



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Patrick's Primary School Bega

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Principal

Mrs Jo Scott-Pegum

Section One: Message from Key Groups in our Community

Principal's Message

St Patrick's Primary School is a co-educational Catholic Primary School with seven classes from Kindergarten to Year 6. Our School Vision 'School With a View' directs our thinking, planning and teaching and creates our focus toward providing quality Catholic education. The principles underpinning our vision are: a view to creative and critical thinkers, a view to our relationship with God and one another, and a view to life long learning. These principles focus us toward developing in our students key attributes of learners for today and the future, as well as growing a community of learners working in partnership and developing positive relationships with one another and with others beyond the school. At St Patrick's Primary School we provide a quality curriculum program based on the NSW Board of Studies requirements for schools.

Parent Body Message

The year of 2015 has been an eventful year for the St Patrick's school community. It was exciting to see new teaching staff made welcome and embraced by other staff members, parents, children and parishioners. Our Kindergarten class has thrived in their first year of schooling, and another Year 6 class has been encouraged and supported as they prepared to make the transition to the next very exciting stage of their lives. The St Patrick's community had a fond farewell to Mr Gerard Hergenhan our Principal for the last 8 years. The students of St Patrick's experienced a stimulating learning program throughout 2015. While the emphasis on numeracy and literacy continues, the importance of providing our children with a broad range of learning experiences is also acknowledged. The children were immersed in a range of subjects including learning a language other than English (Indonesian), PE, Music and Art. In the RE Program our children learn the ethos and practicalities of 'Christ with us,' an invaluable lesson for us all and one that our children will carry with them throughout life. It is pleasing to see that St Pat's challenges the children to achieve academically and personally.

Student Body Message

At St Patrick's we learn about respect and responsibility and follow our school rules, Respect Share Grow, Be safe Be happy, and Look Listen Learn. The children in middle and senior primary participated in many sporting events including hockey, swimming, rugby league football and cricket. We think it is great to participate in lots of sports, and we like getting to represent the school at zone and regional levels. We have lots of great community events in our school hall like our Mothers and Fathers day breakfasts and school assemblies. We really enjoyed pyjama day, movie night, the beach-a-thon and our school disco was lots of fun. The school fete this year was the Food Fair, there were rides and stalls and great food. The school leaders in Year 5/6 classes went on the Canberra excursion for 3 days and we visited old and new Parliament House, the War Memorial, Questacon and the AIS, it was tiring but lots of fun. At the end of the year we had celebration days. In our Making Jesus Real time we learned about being a 'happy chappy' and a 'nasty pasty', Healthy Harold came to school with the Life Education Van to teach us to be safe and healthy. We had a great year of learning.

Section Two: School Features

St Patrick's Primary School is a Catholic systemic Co-educational School located in Bega.

St Patrick's Primary School is a Catholic Primary School located in Bega, NSW. St Patrick's is part of the St Patrick's Catholic Parish Bega and together with Lumen Christi Catholic College, Pambula provides quality Catholic education for the children of the Bega Valley. Students travel the breadth of the Bega Valley to school at St Patrick's, some of the outlying localities include Cobargo, Bemboka, Tathra and Candelo. The school caters for students in Kindergarten to Year 6, with 2015 enrolments at 178 students. The school employs 20 staff comprising 14 teachers and 6 staff supporting the school in roles including: School Secretary, School Counsellor, Learning Support Assistants, Indigenous Education Assistant, and Maintenance / Cleaner.

At St Patrick's students grow as learners and members of the school and wider community through participation in rich, engaging, enquiry based learning. The staff continue to develop pedagogy based on the principles of student centred enquiry learning. The staff have continued to embrace a school wide approach to teaching and learning and have worked to create a beliefs statement and framework around effective teaching with clarity about what teaching and learning will look, feel and sound like in each classroom.

St Patrick's promotes respect and responsibility through the daily promotion of our three school rules: Respect, Share, Grow; Be Safe, Be Happy; and Look, Listen, Learn. Students receive recognition and commendation for their respect, responsibility and learning, at school assemblies each Monday morning and every second Friday. Students enjoy opportunities to learn about being part of a class and school community through incursions and excursions. The senior students enjoyed a rich learning opportunity through the Canberra trip during the year.

Parental engagement in the life of the school and their promotion of our school in the community is high. The Parents and Friends association has strong membership and participation, with parents actively seeking ways to grow our school community. The P&F organise both social and fund raising activities for our community with the school discos and the annual fete being highlights in the school calendar.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Patrick's Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Our Religious Education program builds on positive relationships of faith, hope and love which are central to the Gospel. Teaching and learning in Religion is inclusive of all students, and the content of the program encourages children to learn and celebrate who they are, develop their relationship and understanding of God and their acceptance of others. Lessons in religion are based around the stories of the Gospel and how we can live the values taught. Teachers have been continuing to implement the new units in the curriculum

St Patrick's school continues to strengthen our links with our parish community and promote engagement of the school community in the life of the parish. Our Parish Priest places great emphasis on participating in the school and being a visible presence in the school. Parish and school masses have been one way to strengthen parish school connections, as has the participation of classes in the worshipping community at 9am Friday Mass in the Chapel.

To continue to build the faith formation and prayer life of the school we have been working toward the development of a 'Way of the Cross' on our top path. The Way of the Cross walk will also provide a space for the students to have a meditation or prayer path for walking or sitting prayer. This new initiative works as part of a combined focus with the parish establishing a religious aspect to our school grounds, along with our St Francis of Assisi garden and Sisters of Charity and Joseph Memorial garden.

Students actively participate in social justice and action initiatives raising awareness and money for in support of people and causes both local and global, and either ongoing or immediate. The school supported the work of Caritas Australia, Catholic Mission and St Vincent de Paul amongst other caring organisations throughout the year.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
81	94	2	175

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 92.91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	91%
Year 2	95%
Year 3	93%
Year 4	94%
Year 5	92%
Year 6	93%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	7	20

* This number includes 8 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	5%
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Professional Learning

St Patrick's staff are dedicated to ongoing professional learning and development and have engaged in several school based learning opportunities and other professional development led by consultants. The focus areas in curriculum for 2015 have been to continue to grow the Professional Learning Community, teachers attended PD in Inquiry Learning (Kath Murdoch) and the 'Thinking and Learning Conference' (Hawker Brownlow). Staff continued to work on the implementation of Australian / NSW Science and History curriculum. The school began the implementation of the Kids Matter framework.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	55%	48%	0%	11%
	Writing	38%	47%	0%	7%
	Spelling	43%	41%	14%	15%
	Grammar and Punctuation	33%	52%	14%	11%
	Numeracy	38%	34%	5%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	19%	34%	19%	18%
	Writing	12%	19%	31%	18%
	Spelling	25%	33%	19%	15%
	Grammar and Punctuation	25%	36%	19%	17%
	Numeracy	18%	28%	29%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Throughout the year there has been significant progress and achievement against our improvement plan goals. In the area of Staff Professional Practice and Collaborative Relationships the staff engaged with mentoring and coaching processes and entered into feedback cycles on their teaching with passion and purpose. Staff also attended nominated professional development to continue their professional journey of knowledge and understanding.

In the area of Teaching and Learning time was spent on the planning element of the teaching and learning cycle in order that lessons were direct and clear in their intention and students were focused on how to be successful. Time was taken to reconsider how to plan for the identified needs of individual students and formative assessment practices to understand student progress. Teachers continued to analyse assessment data to look for trends and note areas of strength and for improvement. The Reading Recovery and Numeracy Improvement program saw positive outcomes for many students.

In the area of Strategic Resourcing a plan has been started for the management of IT resources including upgrade and sustainability.

Priority Key Improvements for 2016

To continue to build our learning community, many aspects of school life and growth will be maintained and grown through consistent planning and implementation. For 2016 we have planned for the future growth of our school under the system priority areas:

Wellbeing and Pastoral Care: continuing the Kids Matter journey; building our positive school environment for all who belong here; and growing our processes to help students develop positive relationships and manage conflict.

Pedagogy: embedding the Inquiry approach across the curriculum; developing a thinking skill plan; improving the teaching of grammar, punctuation and spelling.

Strategic Resource Planning: developing and enacting our improvement, innovation and change plan.

Growing Leaders: develop our school based induction, leadership development and faith formation plans.

Section Eight: School Policies

Student Welfare Policy

St Patrick's Behaviour Management Policy is based on the values of Respect; Safety; Learning. The rules are taught explicitly by the teachers within the classroom and reinforced and modelled for students. Our rules are positive in intent, clear, specific and continually reinforced. They are visually displayed in classrooms and regularly discussed at lessons and assemblies. They are based on the broad headings of: Communication; Respect and Consideration; Movement and Safety; Learning and Fair Treatment of Classmates. Staff are provided with inservice opportunities, professional reading and discussion. Parents are contacted if incidents are above a low level or on repeated occurrences.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Behaviour Management and Well Being Policy is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website. The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. We expect that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

A full text of the school policy is available on the school website or from the Front Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A survey was conducted at the beginning of 2015, asking parents to comment on differentiation, specially catering for student needs. Approximately 20 surveys were returned or completed online. The results showed 80% of parents happy with programs like reading recovery, Numeracy Intervention Program and extension maths groups. Parents commented that they felt the school was catering for their child and didn't have any concerns. One parent commented that they hadn't heard of any of the programs mentioned and one parent commented on why the school taught Indonesian. Some parents expressed concern re funding and in response a parent meeting was held and an explanation of how funding was managed was shared. Parents seemed supportive that the model encourages teachers to work with the children with special needs and learning support assistants supervise groups. From speaking with parents about the running of the school, parents were happy to see some improvements with the grounds: a new larger sandpit, painted benches and veggie gardens. Parents were also happy with home/school communication especially the use of email and phone calls.

Student Satisfaction

Students were engaged through the Student Representative Council. The SRC brought ideas for playground play time, fun days and events including talent quest and crazy hair day. Students had positive feedback on units of work studied throughout the year. When surveyed about reading and writing most students were happy with the books in the classroom and 'liked the teacher working with them'.

Throughout the year students were positive about special sporting events, our school dance concert and art classes in the library. Music was one area students wished they could do more in.

Teacher Satisfaction

Teachers in the school were happy with the support offered by colleagues. They commented on the success of the Professional Learning Community (PLC). Below are some quotes from this:

"It's great working in a supportive environment where problems are shared and solved together."

"This year working together (in PLC) built on peer observations last year. We had a shared understanding."

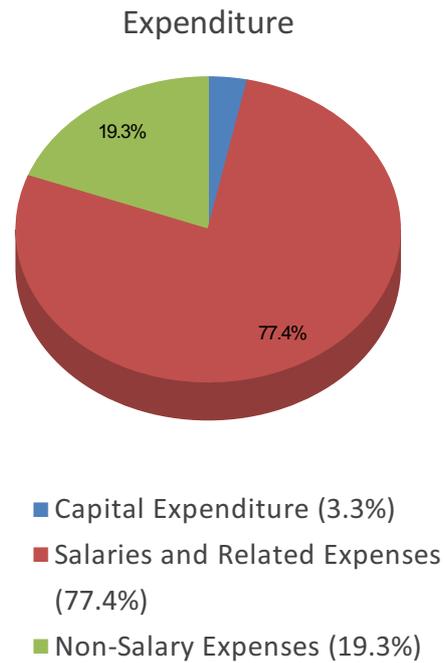
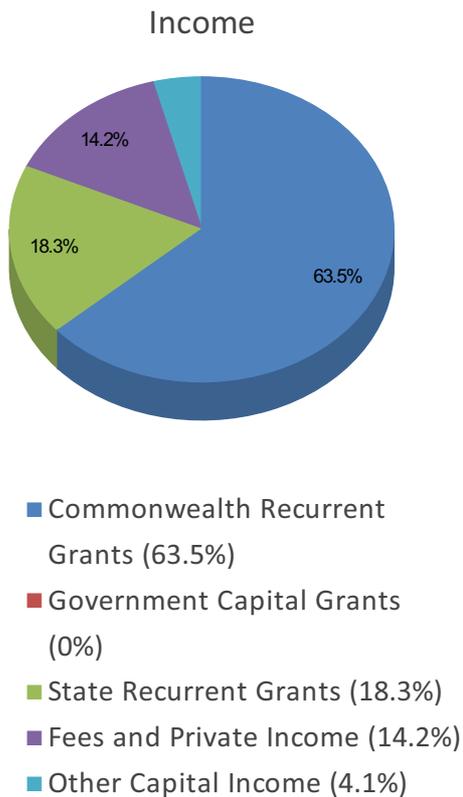
"We worked on one thing thoroughly, without chopping and changing."

"It was valuable to have time to work on planning for differentiation."

"The small amount of Professional Development during the PLC was just enough to make us think, while giving us time to plan."

"This gave me the opportunity to learn from the children and understand their needs."

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,362,379
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$391,951
Fees and Private Income ⁴	\$303,689
Other Capital Income ⁵	\$88,181
Total Income	\$2,146,200

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$72,775
Salaries and Related Expenses ⁷	\$1,716,281
Non-Salary Expenses ⁸	\$427,705
Total Expenditure	\$2,216,761

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.