were in the areas of Mathematics, English and Religious Education. Additionally, staff undertook professional learning in the new History syllabus, technology, assessment and data analysis, child protection and work health and safety.

Individual staff members also participated in teaching/learning programs, such as:

- Kindergarten to Year 2 reading and writing and Years 3 to 6 reading and writing

- Extending Mathematics Understanding (EMU) specialist training
- Monash Maths Project
- Catholic values across the curriculum
- accreditation programs for the Institute of Teachers
- training sessions on the administration of a variety of assessment tools such as the Observation Survey and the Mathematics Assessment Interview (MAI)

Annual school priorities

Priority 1	To enhance and deepen students' knowledge and understandings in the seven strands of Sharing Our Story syllabus with success evidenced by a school designed continuum rubric that illustrates effective teaching of the Sharing Our Story syllabus and, furthermore, by obtaining an average of 70%+ (Year 4) and 80%+ (Year 6) in all areas of the Religious Literacy Assessment.
Reason for priority 1	Religious Literacy Assessment results in 2015 although strong, would further benefit by a more thorough focus on the teaching of Religious Education. By supporting and expanding teachers' theological and pedagogical content knowledge, teachers would be skilled further in assisting students to deepen their knowledge of prayer, Scripture, tradition and doctrine.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ engagement with Scripture through prayer and related to everyday life experiences ▪ professional learning in exploring the Scriptures to establish links with tradition and catechism ▪ instructional walks with a Religious Education focus
Status of priority 1	Staff and students continue to benefit from opportunities to pray, read scripture and to reflect on the life of Jesus. Professional learning opportunities have provided staff with skills and knowledge to support students in their learning, in particular in the three levels of scripture (literal, spiritual and application). Staff have deepened their knowledge of content and using rich learning tasks which focus on deeper thinking.

Priority 2	For all students on the writing continuum to be working towards a minimum of one cluster level above their expected cluster and that the number of students in the top two writing bands in NAPLAN increase by 10%
Reason for priority 2	Staff reflection on data collected from NAPLAN, Early Years Assessment (EYA), Progressive Achievement Tests in Reading (PAT-R) testing and professional judgement showed that students initially scored very well in literacy, particularly in writing. To sustain this high level of achievement towards Year 7, a targeted focus on writing skills and high yield strategies was required.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ integration of the writing continuum in class teaching, to target point of need learning ▪ focus on learning intentions and co-constructed success criteria ▪ professional development in exploring the components of an effective, consistent literacy block
Status of priority 2	Professional learning in the area of writing assisted staff in differentiating curriculum to benefit students' learning. A focus on purposeful writing for a variety of audiences, imaginative, persuasive and informative have produced outstanding achievement levels. A good consistency in literacy blocks exists across all grades.

Priority 3	To enhance growth point knowledge in the number domains, particularly in place value and multiplication and division, in order to assess effectively student learning, inform teaching practices and achieve a learning gain of more than one growth points for all students.
Reason for priority 3	Data including MAI, NAPLAN and Progressive Achievement Tests (PAT) - Maths, indicated that students would benefit from further development in the number domains. This data highlighted the need for teachers to have a deeper knowledge and understanding of one growth point as a means of pinpointing students' needs in order to effectively assess their learning outcomes.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ data driven decisions ▪ case management meetings to support learning needs ▪ structured and consistent numeracy blocks ▪ further liaising re mathematical instruction eg effective EMU strategies, Monash Project ▪ teacher performance feedback
Status of priority 3	Professional learning for staff in Mathematics has ensured consistent and well structured numeracy blocks focusing on open ended activities that cater for differentiation. Teachers' knowledge of growth point data has assisted in pinpointing needs of students. The number domain continues to be an area of focus given its many concepts which form a strong basis for future Mathematical learning.

