



**St Agatha's Primary
School, CLAYFIELD**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Agatha's School has served the community of the Clayfield Parish for 97 years. The school was founded by the Sisters of the Presentation of the Blessed Virgin Mary in 1925 and acknowledges and celebrates the involvement of the whole community in a rich culture of events, rituals and celebrations. The school achieves this mission by promoting an environment for 'Growth, Friendship and Faith'. Some unique features of the school population are our high academic standards in learning and teaching, our sporting achievements and range of opportunities in creative fields including The Arts. The school plays an important role in the community by fostering the identity and charism of the school and the gospel values from which it draws its inspiration.

School progress towards its goals in 2021

In 2021, St Agatha's Primary School focused on school goals identified from the 2019 External School Review and those identified as part of the 2020 school-based internal school review process. The following goals were identified:

Catholic Identity

- By week 8, Term 4 Catholic Perspectives are embedded across learning areas.
- By week 8, Term 4 there will be increased student progress in Religious Education.

Learning and teaching

- By week 8, Term 4 St Agatha's will have a clear and focused approach to learning and teaching that maximises school improvement and student growth.
- By week 8, Term 4 St Agatha's will have developed consistency of practice in the teaching of Mathematics; cultivating productive Mathematical mindsets and confidence among school community.

Progress towards the afore mentioned goals are as follows:

Catholic Identity

- The development of staff professional knowledge of Catholic Perspectives across the Australian Curriculum has resulted in a strong understanding of Catholic Perspectives by teachers in all learning areas. This is reflected through curriculum planning, teaching, assessing and reporting.

- Staff develop and use consistent schoolwide processes for rigorous planning, teaching, learning and assessment in Religious Education. This has been reflected in the delivery of a Religious Education curriculum which is rich, relevant and responsive to learners. Moderation of planning by the Leadership Team and of assessment at an intra and interschool level has assisted in quality assuring quality learning and teaching in the area of Religious Education. Updated planning documents help support teaching and learning.
- Staff have engaged in targeted formation that builds grounding of Religious Education Teachers based on the 5 pillars of a Catholic School. This work will continue in 2022.
- Staff have developed their understanding of teaching prayer and liturgy. The positive impact of this learning is evident in the vibrant prayer and liturgy through the school. Class prayer and liturgical celebrations are reflective, age appropriate and linked to scripture and the learning in Religious Education lessons.

Learning and Teaching

- Staff development day in January based on the work of Tracey Ezard focused on the qualities of a vibrant and buzzing learning culture. This foundation was used along with the research of Sharratt, Fullan, Hattie and Quaglia to underpin decisions in learning and teaching based on data, student voice and the right drivers in education.
- Staff developed an updated curriculum planning document and vision for learning which ensured a commitment to consistent schoolwide processes based on the BCE Effective and Expected Practices. Curriculum planning, teaching and assessing was further differentiated using strategies that maximise impact of learning and Fullan's 4 C's model.
- Class and whole school timetables were reviewed and refined to prioritise uninterrupted literacy and numeracy blocks.
- A year-long partnership with Dr Judy Hartnett provided staff with sustained professional development in Mathematics. Short term projects, observation and feedback and use of 4 C's model as a method of professional learning supported teacher knowledge, understanding and skills in Mathematics. Through the partnership with Hartnett, staff developed a deeper understanding of Mathematics, Australian Curriculum and explored Maths Myths and Mathematical Mindsets in a way that supported their growth as practitioners of Mathematics.
- Continued work with St Mary of the Cross Windsor and Holy Cross Wooloowin with a specific focus on Mathematics teaching supported ongoing growth and development of teachers in this area.

Future outlook

In 2022 St Agatha's will continue a focus on Mathematics through the 2022 Explicit Improvement Agenda. This will be actioned through continuing to develop high quality pedagogical practices with a focus on student performance data and assessment. Areas of focus in 2022 are:

Catholic Identity

1. Developing a deeper understanding of core and complimentary scripture in Religious Education Curriculum.

Learning and Teaching

1. Improved student progress through enhanced high quality authentic assessment.
2. Further development of consistent, high quality pedagogical practices and improved student performance in Mathematics.

Diversity and Inclusion

1. A focus on developing our community as one that celebrates and responds to individual identity and cultural diversity.

Our school at a glance

School profile

St Agatha's Primary School is a co-educational Catholic primary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Co-educational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 339	196	143	2

Student counts are based on the Census (August) enrolment collection.

