



# St Agnes Catholic High School

## 2024 Annual School Report



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## Introduction

### **About the Annual School Report**

St Agnes Catholic High School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs Jeanette Holland

I am proud to present to you the 2024 Annual School Report for St Agnes Catholic High School, Rooty Hill. Our motto is To Truth Through Love. St Agnes Catholic High School prides itself on being a diverse community learning together. Our hopes for the school are summed up in our Vision Statement which follows: St Agnes Catholic High School is a centre of teaching and learning reflecting the life and mission of Jesus Christ. Inspired by St Agnes and St Francis of Assisi and following the tradition of the Franciscan Missionaries of Mary, we seek to: welcome and serve one another, recognise and celebrate the dignity and worth of each person, nurture relationships built on integrity, compassion, forgiveness and love and engender a sense of hope for a better future. We value: integrity, compassion, hope, inclusiveness and diversity. A focus for 2024 was to improve students' self efficacy. This was a focus of wellbeing lessons and there was a whole school implementation of student goal setting which was published on students' reports. These goals were student nominated and measured.

It has been a year of growth and excellence in learning, building community and extracurricular activities. This is especially reflected in the improved of 2024 HSC results, aligned with our school goal. In particular, the learning gains of the students in this cohort were some of the best we have achieved since we began offering Stage 6 in 2019. Our ongoing focus on quality Catholic education and student wellbeing led to strong academic outcomes and positive student engagement. Students were involved in a range of activities outside the classroom, including community events and social justice outreach. Our teachers are active learners and have participate in a variety of professional learning opportunities throughout the year.

The school continues to increase and we completed stage 3 of our building program which included state of the art TAS and Creative Arts facilities.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

St Agnes Catholic High School values the essential partnership between home and school. The Tell Them From Me Annual Survey of the community shows strong satisfaction from parents in St Agnes Catholic High School. This was particularly so in the area of communication and student safety. In 2024, parents were involved in parent information evenings, performance nights, learning portfolio meetings, on some occasions when issues arise parents are part of the student management plans, and matters related to teaching and learning are discussed with parents. We celebrated religious events and academic achievements such as school academic award ceremonies, St Agnes Day, St Francis Day and involvement in specialised learning programs.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

As members of the Student Leadership Team at St Agnes Catholic High School we have appreciated the opportunities provided to us. Technology, and its use, was a focus for teachers and students here, making learning more enjoyable and interesting. During the year we explored the use of new learning technologies in the classroom and there was a focus on feedback to assist us in improving the standard of our work. There was a friendly and happy atmosphere around the school, we continued to implement the well-being tool to provide another layer of support for students. The school had an active SRC leadership team who were involved in informed school decisions and community building activities. The students participated in many extra-curricular activities eg excursions, reflection days and retreats. The Social Justice and Liturgy group was particularly active raising awareness of Feast Days and assisting families in need.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Founded in 1962 with 29 girls as its first students, St Agnes Catholic High School has catered for students in Year 7 to 12 in the Rooty Hill community for over 50 years. Established by the Franciscan Missionaries of Mary, the school upholds the Franciscan spirit of simplicity and acceptance of all. In 1976, the School was handed over to the Sydney Diocese. From 1999 to 2004 it was incorporated into a multi-campus college, Christ Catholic College. In 2004, this was disbanded and St Agnes Catholic High School again operated independently as part of the Diocese of Parramatta, providing education for young people in the greater Mount Druitt area. Students first attended lessons in the original buildings, then, with increases in the student population, new buildings were developed. The original homestead has been carefully preserved and extended. It now houses the administration offices and staff facilities of the school. The School is a member of the Catholic Community of Schools in our area. These eight schools work together to provide a Kindergarten to Year 12 (K-12) education for students. Until 2017, on the completion of Year 10, students progressed to Loyola Senior High School. In 2019, St Agnes Catholic High School transitioned to a Year 7-12 comprehensive Catholic high school. It presented its first HSC cohort in 2020. In 2021, the Alverna Performance Centre was completed and the Creative Hub, which will house our Food Technology, Hospitality, TAS - Dirty and Clean Technology and Art Rooms, is currently under construction.

### Location / Drawing Area

St Agnes Catholic High School is located in Rooty Hill with approximately 896 student enrolments, and draws on students from St Aidan's Primary School Rooty Hill, Sacred Heart Primary School Mount Druitt South, Holy Family Primary School Emerton, Good Shepherd Primary School Plumpton, as well as a number of other schools in the surrounding suburbs. It serves the parishes of St Aidan's Rooty Hill; Sacred Heart Mount Druitt South, Holy Family Emerton and St John Vianney's Doonside.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	108
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	65
Number of part time teaching staff	17
Number of non-teaching staff	26

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Agnes Catholic High School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Continue to focus on critical thinking by revising cognitive load and explicit teaching.
- Building the capacity of middle leaders with the implementation of a middle leaders program.
- Participation in Leading Excellence in Mathematics (LEM) to empower the Mathematics leaders in working with their staff to build capacity to improve student outcomes.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- In partnership with Together For Humanity workshops on religious tolerance and understanding through inter faith dialogue.
- Working with St Vincent de Paul participating in Mini Vinnies for Stage 4 and and the Vinnies Van for Stage 6.
- Students in FIAT/FAM visited a local nursing centre singing songs and sitting to listen to residents' stories.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Launched and commenced planning for the delivery of the New RE curriculum, Encountering Jesus.
- Staff participated in a Formation Day where they had an opportunity to reflect on Franciscan and Indigenous spirituality.
- Staff participated in a Divina Lovino workshop which unpacked scripture and participating in journaling based on scripture.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	71%	67%
Writing	78%	65%
Spelling	82%	72%
Grammar and Punctuation	66%	61%
Numeracy	66%	67%

### NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	66%	63%
Writing	75%	61%
Spelling	79%	72%
Grammar and Punctuation	51%	55%
Numeracy	62%	63%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 1.
- The number of students issued with a RoSA in Year 11 was 2.

## Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	78%	67%	65%	59%	26%	56%
English Advanced	100%	96%	96%	95%	91%	94%
Studies of Religion 1	84%	80%	69%	84%	43%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 103.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Care, Beauty Services (Make-Up), Design Fundamentals, Early Child Education & Care, Exploring Early Childhood, Numeracy, Real Estate Practice, Sport Lifestyle and Recreation, Studies in Catholic Thought, Work Studies.

## School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Visual Arts	100%	94%
Studies of Religion II	100%	81%

## HSC Results Comment

The 2024 HSC results demonstrated significant learning gain across all KLAs . There was a 10% increase of our subjects above state average from the previous year. Strategies implemented in 2023 and 2024 focused on increased student and teacher expectations

coupled with a focus on HSC standards and associated rigour. This led to a direct focus on students efficacy and understanding the expectations required in the HSC examination. As a school we offered a range of subjects and pathways available. The improvement of processes around subject selection also has a positive effect on our results. Teachers also spent time considering the assessments for Year 12 ensuring these were an accurate reflection on the demands required for each course with a focus on timely and effective to students.

## Student Profile

### Enrolment Policy

St Agnes Catholic High School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
401	507
Total Enrolments: 908	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	92%	10	87%
8	89%	11	88%
9	88%	12	90%
School Average: 89%			

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Student retention rates**

The retention rate of students for Year 10 to Year 12 was 68%.

### **Post School Destination**

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	72%
Technical and Further Education (TAFE)	13%
Workforce	11%
Other/Unknown	4%

### **Characteristics of the student body**

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

Student Body Characteristics	
Language background other than English (LBOTE)	729
Students with disabilities (SWD)	314
Aboriginal and Torres Strait Islander	26

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Agnes Catholic High School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Presented to the Wellbeing Team and teaching staff on the reasons behind the importance of Goal setting to foster student efficacy.
- Focussed wellbeing lessons incorporating high yield strategies for positive education.
- Implemented check in wellbeing application for all students in Years 7-10. This enabled monitoring and tracking of student wellbeing and support.

St Agnes Catholic High School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Agnes Catholic High School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- The facilitation of the JAECG. Creating opportunities for active participation in creating awareness for NAIDOC Week, Sorry Day and Close the Gap.



- Students given the opportunity to lead and promote respect for others and the community through school assemblies, initiatives and community events.
- Targeted activities and the use of the St Agnes Pillars to focus on dignity, inclusiveness, integrity and compassion.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Continued parent forums for collaboration between home and school regarding cyber safety, learning and wellbeing.
- New and improved parent/teacher evenings focussed specifically on individual subjects based on parent feedback.
- Tell Them From Me (TTFM) survey parent completion rates were the highest since the survey was started.

Areas of strength from the student feedback include:

- New student leadership structure.
- The students feel they have strong advocacy at school including teachers, counsellors and cultural officers.
- Students identified a positive learning environment with minimal classroom distractions and a clear focus on learning.

Areas of strength from the staff feedback include:

- Our staff feel they are treated with respect by other staff members, students and parents.
- Our staff have a clear understanding of what is expected of them in their role and their teams take responsibility for their actions.
- Supporting teachers in the developing high expectations of the students.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	To improve the learning outcomes for students in Years 7 - 12.	Still Working Towards.
Priority 2	To improve student's encounter with Jesus through a Catholic approach to engaging with scripture. Improve students' pro-social behaviours to support learning.	Still Working Towards.

Projected School Priorities		
Priority 1	To improve the students reading stamina. Increase student ability to breakdown question( especially multiple choice) and discern the answer in unseen texts.	
Priority 2	Deepen student's understanding and connection through Encountering Jesus Curriculum within the 3 worlds of text. Developing dispositions and transferable skills to promote positive learning behaviours within the Multi Tiered System of Support.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,870,473
Government Capital Grants <sup>2</sup>	\$2,865,136
State Recurrent Grants <sup>3</sup>	\$3,733,155
Fees and Private Income <sup>4</sup>	\$3,337,918
Other Capital Income <sup>5</sup>	\$498,075
Total Income	\$24,304,757

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$4,154,464
Salaries and Related Expenses <sup>7</sup>	\$15,814,463
Non-Salary Expenses <sup>8</sup>	\$6,148,765
Total Expenditure	\$26,117,692

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses