Curriculum overview.
Curriculum-wise we completed a very busy year. National and State initiatives seem to have converged for a period of significant change in accessing agreed and mandated common curriculum. We made the most of having a Literacy Coach assigned to the school and used Jan Braham’s expertise to upgrade our Training and Development in Teaching and Learning methodology around Literacy. This included workshops on ‘Jolly Phonics’ and ‘Running Records’, as well as other strategies identified by the staff. Jan offered Resource-Making workshops that became regular after hours Training options for staff to access. Teaching groups were identified (eg Junior Primary, Middle Primary etc.) for release-time to look at programming Literacy across the curriculum. Full staff Training and Development on student free days addressed the need to modify the Site Learning Plan to include ‘Whole of School’ strategies and targets. (inclusive of Literacy but also at other levels). Jan provided classroom support by either giving feedback to staff on their Literacy lessons or by modelling best practice in giving lessons that the teachers could observe. Another significant Literacy strategy for the school was to set data gathering timelines and agreed diagnostic testing to identify the methodology that is to be taught at each year level. This included the identification of progression strategies across year levels and the dates for data collection and reviews of that collated material. Our aim is to establish an ongoing program of agreed curriculum delivery with regular and consistent assessment and review strategies that allow new staff members to easily understand site expectations around Literacy improvement.

Hand in hand with this Literacy focus, St Agnes aimed to conform to the new National targets of delivery for Literacy, Numeracy and Science and the time allocations for each. (i.e. 5 hpw for Literacy and Numeracy; plus the 90 minute to 3 hpw allocation for Science, depending on the year level). Staff were expected to program accordingly and have the time allocations clearly outlined in their weekly, term and annual overviews. In 2010, St Agnes began the full integration of the ‘Eat Well/Be Active’ Grant (that they were successful in gaining in 2009). The school teamed with the ‘Blueearth’ foundation to look at Health and Wellbeing matters around fitness, diet and lifestyle.

To support National and State initiatives in agreed and common curriculum options, St Agnes staff began training in the Science strategy of Primary Connections. This T & D was targeted for the latter part of the year and staff have begun implementing some of the recommended modules in their Science lessons. Correspondingly the new Maths curriculum T & D will be a focus for 2011.

With each of these initiatives in place, it went go a long way to achieving site targets of 100% achievement of Benchmark reading levels at the end of Reception, year 1, Year 2 and Year 3 levels. The target of a 5% ‘across the board’ improvement in Reading levels was achieved and we are promoting a more ambitious 10% improvement in 2011 (cf. 2009 benchmarks). Targets for improving Numeracy achievement in NAPLAN assessments were also achieved.

Site Context.
We are a small, 210 strong, Primary School that is increasing numbers at a rate of about 15 to 20 each year and we currently have 8 teaching classes across the school. (including an additional Pre-School classroom, on site).

The school is situated in a natural bushland setting, with well maintained grounds, fixed brick buildings and wonderful additional classroom support resources. All classes being reverse-cycle air-conditioned with Smart Board technology and access to computer terminals and computer rooms.

St Agnes C7 School has a caring and responsible student body, with many opportunities available for student leadership and a desire to offer them as many sporting, cultural and social opportunities as possible. Classrooms are supported with a Literacy Coach, who has an 18 month placement (to be completed at the end of March 2011), specifically to increase literacy levels of our students under a pilot Federally-funded scheme. Our other key focus areas which we have planned for implementation beginning in 2010 are to introduce the
new national Maths and Science curriculum and also to engage the students in an 'Eat Healthy/Be Active' fitness and lifestyle awareness program.

Our students are supported by a CPSW (Christian Pastoral Support Worker), and Karen Bonnici fills this role wonderfully in providing lunch-time activities for students, assistance with peer 'problem' resolution, and a myriad of support activities for staff, students and parents alike.