St Agatha's Primary School is a co-educational Catholic school consisting of 339 students. The student Students attending St Agatha's are predominantly Catholic (90.1% in 2021) with a range of multi-cultural backgrounds. In 2021, 0.6% of the student population identified as Aboriginal and/or Torres Strait Islander and 2.3% of students had English as an additional language or dialect. The students at St Agatha's enjoy the range of learning opportunities provided and reflect the welcoming and inclusive nature of our school. A very supportive student body creates a community of learners who care for one another and treat each other as friends. The students at St Agatha's understand the expectation of learning and come to school ready for learning. Students have high expectations of themselves as learners and actively seek feedback on their learning. Year 5 and 6 in 2021 consisted of three classes (two Year 5 classes and one Year 6 class) with two male students in Year 5 and no male students in Year 6. Although St Agatha's is a co-educational primary school from Prep to Year 6, the social trend of the past has seen the male students move to St Joseph's College, Gregory Terrace and St Joseph's College, Nudgee for senior primary schooling. This is a trend that will continue to be challenged by the Leadership Team of St Agatha's who are strongly supportive of male students staying for senior primary. The announcement of St Rita's College, Clayfield expanding to take on Year 5 in 2022 will have an impact on St Agatha's as location wise, the two schools are next door to each other and most of St Agatha's female students transition to St Rita's College for their secondary education.

Curriculum implementation

Curriculum overview

St Agatha's school uses the Australian and RE Curriculum. A focus on quality differentiated pedagogy and engaging learning experiences creates a high quality inclusive Catholic education for all students. A school wide focus on the learner dispositions, self-directed, resilient, reflective, persistent and engaged, through a range of learning experiences and quality feedback enhances the learning and progress of each student. St Agatha's demonstrates a vibrant Religious Life of the School which is evidenced through various liturgical, social justice and formation experiences. Specialist weekly lessons in Japanese, HPE and The Arts are provided for all students. Students are well catered for and well-resourced at St Agatha's with access to a range of resources, online subscriptions and face-to-face enrichment opportunities to support and extend all learners. A 1:1 Laptop program for Years 4 to 6 supports and enhances learning experiences both at school and home. Students in Year 3 have access to 1:1 laptops in the classroom and students in Prep to Year 2 have access to iPads and laptops.

Extra-curricular activities

St Agatha's works hard to provide offerings in a range of areas including sports, arts, critical and creative thinking. A range of additional workshops, excursions and incursions supported the learning at St Agatha's in 2021. The experiences included: 'Dance-Fever' weekly dance classes, Gymnastics, Science,

Visual Art and Robotics workshops, Sport and Physical Education workshops, Claymation and excursions to Sea Life, St Stephen's Cathedral and St Helena Island. Students in Year 5 attended a 3-day, 2-night sport and recreation camp at QCCC Mapleton on the Sunshine Coast hinterland. Students in Year 6 were scheduled to visit Canberra for a 5-day camp, however, due to Covid-19 restrictions, students attended a 4-day, 3-night trip to Noosa Northshore instead. In 2021, co-curricular activities for students at St Agatha's school included Speech and Drama, Musical Theatre, Choir, Keyboard / Piano, Instrumental Music (strings, percussion, brass and woodwind), Chess, Tennis, Soccer, AFL, Rugby, Art, Robotics and Coding. The introduction of Entrepreneurship as an extra-curricular activity for students in Years 4 to 6 proved a popular point of difference at St Agatha's and gained media attention in 2021. Students at St Agatha's enjoy taking part in representative level carnivals including Zone and City District Swimming, Cross-Country and Athletics.

How information and communication technologies are used to assist learning

St Agatha's Primary School uses the Microsoft Suite P-6 across learning areas. During 2021, there were several times where a number of students relied on Alternate Learning Provisions due to being considered Covid-19 close contacts, this was particularly true during Term 3 and the 'Brisbane Grammar' Covid-19 cluster. The use of Microsoft Teams school-wide provided a consistent approach to technology. In addition to the Microsoft Suite of resources, students from St Agatha's Primary School access online programs including Mathletics, Study Ladder, Sunshine Online, Literacy Planet and Minecraft Education to complement the carefully planned learning and teaching experiences provided by class and specialist teachers. St Agatha's received 'E-Smart School' status in 2021 with students in Years 4 to 6 receiving digital licences that support cyber safety practices. A cyber safety bootcamp as part of the Year 4 laptop induction was introduced in 2021 with all students in Years 4 to 6 completing an annual cyber safety refresher course led by a member of the Leadership Team.

