2011 Annual Report to the School Community

St Agatha’s Primary School
Cranbourne
Registered School Number: 1736
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Contact Details

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Our School Vision

St Agatha’s Catholic Parish Primary school is a place to belong. It serves the Catholic community of Cranbourne, a suburb in Melbourne’s south east growth corridor on the western edge of the Sale Diocese.

Belonging to St Agatha’s school means:

- sharing an environment that invites and leads all to experience God’s love and truth, nurtured and inspired by the faith and courage of St Agatha and the fullness of our Catholic faith
- being inspired and supported to reach one’s full potential as a creative, life-long learner
- experiencing a community that is committed to fostering a strong sense of wellbeing, security and belonging
School Overview

St Agatha’s School is a Catholic primary school located in the Cranbourne Parish. Our school has a rich history of community involvement and places a strong emphasis on pastoral care within an inclusive and effective curriculum. Our school motto, 'Courage, Faith and Love', reminds us of the bravery St Agatha displayed in the face of her persecution, highlights the Catholic identity of our school and emphasises the Christian commandment of 'Love One Another, just as I have loved you' (Jn 13: 34).

Together, we strive to build a community where we appreciate and acknowledge the intrinsic worth of each person and where faith, culture and life are in harmony. We are a welcoming Catholic community valuing the partnership of family, school and parish. The school is well-equipped and well-maintained. With dedicated staff and supportive parents, our school is a learning community in a safe and happy environment. We maintain a strong emphasis on literacy and numeracy and look to the future in our ongoing development of information and communication technologies. Specialist programs are in Physical Education, Reading Recovery, EMU (Extending Mathematical Understanding), Music, Japanese and ICT.

We believe that the family is the initial teacher in faith education and we foster the child’s ongoing faith development through our Religious Education program, which is based on the Diocesan Guidelines. We also offer Sacramental Preparation programs for Reconciliation, Eucharist and Confirmation. The children participate in prayer times and liturgies.

Our school participates in community activities and makes links to the wider community through the St Vincent de Paul Society, Royal Botanical Gardens, Catholic Missions and ‘Centacare’. We are proud of our success towards sustainability in our waste management and recycling.

With a February 2011 census of 384 students, the school operated fifteen classes. The structure comprised 3 x Prep, 4 x Yrs 1/2, 4x Yrs 3/4 and 4 x Yrs 5/6. Staffing in the school comprised 16 full time and 13 part time teaching staff, 1 full time and 11 part time non-teaching staff.
Principal's Report

At St Agatha’s we feel energised about a new culture shift in Teaching and Learning. It comes in the form of ‘Performance and Development Culture’. Our staff has developed a theme that is special to our school that becomes the lens for everything we do. We call it ‘Thinking Deeply About Learning’. We are proud of this theme and believe it will to be pivotal in the professional growth of our teachers, exploring technology in the classroom and providing an engaging place for learning for our students. All too often, new fads in teaching skim the surface of change in schools. Like the theme suggests, we think we’ll be digging deeper to provide this shift in our school. Aspects of this new culture include ‘coaching’, where staff will be challenging themselves through peer to peer conversations. Another aspect is the process of becoming ready for contemporary technologies – again being collegial about exploring the new tools available to us.

We continue to draw on the famous work of John Hattie by making our teaching and thinking transparent for our students. The WOLF statement is one example – “What’s Our Learning Focus?” We focus on the language of learning and learning behaviours.

We have exciting times ahead, watching how these projects unfold and make a difference to the outcomes of our students.

Noela Hyams, Principal
**Education in Faith**

**Goals and Intended Outcomes**

To enhance the Catholic identity of our school community and engage students in their learning of RE in order to strengthen their religious knowledge, attitudes and values

- Strengthen and promote the Catholic identity of the school by enhancing the liturgical celebrations of the school community
- Strengthen and promote Social Justice in the School Community
- Enhance student learning in Religious Education

**Achievements & Value Added**

- Staff professional learning day on Social Justice facilitated by CEOSale office staff and another day facilitated by Fr Elio Capra on Celebrating Liturgies with Children
- Student Leadership development; Mini Vinnies leaders organisation of school activities such as Staff v Student Volleyball Match to fundraise for Missions
- Yearly Mission Week fundraising activities continue to be refined to address our goals toward social justice
- Fundraising for Japan in crisis, involved an enthusiastic coin line
- Reviewing the Composite Approach to teaching scripture
- Using the 2nd Eucharistic Prayer for Children during Masses
- RE Staff meetings and PLT’s were opportunities for staff to gain and share ideas
- Regular Reconciliation for children in grades 3-6
- Preps in Pyjamas evening was facilitated by staff and was well attended
- Staff took part in a Spirituality overnight in-service to provide opportunities for deepening of personal faith, facilitated by our own Parish Priest on the theme of the Camino
- St Agatha’s continued to work in partnership with the parish sacramental team in the provision of the family centred, parish based school supported sacramental program
Learning and Teaching

Goals and Intended Outcomes

To ensure improvement in student standards and sustained educational growth in literacy and numeracy outcomes through effective and engaging teaching and learning.

- Improve teacher pedagogy, especially in regard to improving reading comprehension
- Through the continued use of OLSEL strategies, use of more complex oral language
- Teachers to be more explicit in the articulation of learning focus by using the WOLF statement (What’s Our Learning Focus?)
- Develop consistency in the structure and implementation of the Literacy Block
- Continue to use Maths testing, such as Maths Assessment Interview, and other prescribed testing methods as a means of assessing our children and identifying needs
- Apply the concept of ‘Effect Size’ to our data to ensure our teaching strategies are effective

Achievements & Value Added

- The installation of Interactive Whiteboards has been backed up with appropriate support for staff – has had a significant impact on the teaching and learning in every classroom
- The Oral Language project has developed the children’s ability to understand and better use vocabulary, improved reading outcomes, improved sentence structure orally and in written work
- A more cohesive teacher understanding of both the Literacy and Numeracy Block has been achieved with more opportunities for teachers to share ideas about the use of these blocks
- Literacy and Numeracy parent workshops were offered throughout the year, for example ‘Helping Your Child to Read’ which was very well received by parents who attended
- Mathletics, the Internet site for children to improve maths skills was maintained and continues to be a well-used resource – introduced the ‘Mathlete of the Week’ award
- Reading Eggs, the equivalent web site for reading is being used, aimed at helping Prep and Junior students with reading, both at school and at home
- The school continued to offer programs to ensure that children’s specific needs were identified and met. Programs offered included Reading Recovery, Extending Mathematical Understanding (EMU), Bridges Literacy, Social Skills and Speech Pathology

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3 READING</strong></td>
<td>88.9%</td>
<td>100%</td>
<td>+11.1%</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>YEAR 3 WRITING</strong></td>
<td>95.7%</td>
<td>100%</td>
<td>+4.3%</td>
<td>98.2%</td>
<td>-1.8%</td>
</tr>
<tr>
<td><strong>YEAR 3 SPELLING</strong></td>
<td>97.8%</td>
<td>98%</td>
<td>-0.2%</td>
<td>98.2%</td>
<td>+0.2%</td>
</tr>
<tr>
<td><strong>YEAR 3 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>93.5%</td>
<td>98%</td>
<td>+4.5%</td>
<td>98.2%</td>
<td>+0.2%</td>
</tr>
<tr>
<td><strong>YEAR 3 NUMERACY</strong></td>
<td>90.9%</td>
<td>100%</td>
<td>+9.1%</td>
<td>98.1%</td>
<td>-1.9%</td>
</tr>
<tr>
<td><strong>YEAR 5 READING</strong></td>
<td>93%</td>
<td>98%</td>
<td>+5.0%</td>
<td>92.7%</td>
<td>-5.3%</td>
</tr>
<tr>
<td><strong>YEAR 5 WRITING</strong></td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>98.2%</td>
<td>-1.8%</td>
</tr>
<tr>
<td><strong>YEAR 5 SPELLING</strong></td>
<td>95.3%</td>
<td>98%</td>
<td>+2.7%</td>
<td>90.5%</td>
<td>-7.1%</td>
</tr>
<tr>
<td><strong>YEAR 5 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>93%</td>
<td>94.1%</td>
<td>+1.1%</td>
<td>90.9%</td>
<td>-3.2%</td>
</tr>
<tr>
<td><strong>YEAR 5 NUMERACY</strong></td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>92.7%</td>
<td>-7.3%</td>
</tr>
</tbody>
</table>
ANALYSIS OF NAPLAN DATA

If we compare the year 3 2009 results to the year 5 2011 results we are looking at lots of improvement with a group that, overall, has needed extra support. Significant improvements were made in Reading, Writing and Numeracy. St Agatha’s will need to focus on Spelling and Grammar/Punctuation to meet these areas of need. The next cohort reaching year 3 in 2011 have shown a continued strength across all areas of the NAPLAN testing from last year’s cohort.