Our class configuration for 2010 generally included 2 levels per classroom. (eg Reception /Year 1 combined or Year 3/4 combined) These classes were assigned because current enrolment numbers give us the most student placement flexibility by using dual level classes. It also allows for extension and remediation class work to be catered for within each classroom. Students with Special Learning Needs are offered access to remedial support, or in other cases, accelerated learning through an Individual Learning Program that caters to their learning needs. This additional support has been conditional on funding and the number of students that we need to share our support staff among. In 2010, we used some of our surplus school funds to provide additional School Support Officer (SSO) time to classrooms. All classes are mixed gender, as are all activities offered across the school.

Our school has a strong musical connection, as we have a permanent music teacher, with all classes doing music as a subject and specialist music provided in Recorder, Violin and Choir. (We also access private support music provision from peripatetic music staff in Percussion (drums). The current music teacher also combines these lessons with the sharing of a Year 3/4 class as their class teacher. Her co-class teacher similarly supports the school with the teaching of the L.O.T.E.(Language other than English) subject of German, when not in the general classroom.

St Agnes C7 School, (in conjunction with Modbury South Primary School ) offers an on site OSHC (Out of School Hours Care) facility that operates between 7.00 am to 8.45 am and 3.15 pm to 6.00 pm.

A significant site focus in 2010 has again been on enhancing student wellbeing and engagement and the linking of the two. As a whole school we currently include regular breaks, fruit time, regular cooperative games and opportunities for students to calm down and refocus after breaks. Daily physical activity is maintained as a priority. Using current research to stimulate reflection on our pedagogies, we have improved adult awareness about student engagement, designing quality tasks in all areas of the curriculum. We have also maximised opportunities to design tasks using the Child Protection Curriculum which has been embedded into curriculum programming since 2008.

The focus on student learning that is the centre-point of the Site Learning Plan, has continued this year, and staff both new and continuing, have concentrated on the 3 year plan that had been developed by all staff for the 2008 to 2011 period. Carolyn Dundon has continued with the challenge of working with the preschool children and her impact on the preschool has been demonstrated by growth in preschool enrolments and programs.

Our school continues to have small numbers of ESL students with no dominant cultural or language group. Aboriginal children comprise less than two percent of our student population. School card numbers have declined to approximately 12% of students.

A small band of regular volunteers continue to support our school, implementing a number of programs including tuck-shop, class support, fund-raising, Uniform Shop and library help. These people help strengthen the priorities and culture of our school.

‘We continue to Grow’

Enrolments

2010 began with 196 children in the school sector, again demonstrating a slight increase in numbers from previous years. With 38 reception children enrolled across the year, we increased our total numbers to 2009 by the Term 3 Census. This maintained the improvement of our Junior Primary numbers that began in 2007 and current pre-school enrolments continue to point to a healthy improvement over the next few years

In 2010 we made a conscious decision to increase the numbers of students (slightly) in the year 3 to 7 classrooms and to reduce numbers in the Junior Primary area. Our Reception and Reception/1 classes began with small numbers (15 + 20) with these increasing to 25 and 26 by the end of the fourth term. This gave an excellent opportunity for new students to have extra support in basic literacy and numeracy. An increase in the number of Junior Primary students reaching our benchmark reading levels appears to have supported this decision.
Preschool Expansion
Under teacher, Carolyn Dundon’s great care and leadership, our preschool is again thriving with not only increasing enrolments but great attendance. Although attendance in preschool is not mandatory, our attendance rates are significantly higher than both state and district. This demonstrates the value that our families place on preschool as a social and educational experience.

Most of our preschoolers now attend St Agnes School rising from 68% in 2005 to 95% in 2008, 2009 and 2010. The great start these children have in preschool is now increasing our junior primary sector.

A priority for 2010 was the continuation of the lunchtime care (offered for one day a week previously) and the further enrolment increases now allow us to have this program for 2 days per week for the whole year.