Social climate

Overview

St Agatha's prides itself on being a friendly, welcoming, inclusive and positive learning community. Staff, students and parents/carers work together to ensure a transparent, supportive and focused approach to learning and teaching through feedback, collaboration and communication.

Positive behaviour for learning practices and respectful relationships are expected and acted upon through the school expectations – Be Safe, Be Respectful, Be Responsible. The school expectations teamed with the Learner Dispositions (Engaged, Resilient, Self-Directed, Reflective, Persistent) support a social climate where learning is valued, respect is evident and responsibility for actions is expected. A Guidance Counsellor works in partnership with staff to provide a range of student workshops and small group meetings in addition to the specialised one-to-one service to support students' social-emotional learning and wellbeing. In 2021 the introduction of the Friendology program supported the social and emotional wellbeing of students with a focus on themes such as 'no friendship is perfect'. A school-wide roll out of the Friendology program provided a common language around friendships and a proactive approach to navigating issues in friendships. Play options are varied and on offer during lunchtimes which provide a supportive and inclusive environment for student play and guided friendship development.

The staff at St Agatha's are incredibly supportive and demonstrate a genuine care and concern for one another. The celebration of Wellbeing Week each term as well as the end of month birthday morning tea are some of the many ways that the collegial spirit of the St Agatha's staff is demonstrated and celebrated. Expectations of staff goal setting and termly follow up one-on-one meetings with the principal have provided a platform for staff connection and career growth which assists in staff identifying their own growth, progress, goals and career aspirations. Class teachers have the opportunity for a member of the Leadership Team, Learning Enrichment Team and Guidance Counsellor to attend any parent or team meetings.

The St Agatha's Parent community are active and supportive, contributing to the vibrant school culture. The start of year welcome event at Brothers Rugby Club, organised by the P&F was strongly supported with many families attending. The school disco in Term 4 was very strongly supported as an opportunity

for parents and friends to catch up. The opportunity for St Agatha's to host the 'Street Serenades' as part of Brisbane Festival on a Saturday afternoon in September was well attended. The P&F of St Agatha's School are supportive. In 2021, the P&F provided lunch for the staff for World Teachers Day and provided morning tea for Prep 2022 families as part of the Orientation mornings. The St Vincent de Paul Christmas Appeal saw families at St Agatha's donate items for Christmas hampers and give a monetary donation to provide a 'Fun Friday' barbecue lunch for students at St Joseph's, Murgon as a special surprise.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree[#] that:	2020
This school helps my child to develop their relationship with God	100%
School staff demonstrate the school's Catholic Christian values	99%
Teachers at this school have high expectations for my child	89%
Staff at this school care about my child	100%
I can talk to my child's teachers about my concerns	95%
Teachers at this school encourage me to take an active role in my child's education	89%
My child feels safe at this school	99%
The facilities at this school support my child's educational needs	90%
This school looks for ways to improve	96%
I am happy my child is at this school	93%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree[#] that:	2020
My school helps me develop my relationship with God	93%
I enjoy learning at my school	96%
Teachers expect me to work to the best of my ability in all my learning	97%
Feedback from my teacher helps me learn	97%
Teachers at my school treat me fairly	94%
If I was unhappy about something at school I would talk to a school leader or teacher about it	80%
I feel safe at school	90%
I am happy to be at my school	92%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	97%
School staff demonstrate this school's Catholic Christian values	97%
This school acts on staff feedback	93%
This school looks for ways to improve	100%
I am recognised for my efforts at work	91%
In general students at this school respect staff members	100%
This school makes student protection everyone's responsibility	100%
I enjoy working at this school	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

'Growth, Friendship, Faith' is evident throughout St Agatha's Primary School, Clayfield. This is directly reflective of the professional and caring relationships between families, staff and the parish and wider community. Again in 2021, Covid-19 restrictions saw the use of technology to engage families in weekly assemblies, liturgies, parent teacher interviews and messages assisted in providing engagement through video and live-streamed events. When the opportunity came for face-to-face events to return this was highly supported by our community.

In 2021, St Agatha's continued partnerships with Brothers Rugby, Presentation Sisters, Alannah and Madeline Foundation as well as neighbouring schools – St Mary of the Cross, Windsor and Holy Cross, Wooloowin. The introduction of a mentor program between St Agatha's and Mary MacKillop College, Nundah strengthened the relationship of St Agatha's with its closest BCE secondary school. A strong interest in the school entrepreneur program saw partnerships form between St Agatha's and the Andy Candle Co with founder Andrea being a mentor to the St Agatha's entrepreneur group. Ongoing partnerships with UQ and neighbourhood kindies supported the transition of Prep students to St Agatha's. The Beginner Instrumental Group at St Rita's provided opportunity for Year 6 students to join a music ensemble. This partnership will continue with Year 6 students in 2022. Father Biju Thomas, St Agatha's continued as St Agatha's parish priest in 2021 which allowed for a greater depth of partnership between school and parish.

A clear approach to student learning and inclusion at St Agatha's ensures student learning needs are met. Weekly team meetings with Principal, PLL/ST:IE and Guidance Counsellor are used to review student learning and needs. Regular team meetings with parents, class teachers, BCEO personnel and members of the Learning Enrichment Team review current strategies and information for specific students and identifies next steps and referrals to specialists.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	25	16
Full-time Equivalents	21.8	9.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate diploma etc.**	1
Bachelor degree	15
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$59,165.

The major professional development initiatives are as follows:

Partnership with Dr Judy Hartnett to focus on teaching and learning in the area of Mathematics. This included work around observation and feedback.

A large focus in professional development throughout 2021 focused on unpacking and understanding the Australian Curriculum through a Catholic Perspective. Professional learning in this area included focused learning in each curriculum area to create a deeper understanding of the expectations of the curriculum including what came before and after a given year level. This work resulted in the creation of consistent curriculum planning documents and year level overviews which link the curriculum to learning, teaching, assessment and excursion/incursion opportunities.

Catholic Identity remained an area for professional learning in 2021 with staff being introduced to the 5 pillars of a Catholic School and worked throughout 2021 on developing a greater understanding of liturgy and prayer. This work is continuing in 2022.

School Officers and support staff were provided professional learning in ICT and Mathematics in 2021 through a series of short sessions led by the Leadership Team and Learning Enrichment Team.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%. Participation for part time staff was invitational with specialist and part-time teachers attending PD Days and staff meetings relevant to them. In 2022, a decision has been made to move staff meetings to Wednesday to allow easier participation for specialist teachers to attend as it aligns with days when specialist teachers are at school. A reduction of directed PD at staff meetings to support additional curriculum planning time and year-level focused PD in 2021 was a change in response to the ongoing increase in teacher workload and the PD focus on curriculum and pedagogy.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2021. In 2021, four staff members went on maternity leave with three returning in 2022 and one returning in 2023.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	95.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.1%

Average attendance rate per year level			
Prep attendance rate	96.4%	Year 4 attendance rate	94.9%
Year 1 attendance rate	95.6%	Year 5 attendance rate	97%
Year 2 attendance rate	94.5%	Year 6 attendance rate	93.7%
Year 3 attendance rate	95.7%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

The following procedures are taken at St Agatha's when the attendance requirements of the compulsory school or compulsory participation phase are not met by a student, for a part of a day or for longer periods are as follows:

- The school rolls are marked at 9am and 2pm every day.
- If a child has been marked as an unexplained absence, the front office staff contact the family via phone, email or text message. If this message is not answered by the first contact as identified by eMinerva, a second attempt at contact is made – to the number two emergency contact as identified on eMinerva. If there is still no contact, police are notified.
- For students who are absent for more than three consecutive days a written explanation is to be provided by parent/carer and supporting evidence such as a medical certificate is requested. If a student is absent due to family reasons, such as the death of a family member, the class teacher or member of the Leadership Team contact the family to offer pastoral support.
- Any planned absences must be requested / advised in writing to the principal.
- The principal monitors student's percentage of attendance via the BI tool twice a term. If a students' attendance is below 90%, contact is made with the class teacher first to discuss the needs of the student and then with the parent/carer to discuss the attendance data. The principal or delegate confirms that the student is obliged to attend and that no circumstances exist where the parent/carer's obligation does not apply. Principal or delegate works with parent/carers to assist in increasing attendance. This is done through short goal setting, regular meetings and feedback.
- Student attendance is tracked over time to monitor the impact on their academic progress and attendance, to identify 'at-risk' students and intervene early. The importance of school attendance is highlighted several times in the newsletter each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

8. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment for students in Years 3, 5, 7 and 9.