2011 Literacy and Numeracy Special Learning Needs Students (LNSLN)
Thanks to our early testing regime, we are very proud of our ability to identify students who qualify for extra assistance through the Government funded Literacy and Numeracy and Special Learning Needs (LNSLN) funding. 21 students qualified after substantial assessments conducted by psychologists and speech therapists.
St Agatha’s Primary School, Cranbourne

School Community and Student Wellbeing

Goals and Intended Outcomes

To enhance the social and emotional growth of the students in an environment that respects and celebrates diversity and connectedness.

- Increased understanding and implementation of YCDI Education
- Exploration of Restorative Practice strategies to resolve conflicts and to compliment the language associated with the ‘You Can Do It Education’
- Increased awareness and understanding of specific needs of Special Needs students

Achievements & Value Added

| STUDENT ATTENDANCE RATE | 93.91% |

- A Restorative Practices Committee continued to work on the development of a ‘Restorative Culture’
- A cartoon workshop, facilitated by a professional author, involved parents and children to work together in a fun atmosphere
- The You Can Do It program was maintained with an emphasis on the use of ‘Circle Time’ as an agreed practice in the school – various models of Circle Time have been explored
- Father’s Day Brekkie continues to play an important role in community building – we had an overwhelming attendance by Fathers in our new school hall
- Mum’s Movie Night – another big success for Mother’s Day
- Grandparents Day – yet another example of family participation on a grand scale
- Thursday Morning Cuppa tradition continued to gather parents on a regular basis
- Seasons for Growth programs were provided for students
- Information Evening was provided for parents on ‘Cyber-safety’
- Regular Parent information published in the school newsletter on wellbeing topics

STUDENT SATISFACTION

Students reported, in the Insight Data survey, that there is a strong sense of belonging to the school. They feel safe and welcomed and enjoy the extra-curricular activities offered by the school.

The students, however, feel as though there is room for more challenge. This would indicate that teachers could explore more ways for engagement and improve the attitude toward learning.
Parents see the school as a happy and safe place to be for their children, based on the *Insight SRC* survey. They trust the school with the decision making and know that their children are receiving a high quality education.

As indicated in the Community and Wellbeing achievement section, we have a very high participation rate for parents and extended family in special days at the school and these activities are valued.

Parents have indicated that they see room for more student motivation; however, they have indicated that the social skills the children learn in school are having a big impact. The connectedness with school is high.
Leadership and Stewardship

Goals and Intended Outcomes

To develop quality Leadership in students and teachers at St Agatha’s school
To maintain and develop safe, attractive, welcoming and educationally supportive buildings and environment

• Ongoing formation of leadership teams that operate in the school
• Consistent and regular professional learning for staff
• Construction of a new multipurpose area, meeting room, toilets and canteen and extension to library funded under the Building the Education Revolution grants

Achievements & Value Added

• Establishment of new learning area for our Grade ¾ classes
• Refurbishment of one of our learning areas, establishing a new, flexible and vibrant environment for our Prep classes complete with operable walls, outdoor area and a kitchen
• Teachers at St Agatha’s are eager to begin a new project under the banner of ‘Performance and Development Culture’, with the theme of ‘Thinking Deeply About Learning’
• Student leadership has continued to be nurtured with the ‘action groups’ such as School Yearbook, Vegie Patch team, Assembly group and the Mini Vinnies team being timetabled each week
• Teachers continue to explore the use of data to inform teaching and learning, employing the professional learning from John Hattie in the use of ‘effect size’ to gauge the precision of the teaching of individuals and cohorts of students
• Completion of the Aspirant Principals’ ‘ReTh!nk’ initiative for a staff member
• In the area of Emergency Management, St Agatha’s works with EMQ to help with training of staff and resources to manage emergency situations
• OH & S processes were strengthened with clear topics covered on a regular basis to ensure it remains on the agenda

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>92.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>92.31%</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>3.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>48.15%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>3.7%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>66.67%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>37.04%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>3.7%</td>
</tr>
</tbody>
</table>
EXPERIENCES AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

Examples of Professional Learning undertaken by staff at St Agatha’s in 2011:
- Performance and Development Culture – Day and afternoon staff sessions with CEOSale
- Spirituality Overnight and Day In-service with Parish Priest
- RE Professional Development Days – Celebrating the Eucharist with Children and Social Justice
- You Can Do It PD for staff – focus on Circle Time
- First Aid including Anaphylaxis and Epilepsy
- Emergency Management and OH&S training
- Oral Language Supporting Early Years project (OLSEL)
- Oral Language Supporting Middle Years (OLSMYL)
- John Hattie, ‘Visible Learning’ ‘exploring effect sizes’
- You Can Do It Program
- CEOSale Days for: Wellbeing, REC, ICT, Literacy and Numeracy, EMU & Reading Recovery
- Graduate Professional Learning at Cowes and CEOSale
- Zart Art

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL * | 27 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $865.08 |

*This indicates the number of school teaching staff who engaged in professional learning not the total attendees of all professional learning activities.

TEACHER SATISFACTION

Teachers feel very positive about the general tone in the school. There is a lot of energy in the school and the very positive levels of job satisfaction would support this. Teachers at St Agatha’s are enthusiastic and eager to take on valuable projects that they can see will be of benefit to their students.

The wellbeing of staff at St Agatha’s is very healthy. Special events such as lunches and out of school social gatherings provide a great balance of professionalism and collegiality.

The Catholic culture is supported very strongly by staff, as indicated by the staff survey.
## Improvement Targets/Milestones

**Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.**

| Students identified as being ‘at risk’ in reading, made significant improvements in reading results. |
| The participant in the Aspirant Principals program reflected on growth in leadership capability and the ability to support staff in achieving their goals in their respective roles. |

## Improvement Strategies

**Improvement strategies the school developed in 2011 to meet the improvement targets.**

<table>
<thead>
<tr>
<th>2011 Outcomes</th>
<th>The achievements in 2011 in relation to these improvement strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school actively participated in CEO sale Professional Learning to support improvement in Literacy in the Smarter Schools National Partnerships reform agenda.</td>
<td>The school has improved in reading/writing as a result of staff engagement in Professional Learning</td>
</tr>
<tr>
<td>The school’s leadership team engaged in data analysis of the 2010 NAPLAN to drive literacy and numeracy improvement.</td>
<td>Staff members have developed awareness at cohort level of student’s literacy and numeracy needs and direction for teaching. Plans for the use of data have been embedded into future school plans and practices.</td>
</tr>
</tbody>
</table>

## 2012 Planned Progress

Reading Recovery is a program embedded in the school staffing plans for this year and next. Many of the teaching strategies used in the program flow into classroom practice.

The Aspirant Principals program added depth to the leadership as well as providing meaningful feedback and data about the school culture.

## Financial

### Smarter Schools National Partnership Funding

<table>
<thead>
<tr>
<th>The National Partnership (NP) your school is participating in</th>
<th>Reading Recovery, Aspirant Principals ‘Rethink’ program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Direct SSNP funding</td>
<td></td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td></td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>$24,748</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td></td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td></td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>$9,211</td>
</tr>
</tbody>
</table>

- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from...
additional recurrent grants.

- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*Please note expenditure at the school level may not have been spent in the year the direct support was received.*
## Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>0</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>72,819</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>55,199</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>803,898</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>2,107,940</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>3,039,856</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>Tuition</td>
<td>2,236,734</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>502,017</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>2,738,751</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td>257,948</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>294,876</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>14,494</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>567,318</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>913,888</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>46,347</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>35,199</td>
</tr>
<tr>
<td><strong>Non DEEWR FQ reported items</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>System levies (payments)</td>
<td></td>
<td>(308,221)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td></td>
<td>(3,080)</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td></td>
<td>(23,040)</td>
</tr>
</tbody>
</table>

*Note that the information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*