### Attendance

**Attendance Rates Semester 1 2010 (by percentage as reported on SPERS)**

<table>
<thead>
<tr>
<th></th>
<th>Rec</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
<th>Primary overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>90.2</td>
<td>90.9</td>
<td>91.5</td>
<td>91.7</td>
<td>91.9</td>
<td>91.7</td>
<td>91.3</td>
<td>91.4</td>
<td>91.4</td>
</tr>
<tr>
<td>State</td>
<td>91.2</td>
<td>91.9</td>
<td>92.2</td>
<td>92.4</td>
<td>92.6</td>
<td>92.5</td>
<td>92.2</td>
<td>91.8</td>
<td>92.1</td>
</tr>
<tr>
<td>St Agnes</td>
<td><strong>92.2</strong></td>
<td>90.9</td>
<td>94.4</td>
<td>94.7</td>
<td><strong>90.9</strong></td>
<td><strong>96.2</strong></td>
<td><strong>93.1</strong></td>
<td><strong>96.2</strong></td>
<td><strong>93.6</strong></td>
</tr>
</tbody>
</table>

In 2010 our attendance priority was to continue our high attendance rates by focussing on following up the reasons for student absences.

Our student attendance rates of 93.6 % are again above both Northern District and State levels. We have continued the site focus to support the aim of full attendance, publishing our school guidelines to assist families in having children attend regularly. The focus for all classes was to decrease the number of unexplained absences over the year to zero, however we fell short with 1.3 % absences remaining unexplained or unacceptable. The School did, however, attempt to contact all parents or guardians when these unexplained absences occurred.

Lateeness to school continues to be an issue in a small number of families. Direct contact has been made to all families in these circumstances, however we did see improvement over the 2010 year.

### Progression rates

**Progression Ratios (DECS School Performance Reporting System data) 2007 - 2008**

<table>
<thead>
<tr>
<th></th>
<th>Yr Rec-1</th>
<th>Yr 1-2</th>
<th>Yr 2-3</th>
<th>Yr 3-4</th>
<th>Yr 4-5</th>
<th>Yr 5-6</th>
<th>Yr 6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>81.6</td>
<td>100.8</td>
<td>100.3</td>
<td>100.1</td>
<td>100.5</td>
<td>99.0</td>
<td>98.8</td>
</tr>
<tr>
<td>Region</td>
<td>79.1</td>
<td>99.1</td>
<td>99.2</td>
<td>98.5</td>
<td>98.9</td>
<td>95.3</td>
<td>97.9</td>
</tr>
<tr>
<td>St Agnes</td>
<td><strong>71.4</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>95.7</strong></td>
<td><strong>82.6</strong></td>
<td><strong>94.4</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Progression Ratios (DECS School Performance Reporting System data) 2008 - 2009**

<table>
<thead>
<tr>
<th></th>
<th>Yr Rec-1</th>
<th>Yr 1-2</th>
<th>Yr 2-3</th>
<th>Yr 3-4</th>
<th>Yr 4-5</th>
<th>Yr 5-6</th>
<th>Yr 6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>79.8</td>
<td>100.0</td>
<td>99.8</td>
<td>99.8</td>
<td>100.2</td>
<td>98.9</td>
<td>98.4</td>
</tr>
<tr>
<td>Region</td>
<td>78.8</td>
<td>100.4</td>
<td>99.1</td>
<td>99.4</td>
<td>100.9</td>
<td>98.1</td>
<td>99.0</td>
</tr>
<tr>
<td>St Agnes</td>
<td><strong>84.8</strong></td>
<td><strong>100.0</strong></td>
<td><strong>95.5</strong></td>
<td><strong>93.9</strong></td>
<td><strong>100.0</strong></td>
<td><strong>89.5</strong></td>
<td><strong>88.2</strong></td>
</tr>
</tbody>
</table>

**Progression Ratios (DECS School Performance Reporting System data) 2009 - 2010**

<table>
<thead>
<tr>
<th></th>
<th>Yr Rec-1</th>
<th>Yr 1-2</th>
<th>Yr 2-3</th>
<th>Yr 3-4</th>
<th>Yr 4-5</th>
<th>Yr 5-6</th>
<th>Yr 6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>79.8</td>
<td>100.6</td>
<td>99.1</td>
<td>98.3</td>
<td>98.7</td>
<td>97.1</td>
<td>98.3</td>
</tr>
<tr>
<td>State</td>
<td>79.8</td>
<td>100.9</td>
<td>99.7</td>
<td>99.6</td>
<td>98.7</td>
<td>98.5</td>
<td>98.4</td>
</tr>
<tr>
<td>St Agnes</td>
<td><strong>86.5</strong></td>
<td><strong>85.7</strong></td>
<td><strong>110.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>109.7</strong></td>
<td><strong>104.5</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

School progression data is now showing increased stability across all year levels and apart from a small glitch in the year 1 to Year 2 data, we have retained or improved our student numbers at all year level above these.

Priorities for 2008, 2009 and 2010 included increasing our Playgroup numbers (through advertising) and then encouraging these children to attend our preschool and school, thus capitalising on the opportunities of our small school. ie. positive relationships from reception to year 7, big grounds and class teaching areas giving children room to move and grow, opportunities for student leadership and skill development across all year levels and ages.
Of the 17 year 7’s who moved to high school at the end of 2010, 12 will attend Modbury High School, 3 going to Banksia Park International High School, and 1 each will attend Golden Grove High School and Enfield High School. This represents a return to all families choosing to stay in the State system and also a significant preference for Modbury High School. All families who had requested a placement outside of their zoned school were accommodated in the allocation process.

‘A positive ethos across the school’

Student Behaviour Management

Our data is evidence that most children continue to manage their behaviour successfully. At St Agnes all Students Behaviour Management referrals, both systemically and internally, are updated each week on a school based data-base to monitor trends and identify any areas of concern. We have many children who have managed their behaviour extremely well for long periods of time, continually developing the skills and language of making appropriate choices to fruitfully focus on learning. Our data also indicates that a small number of students in some year levels are responsible for a large number of behaviour management interventions. Actions taken by staff to teach and recognise appropriate behaviour include each class focusing on skills for social living programs. ‘Bully’ Audits are also undertaken and identified students assisted through classroom support strategies implemented by individual teachers. We also highlight appropriate behaviour by visits to other classes to talk about successes and ‘buddy class’ activities. Persistent inattention is the most common cause for buddy and administration time-out during class time.

‘A very comfortable place to learn’

Facilities changes in 2010.

(a) BER Gymnasium / Multi purpose hall
In early 2009, St Agnes School was accepted as a first round recipient of a National ‘Building the Education Revolution’ (BER) funding grant. As a result of several complicated cost negotiations, the site for the building was changed twice. This led to a significant delay in the start of the building process. It was not until mid-year 2010, that the actual site began construction and after significant catch up activity, the hall is expected to open in line with the 2011 school year.

(b) Air conditioning Northern Wing Upgrade.
Installation of 3 reverse-cycle air conditioners to the Resource Centre (at site’s cost, through funds raised by the Governing Council’s Fundraising Committee) allowed the entire Resource Centre and North Wing to have their air conditioning upgraded. This completes the cycle of air conditioning for the school and the upgrade of the sites transformer has allowed sufficient electricity access to power all site requirements.

(c) Air Conditioner in Music Area.
A new reverse cycle air-conditioner replaced an older model in the Music / German space to improve temperature control in the area.

(d) Interactive white-board updates.
3 new interactive whiteboards are being placed in classrooms in preparation for the 2011 year. These will be sited in the Semester 2 reception class area (to begin in the middle of 2011), the North East corner of the East Wing (Mr Elias’s new classroom) and in the Pre-School area
We aim to please

St Agnes Primary School Parent, Student & Staff Satisfaction Surveys

Parent feedback
Only 26 ‘Parent’ surveys were completed ‘on-line’ (or by hardcopy return) from families this year. This was significantly lower than the 53 who responded in 2008 and 37 in 2009, suggesting that parents are becoming tired of this feedback format. All families in the school were given the opportunity to respond to the survey (approximately 130 families). The data was collated on behalf of the school by the DECS data management team and the tabulated results, with comments, are shown in an appendix at the end of this report. In comparison with other District sites and State results for parent opinion, 2010 was an excellent year with overwhelmingly positive responses from parents and significant improvement shown from 2009.