Projected school priorities

<p>Priority 1</p>	<p>To enhance and deepen all student’s understanding and personal response to Scripture with success to be evidenced through children’s personal response to Scripture, with Years 4 and 6 students achieving an average of 70%+ in all seven strands of the Religious Literacy Assessment</p>
<p>Reason for Priority 1</p>	<p>Religious Literacy Assessment results in 2015, although pleasing, indicate students would further benefit from a more thorough focus on Scripture. By developing and expanding teachers’ theological and pedagogical content knowledge of Scripture, teachers will be able to support the needs of the children better.</p>
<p>Steps to be taken to achieve Priority 1</p>	<p>We will:</p> <ul style="list-style-type: none"> ▪ develop an understanding of the process to respond to Scripture at the three different levels (literal, spiritual and application) ▪ further analyse Religious Literacy Assessment data and the implementation of relevant high yield strategies ▪ use learning intentions and success criteria ▪ provide opportunities for daily prayer and rich faith responses through experiencing Scripture and religious celebrations

Priority 2	To develop writers who are achieving their expected end of year Department of Education and Communities (DEC) clusters or beyond, by the end of 2016.
Reason for Priority 2	At St Angela's Primary School we have excellent results in literacy with, for example, 80% of Year 3 students in the top two bands for writing. The challenge is to promote further individual growth from an already high standard.
Steps to be taken to achieve Priority 2	<p>There will be:</p> <ul style="list-style-type: none"> ▪ consistent and shared understanding of the elements of quality literacy blocks Kindergarten to Year 6 (K-6) - modelled and shared ▪ guided and independent practice when writing ▪ analysis of data and making data driven decisions to ensure students are working towards their Stage outcomes/cluster markers ▪ engagement of students in authentic purposeful contexts/conversations to support development of writing ▪ focus on the purpose of the type of text and its intended audience

Priority 3	To achieve a learning gain of one or more growth points for all students, particularly in place value and multiplication and division, and decrease the number of vulnerable students by the end of 2016
Reason for Priority 3	Data, including MAI, NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M), has indicated that students would benefit from further development in the number domains. This data highlights the need for teachers to have a deeper knowledge and understanding of growth points and relevant high yield strategies to pinpoint students' needs in order to improve their learning outcomes.
Steps to be taken to achieve Priority 3	<p>This year:</p> <ul style="list-style-type: none"> ▪ Students will be engaging in challenging learning experiences, moving from modelling to visualising to abstracting. ▪ There will be further analysis of data and making data driven decisions to ensure students are working in their zone of proximal development. ▪ There will be regular tracking to pinpoint needs of students. ▪ Differentiating warm ups and rich tasks will be used to enable and extend prompts.

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta once again engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. The QCS data collected and reported to parents, students and staff showed positive increases in a multitude of key areas.

Parents at St Angela's Primary School were pleased with the results that the school continued to achieve in all aspects of schooling. There was a strong sense of community at the school. This was evidenced by the high attendance of parents at various occasions throughout the year, including our 15 Year Anniversary celebrations. Parent feedback after school celebrations such as Catholic Schools Week, Mothers Day, Fathers Day and Grandparents Day was always very positive. There was regular and open communication between home and school through the weekly newsletter and the school's website. The General Parent Meetings provided a forum for parents to meet and share ideas, raise issues, provide feedback and to be part of the planning for the school's future directions.

Student satisfaction

The QCS data collected and reported to our parents, students and staff once again showed that students strongly expressed their love of St Angela's Primary School and their enjoyment of many learning experiences and opportunities. These included sporting events, liturgies, classroom activities and mufti days donating funds to make a difference to the lives of those less fortunate. Students expressed the feeling that they were proud of the school motto, *Let Your Light Shine*, and that they enjoyed the many opportunities that the school provided for them. The students felt safe at school and knew that the teachers cared for them. Students expressed that they particularly liked sharing their achievements with their parents at open days and when work books and samples went home each term. At St Angela's Primary School in 2015, students felt encouraged to do their best and felt that each day was one of faith, fun and learning.

Teacher satisfaction

The QCS data collected and reported to our parents, students and staff showed that teachers found St Angela's Primary School to be a professionally and personally rewarding school at which to teach. There existed a strong work ethic and morale. They valued the welcoming and inclusive environment of the school.

Student Profile

Enrolment Policy

St Angela'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	297	280	577
2014	297	297	594
2015	300	302	602

At St Angela's Primary School enrolments continue to grow as we provide a quality Catholic Education in line with Parramatta Diocesan enrolment procedures.

Student attendance rates

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

Kindergarten	95.70
Year 1	93.52
Year 2	95.35
Year 3	94.94
Year 4	95.01
Year 5	94.79
Year 6	94.94
School Average	94.89

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)	201
Students with disabilities (SWD)	11
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

Our *Student Management* policy focuses on developing a Christ-centred community which nurtures individuals based on mutual respect and the gospel values of justice, compassion and forgiveness.

Reward, praise and encouragement of appropriate behaviour is encouraged. The dignity of each child at all times is paramount. Corporal punishment is unacceptable. There are school rules to support rights and responsibilities of its many community members. There are a series of logical consequences outlined in our policy for children who stray from the expectations regarding behaviour at St Angela's Primary School.

Our *Student Management* policy aims to ensure a whole-school commitment to the prevention of inappropriate behaviours. It provides a framework for resolving any relationship issues and is based on a model of prevention that identifies roles for teachers, students and parents.

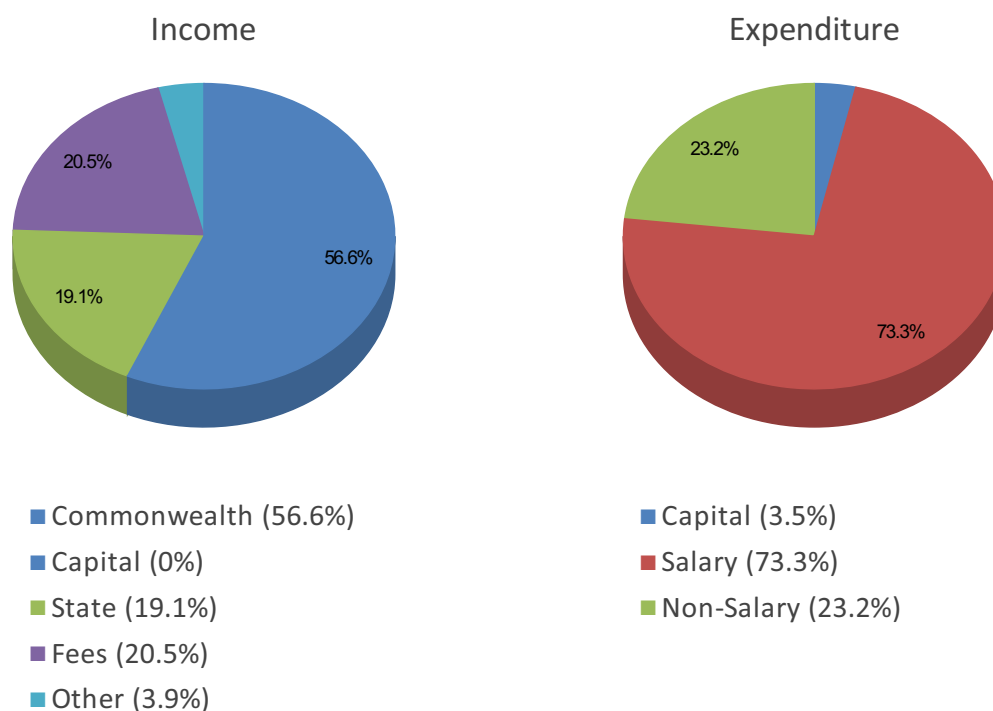
This policy can be located on the school website or is available from the school office. There were no changes to this policy during 2015.

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. A copy of the school policy is available from the school office or is available on the CEDP website.

There were no changes to this document in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,527,142
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,188,233
Fees and Private Income ⁴	\$1,279,301
Other Capital Income ⁵	\$241,800
Total Income	\$6,236,476

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$201,068
Salaries and Related Expenses ⁷	\$4,205,268
Non-Salary Expenses ⁸	\$1,330,422
Total Expenditure	\$5,736,758

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

