



# St Aidan's Primary School

## 2024 Annual School Report



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## Introduction

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

St Aidan's Primary 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 Marian Bell

I am pleased to present the Annual School Report for St Aidan's Primary School for 2024. St Aidan's is the local parish primary school for the Catholic community of Rooty Hill.

We are a learner centred school and our vision is: "Creating faith filled, curious, excited, confident and self motivated learners who are meeting the challenges of being creative contributors to society and innovative problem solvers". We believe St Aidan's Primary School is a dynamic Catholic school committed to living gospel values, incorporating a spirit of community, acknowledging the diversity and uniqueness of each student, and encouraging success in learning. We recognise each child as being unique and formed in the image of God. We are a school community that fosters a friendly, trusting relationship between school, parish and parents for the ongoing development and benefit of each child. Our school provides an excellent learning environment, facilitated by a wonderful team of professional and friendly staff in partnership with our supportive parent community. At St Aidan's Primary School we invite parents to continue their fundamental role as first educators of their children. The school strives to work in partnership with families and encourages parents to be active participants in the daily life of the school. We aim to provide a quality education for every student. New approaches and skills are emerging for life long learning and we aim to create engaging and challenging learning environments to ensure the best possible emphasis is given to improve the learning of all children. We want them to be successful learners and problem solvers ready to meet the ongoing and emerging challenges of life.

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

The parents at St Aidan's Primary School worked in partnership with the school to build a learning community that is welcoming and inclusive with the students at the centre. Parents were encouraged to be involved in their children's learning and all aspects of school life. Parents attended numerous forums so they could give feedback to the school leadership team and were provided with informal and formal opportunities to meet with teachers about student learning. Parents were invited to contact the school at anytime regarding concerns or issues affecting their children. They regularly attended school assemblies, liturgies and school celebrations. Parents were keen to be part of the life of the school and steps were taken to increase parental involvement to organise events like Mothers Day morning tea, Fathers Day breakfast and stalls. In 2024, we celebrated International Day. This event that was a very

successful partnership between parents and school. While our focus for events is not always fundraising, we had a walkathon to raise money for new books for the classroom libraries as well as seating for the playground.

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**

St Aidan's offers a great education with good teachers who really care for us. Our classrooms are open and colourful with displays of our own work. Technology is good at St Aidan's with all children in the primary school with their own device. We also have many extra activities such as gala days for soccer, touch football, netball and basketball. The whole school also participates in Zing Dance program during Term 3. We also had 70 children who participated in the inter school challenge coming away with many individual awards including first place in the Year 4 group. Some children attend after school coding classes. There are also several lunch time clubs at St Aidan's. These include gardening, knitting, dance, drama, choir and chess. There are also 40 children who belong to the FIAT team who help us to become aware of people in need and raising money for Caritas Australia and for Catholic Mission. We love our new playground and get to play on it twice a week. We are also looking forward to our new seats arriving.

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

St Aidan's Primary School was established in 1907. It was founded by the Sisters of St Joseph. The school came under the care of the Franciscan Missionaries of Mary in 1969. The first lay principal was appointed in 1990. St Aidan's Primary School has grown into a two stream school with an enrolment of over 400 students. In 2007, the community celebrated its centenary and also saw the commencement of extensive refurbishment of ten classrooms and the administration block. This building project was completed in 2008. In 2010, the school utilised the funding from the Australian Government's Building the Education Revolution (BER) to construct a new canteen, a Year 4 learning space, refurbish the library and a Stage 3 learning space. All grades work in flexible learning spaces where teachers design learning experiences that challenge students to work collaboratively and problem solve. In 2017, we celebrated 110 years of providing quality education to the Catholic community of Rooty Hill with a mass led by Bishop Vincent. Many past students and dignitaries attended and various memorabilia were created to remember the milestone. In 2019, the refurbishment of the toilet block took place. In 2021, the refurbishment of the school administration building took place, as well as refurbishment of the new Year 5 space with an addition of two doorways to an outside learning space with a shade sail. St Aidan's Primary School also had playground markings created for students at recess and lunchtime. Inspirational words were displayed on the stairwells. In 2022, the refurbishment of the Years 1, 2, 3 and 4 classrooms took place, with new carpet, felt walls and painting in all spaces.

### Location / Drawing Area

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

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	44
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	19
Number of part time teaching staff	14
Number of non-teaching staff	11

### 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 Aidan's Primary 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:

- To improve the use of precise language in speaking, reading and writing for all students; focus on vocabulary to make connections and inferences in texts.
- Teachers learning focussed on improvement in students' ability to use problem solving and reasoning skills in Mathematics.
- Teacher gained insight into effective use of explicit teaching and explored its range of components.

## **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:

- Introduction to the Faith in Action Team initiatives of awareness raising and fundraising for Project Compassion.
- Continuation of the Faith in Action Team initiatives of awareness raising and fundraising for the St Vincent de Paul Winter Appeal.
- Continuation of the Faith in Action Team initiatives of awareness raising and fundraising for Mission throughout October.

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:

- Teachers gained a greater understanding and more interpretive approach to scripture and application of the message in today's world.
- Staff participated in a spirituality day at Mary MacKillop Place discovering what significant aspects of her legacy still resonates today.
- Implementation of the new Religious Education Document - Encountering Jesus.

## 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 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	68%	66%
Writing	84%	77%
Spelling	63%	61%
Grammar and Punctuation	64%	54%
Numeracy	55%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	77%	71%
Writing	86%	67%
Spelling	75%	68%
Grammar and Punctuation	61%	65%
Numeracy	75%	68%

## Student Profile

### Enrolment Policy

St Aidan's Primary 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
216	179
Total Enrolments: 395	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	92%
1	92%	5	92%
2	94%	6	92%
3	93%	School Average: 92%	

### 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.

### **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)	314
Students with disabilities (SWD)	115
Aboriginal and Torres Strait Islander	6

## 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 Aidan's Primary 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:

- Created a Wellbeing team to create weekly lessons based on student data.
- Staff were trained in the Escalation Cycle training to address the needs of our students.
- Students participated in TTFM and Pivot surveys to monitor their wellbeing.

St Aidan's Primary 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 Aidan's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Staff worked in groups to address these three areas related to student wellbeing: Resilience Safety Belonging.

- The community celebrated International Day in recognition of our diverse student backgrounds.
- Local Aboriginal Elder, Graham Davis King lead a traditional smoking ceremony and welcome for the school community.

## 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:

- St Aidan's is a diverse community and parents report that they feel welcome and a sense of belonging.
- Parents support learning at home scaffolded by support from classroom teachers.
- Parents acknowledge that their children feel safe at school.

Areas of strength from the student feedback include:

- Students are interested and motivated in their learning.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Student feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- The leadership team provides support to improve learning and teaching in classrooms.
- Professional learning opportunities are targeted towards teacher needs.
- Leadership team is accessible and present in the classroom to assist with the needs of the students and teachers.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	The school has an high percentage of EAL/D students. Staff participated in professional learning to identify the needs of these students and to learn strategies to assist them to improve their learning outcomes at St Aidan's.	Still Working Towards.
Priority 2	Improve the wellbeing of all students in response to the data from the Tell Them From Me and PIVOT surveys.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve English outcomes for students by using explicit teaching strategies to deliver syllabus content.	
Priority 2	Improve student's understanding of the Catholic approach to engaging with Scripture beyond a literal level.	

## 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>	\$4,763,529
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,277,716
Fees and Private Income <sup>4</sup>	\$1,010,750
Other Capital Income <sup>5</sup>	\$194,722
Total Income	\$7,246,717

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$211,193
Salaries and Related Expenses <sup>7</sup>	\$5,614,129
Non-Salary Expenses <sup>8</sup>	\$1,698,566
Total Expenditure	\$7,523,888

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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