Parent, Staff and Student opinion was sought on:
1. Quality of Teaching and Learning (9 comment areas for parents) (9 for teachers) (8 for students)
2. Support of Learning (12 comment areas for parents) (14 for teachers) (18 for students)
3. Relationships and Communication. (13 comment areas for parents) (9 for teachers) (17 for students)
4. Leadership and Decision Making. (10 comment areas for parents) (7 for teachers) (4 for students)

As the focus is on parental responses, it was extremely pleasing to see the responses from parents who were overwhelmingly positive about the 2010 year.

10 % improvement above state norms (or better) satisfaction was noted in the following responses from parents.
1. Quality of Teaching and Learning. (6 of 9)
2. Support of Learning. (7 of 12)
3. Relationships and Communication. (8 of 13)
4. Leadership and Decision Making. (10 of 10)

Staff and students also showed some improvement, but at a lower level, however there were NO responses under the state response averages, which was also an extremely encouraging overall result.

All parent ‘written’ comments,(which were anonymously received) were the subject of a staff meeting to discuss our performance (given this valued feedback) and also to look at ways that parents can be better informed. This included the curriculum offerings, behaviour management strategies and school activities and events that are integral to our school management and that we offer to all families.

Student Feedback
The student survey was filled in ‘on-line’ by up to 59 children from years 3-7 with results being very positive. (I say ‘up to 59’, because some students chose not to answer some questions) Once again, the data was independently collated on behalf of the school by the DECS data management team and the tabulated results are shown in an appendix at the end of this report. Children are generally very happy with their teachers and the learning they receive and significantly there were no areas where student satisfaction is below their state counterparts. Surprisingly, the results showed a parity with the state in all responses, which was down from a higher level of satisfaction in 2008.

Staff Feedback
This year a high of 16 staff responded and, if any comparisons can be made, it is encouraging to see that staff showed more positive feedback in the areas of Staff Support and Staff relationships. Staff would like to further develop the areas of staff sharing ‘best practice ’with each other, clarity of roles and feedback to each other. Staff members are happy with the level of professional support and development, the focus on student learning and school development plans.
Student Achievement in Reading

Successes in the Premier’s Reading Challenge

We had an extremely pleasing year with 183 children from reception to year 7 participating and gaining various forms of recognition. (significantly better than the 123 in 2009) Our Literacy Coordinator, Jan Braham and our Librarian, Beth Measday, combined to focus on all student aiming to achieve the Premiers Reading challenge and the overall school participation rate rose from 61% in 2009 to 93 % in 2010. This was a magnificent effort and was supported by student participation in the ‘Read Like the Reds’ program, where students identified as likely to struggle in achieving PRC targets were rewarded with visits and on-line interaction with the Adelaide ‘Reds’ Premier League Soccer team.

Student achievement in reading is an on-going high priority, monitored across the school by guided reading sessions and running records. It has also gained immeasurable benefit by the appointment of Jan Braham as our Literacy Coordinator. The focus of Jan’s initial 18 month appointment was to set in place specific targets and monitoring systems along with year level strategies to assist all our students to improve their literacy outcomes, particularly reading.

This year running records data collected by DECS as part of the Early Years Literacy Strategy again demonstrates that the success of our early focus on literacy:

If we look at all students reading at level 16 or above we can make the following comparisons :

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Region</th>
<th>State</th>
<th>Similar IOD</th>
<th>St Agnes students **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved 16+</td>
<td>41%</td>
<td>49%</td>
<td>55%</td>
<td>73% (63 % in 2009)</td>
</tr>
<tr>
<td></td>
<td>(39 % in 2009)</td>
<td>(47 % in 2009)</td>
<td>(56 % in 2009)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Region</th>
<th>State</th>
<th>Similar IOD</th>
<th>St Agnes students **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved 16+</td>
<td>76%</td>
<td>80%</td>
<td>87%</td>
<td>87% (84 % in 2009)</td>
</tr>
<tr>
<td></td>
<td>(72 % in 2009)</td>
<td>(81 % in 2009)</td>
<td>(86 % in 2009)</td>
<td></td>
</tr>
</tbody>
</table>

This data is encouraging and shows an improvement over previous years. It affirms the strategies we are undertaking to improve our student’s literacy levels and we are encouraged by the ongoing improvement that is showing. It also shows that students are becoming functional readers at a much earlier age level.

National Literacy and Numeracy Assessment – NAPLAN

As a school, we consider these assessments as formative and diagnostic and another way to analyse children’s development in literacy and numeracy (thinking mathematically). At times children may not attain the state mean or National benchmarks; however they have added many skills in the years since they have started school – they have added value to their learning. The year 3,5 and 7 assessments are an acknowledgement of this learning journey. Literacy and numeracy development is a long term process, which is more easily recognised by year 7.

‘Reading improvement a highlight’

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score (class average)</td>
<td>375.5</td>
<td>386.4</td>
<td>363.1</td>
<td>354.8</td>
<td>357.5</td>
</tr>
<tr>
<td>2008</td>
<td>384.3</td>
<td>410.7</td>
<td>387.9</td>
<td>380.5</td>
<td>336.7</td>
</tr>
<tr>
<td>2009</td>
<td>398.7</td>
<td>394.4</td>
<td>361.7</td>
<td>359.6</td>
<td>344.2</td>
</tr>
<tr>
<td>2010</td>
<td>398.7</td>
<td>394.4</td>
<td>361.7</td>
<td>359.6</td>
<td>344.2</td>
</tr>
<tr>
<td>Proficiency Band average</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Students who Achieved * NMS</td>
<td>87.5 %</td>
<td>84.8 %</td>
<td>81.8 %</td>
<td>90.9 %</td>
<td>84.8 %</td>
</tr>
<tr>
<td>2008</td>
<td>90.5 %</td>
<td>100 %</td>
<td>95.2 %</td>
<td>90.5 %</td>
<td>71.4 %</td>
</tr>
<tr>
<td>2009</td>
<td>95 %</td>
<td>100%</td>
<td>83 %</td>
<td>74 %</td>
<td>91 %</td>
</tr>
<tr>
<td>2010</td>
<td>95 %</td>
<td>100%</td>
<td>83 %</td>
<td>74 %</td>
<td>91 %</td>
</tr>
</tbody>
</table>
It is obvious that the cohort of students in 2009 had achieved a marked improvement over their 2008 counterparts. The data for 2010 shows very pleasing overall improvement in Numeracy, encouraging literacy increases at Year 3 level and if comparisons are made over two years and the 2008 cohort is then compared to 2010 data, it is evident that improvement is being achieved across the 3-5 and 5-7 cohorts, whilst this is not reflected on a single year scale.

This data suggest that we are on the right track with both Literacy and Numeracy improvement in general, however, a comparison with the data in 2011 will give a better understanding of cohort to cohort improvement as the same students can then be compared.

**System –Specific feedback**

**Staff Retention (Primary)**

In 2010, St Agnes welcomed the following new Teaching staff:

- Reception Class (East Wing) – Louise Ormond; Year 6/7 (North Wing) – Sharon Lancaster
- Deputy Principal and Year 1/2 Teacher (0.8 teacher load / 0.2 Administration) – Jane Bentley
- Resource Centre – Mrs Beth Measday increased her time as our Librarian to 0.6 time.
- Courtney Gunner filled a short term vacancy in 2010 as the year 5/6 teacher, while Paula Nuske was on extended sick leave.

Of a total of 15 Teaching Staff members in the Primary School (11.4 FTE), 11 are expected to return in 2010. New staff appointed for 2011 are Mr David Cowles (the new Principal) Mrs Jeannie Spear (Reception class) as a PAT appointment for 1 year; Mrs Vikki Klose, an 0.4, year 1/2 Teacher (with Jane Bentley) is appointed for 1 year also.

Daniella Lowlor will also join the staff as the new Literacy Coordinator in Term 1, 2011.

The school farewelled Greg Berry (the Principal) Carolyne Trimboli and Jenny Carthew (shared Reception class teachers) and Jan Braham (Literacy Coordinator) in 2010.

**Staff Retention (Junior Primary)**

Carolyn Dundon, our only Teaching Staff member in the Pre-School during 2010, has been retained for 2011. Sally Waring continues as the ECW in our Pre-school and has been granted 17.5 hours permanent employment beginning in 2011.
Staff Retention (Ancillary)

New Support Administration Staff in 2010 were:
Karen Boddington who joined our staff (10 hpw) to support students in the Eastern Wing and to assist with those students needing extra literacy and numeracy remedial work. Allison Ankers joined our staff, and Mon to Fri, 9.00 am to midday, filled our Front Office Reception duties for 15 hpw.
Sandra Gillingham increased her time on our staff (20 hpw) to support a GOM student.
We expect that Natalie Almond (permanent), Anne Bartholomaeus (permanent), Eileen Slattery (partly permanent), Sally Waring (partly permanent), Julie Giles (contract) and Allison Ankers (contract), Tim Van Buuren (permanent) and Bruce Dunn (permanent) will all re-new their appointments with us in 2010.
Tanya Dowler joins the St Agnes staff as an ACEO 4.2 hpw in 2011.
In mid 2009, St Agnes appointed Karen Bonnici as our CPSW (Christian Pastoral Support Worker – previously known as a school Chaplain). She will continue this role in 2011.

St Agnes School Governing Council Report 2010
(Compiled by Anne Bartholomaeus, Governing Council Secretary)

St Agnes School Governing Council has 11 parent members and three staff representatives including the school Principal. Meetings always have a high attendance with each meeting having a 90% attendance rate. This enables the council to be highly productive and enthusiastic. We have had 7 scheduled meetings in weeks 3 and 8 of each term of 2010 and have the AGM on November 30th. We have also had 2 meetings involving the building of the hall and 1 meeting to decide fixtures and colours involved with the hall.
2010 has been a dynamic year at St Agnes School with the start of construction on the new multi-purpose gymnasium. This was an achievement in itself. Two special meetings were held including the school community and Governing Council members. Local and Federal Members of Government were involved in the process that led to the ‘ground breaking’ on this new building.
A special subcommittee of members, parents and staff met with the architect and builder of the new gymnasium to decide on fixtures and colours involved with the building. This was an exciting prospect for all involved.
Fundraising involving the Governing Council has been on target and beyond for 2010 with many events and opportunities planned by the fundraising committee. We have had the opportunity to have 2 successful Election Day BBQ’s and have implemented the ‘Money Tree’ newspaper recycling program through the school. This paper recycling is an ongoing source of fundraising revenue. It also led to St Agnes School winning a large plasma screen television in a competition for term 3.
It was decided to take part in the ‘Sport for Schools’ promotion through Coles supermarkets and this decision will provide some much needed new equipment to be used by students in the new multi-purpose building. St Agnes School has a Teeball and Baseball team through Diamond Sports Association and it was decided that new uniforms were required this year. The Governing Council put together a small subcommittee which sourced, ordered and have already accepted delivery on new uniforms for all team members.

District Office
In 2010 our Regional Director was Mrs Toni Cocchiaro who had oversight of the whole region, but had 4 Assistant Regional Directors to help her. These were Dave Parker (who line managed our school); Jude Leak, David O’Brien and Chris Dolan.

Teacher Qualifications
14 Teaching staff at the Junior Primary, Primary and Pre-School had the following qualifications:
1 had a Bachelor of early childhood Education (B Ed); 1 had both a Bachelor of Education (B Ed) and a Diploma in Teaching. (Dip T); 1 had a Bachelor of Education (B Ed), a Diploma in Teaching. (Dip T) and also a Grad Certificate (Grad Cert); 1 had a Bachelor of Education (B Ed), a Graduate Certificate (Grad Cert) and a Graduate Diploma (Grad Dip); 1 had a Diploma in Education (Dip Ed) and a Diploma in Teaching (Dip T); 1 had a Bachelor of Education (B Ed) and a Diploma in Education. (Dip Ed); 7 had a Diploma in Teaching (Dip T) only and 1 had a partially completed Diploma in Teaching.

Appendices to Follow: