



ANNUAL SCHOOL REPORT TO THE COMMUNITY 2019



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

At St Patrick's we proudly focus our days and weeks on the pillars that lead us on the path towards our vision as a School With A View. The pillars upholding our vision lead our community to deeply look into thinking, look after each other and look ahead to the future. These pillars direct our thinking and planning for the education of every child every day.

Living our vision as a School With a View we have taken time in 2019 to celebrate our sesquicentenary and to walk the journey through our amazing 150 years of history. We creatively imagined our school into the next decades and century.

Our continued focus is towards the development of each child as a lifelong learner and as a contributing member of our school community. Teachers and students alike embrace the opportunity to learn, to grow and to share knowledge and understanding. Each day we strive to be a school where deep and rich learning opportunities are designed to ensure each child is making strong progress in their learning. We continue to develop programs that support students' individual needs and their wellbeing.

Parent Body Message

In July this year St Patrick's transitioned from the model of School Board and P&F to a Community Council. The Community Council is supported by parent participation on several sub-committees: community engagement, fundraising, uniforms, and building and planning. The Community Council supports the school Leadership Team by approving, developing and advising in a range of areas. This year, the Community Council endorsed a small fee increase at the request of Catholic Education. We have made great strides in working towards upgrades to the facilities including the playground and toilets. A special thanks to all Community Council members who are committed representatives of the wider school community.

Student Body Message

In 2019 we celebrated the 150th year of our St Patrick's Primary School, Bega. We had three amazing days of events. One highlight was when we performed a whole school flash mob that entertained the crowd – we ended in the formation of the number 150. St Patrick's participation in the ANZAC Parade was again strong with many students attending. We really value being present at this special event each year. Many students participated in the Student Representative Council, they worked hard to think of fun and new ideas for the school, many students enjoyed the end of year student led talent quest. Our school concert 'To the 90's and Beyond' was a great opportunity to shine. Year 6 Graduation was a time to celebrate the end of primary schooling. Students attended many excursions to local places and spaces and some a little further away, seniors enjoyed learning at Mogo Zoo!

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 centrally located on a hill in the middle of the town of Bega. At St Patrick's we continue to develop our school wide protocols and promote programs that support each student in developing their sense of self and their sense of community. Respect, responsibility and safety underpin the rules by which we live each day. St Patrick's is a feeder school to Lumen Christi Catholic College in Pambula.

In 2019 the highlight of the year has been the school's sesquicentenary celebrations. The celebrations were organised for a three day weekend in March centring on St Patrick's Day. The celebrations included; an honour assembly at which the school students performed a flash-mob dance and we honoured all those religious, lay and students who contributed to the growth and life of the school; a history museum in the school hall; a parade through the town; a bush dance and dinner, and two celebrations of Mass, one presided over by Archbishop Christopher Prowse, and the other by five priests including an 80 year old former St Patrick's student.

At St Patrick's our learners and their growth and development are central to our discernment and decisions about school goals and improvement. Wellbeing continues to be an area of investment for our school. The Empowered program is pivotal to supporting the social and emotional development of each student. This program continues to support our students and their wellbeing and flourishing. Students undertake a ten week small group program that supports growing self awareness, emotional intelligence, strategies for self regulation and learning to grow in rapport and relationship with others.

Learning beyond the school gates has been a growing initiative at St Patrick's. Teachers plan and facilitate both incursion and excursion experiences to support student learning and growth. As part of our view to lifelong learning teachers plan for the development of independence, interdependence, collaboration and self-motivation for all students.

The strong growth in Literacy (reading) and Numeracy as reported in NAPLAN results are evidence of the commitment of teachers to their own teaching practice and to supporting students' learning and progress. Teachers work with students to enable them to regularly set and achieve individual learning goals.

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 exists to be a community striving for integral education and formation. This journey is a response to the movement of the Holy Spirit calling us in love and truth to flourish in communion with Jesus of Nazareth, fully human and fully divine. One of the core principles of our School With a View is having a view to be a faith filled Catholic learning community of hope, joy and wonder where all are welcome and inspired to grow to their potential. Students are encouraged to live and witness to a faith filled life, to build positive relationships, to develop respect for all people as individuals created in God's image and to be a religious voice in the world.

At St Patrick's teaching students about religion and teaching students to be religious draws upon the Catholic tradition in ways that are mindful of our local context and the multi-faith realities of contemporary culture. St Patrick's seeks to understand and utilise the distinctiveness and complementary nature of these two dimensions of Religious Education in the holistic education and formation of learners. The experiences for the learning and teaching of Religion and the Religious Life of the school are responsive to religious diversity, while being faithful to the Catholic identity of the school.

At St Patrick's our religious identity and culture and our Catholicity permeates throughout our education journey. The St Patrick's community gathered to celebrate on many occasions throughout 2019, the year that marked 150 years of Catholic Education in the Bega Valley. These celebrations included the Sesquicentenary Mass, whole school masses, class chapel masses and liturgies of the word. On a number of occasions throughout the year students participated in a special way at Sunday parish masses. Prayer and meditation play an important role in the religious life of the school and weekly assemblies begin with the school prayer. Staff gather each week for prayer and reflection, and time is dedicated to staff spiritual growth and nourishment. In 2019 this included a Spirituality Day facilitated by Dr Peta Goldberg which focused on 'Jesus the Jew'. Staff were able to take their experiences from this day and apply it to the teaching and learning of Religious Education.

As a Catholic school we continue to grow and strengthen the connection with our parish community. Classes regularly attend the weekly parish chapel mass, and all school masses are celebrated with the parish community. Our liturgy of the Word and Eucharistic celebrations are always well attended by the parents and families. Parents, families and parish members have been involved in faith formation activities for students during 2019 including class retreats and Sacramental programs.

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 2019:

Girls	Boys	LBOTE*	Total Students
83	115	4	198

* 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 2019 was 90.77%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90%
Year 1	92%
Year 2	90%
Year 3	91%
Year 4	92%
Year 5	89%
Year 6	91%

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 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	10	31

* This number includes 9 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	3%
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Professional Learning

Our specialist teachers provide learning in PDHPE, Spanish and in the Library. We continue to work with literacy and numeracy specialists Kaye Lowe and Leonie Anstey who provide professional development for the whole staff and coaching and co-teaching for teacher learning.

Staff attended the Challenging Learning Day with Martin Renton and George Telford made visits to school to observe and feedback about teaching and learning for student engagement and learning. The staff attended two days of the Berry Street Education program to grow in understanding and practice of trauma informed practice.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Provisional Level	Proficient Level	Lead/Highly Accomplished
2	21	0

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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 3	Reading	405	432
	Writing	414	423
	Spelling	384	419
	Grammar and Punctuation	417	440
	Numeracy	390	408

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 5	Reading	495	506
	Writing	449	474
	Spelling	474	501
	Grammar and Punctuation	480	499
	Numeracy	469	496

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 2019

Staff participation and engagement in their own professional learning continues to be an area to celebrate. Our whole staff focus for professional development has enabled rigorous discussion and discernment that translates into our school agreed practice. Staff have engaged in professional learning teams and growth coaching with positive outcomes for their growth.

The continuous focus on rigour in English and Maths and the refinement of the school agreed practice in these areas has ensured student learning growth in reading and mathematics evidenced in NAPLAN results and other school based assessments. Writing, including spelling, grammar and punctuation continue to be areas for focus in the future.

Documenting Language for Learning is supporting our strategic key improvement goal for improved student engagement and learning outcomes through the co-creation of a culture for learning.

We continue to focus all school decisions including staffing, finance and maintenance on their impact on student learning outcomes.

Priority Key Improvements for 2020

The goals for St Patrick's will continue to focus on the areas of increasing learning progress and engagement for all with a strong emphasis on wellbeing for staff and students. Literacy and numeracy development, alongside engagement and participation, are key focus areas at St Patrick's.

We aim for:

- All students to make measurable progress in key identified areas of literacy and numeracy.
- All students accessing quality differentiated learning that will result in measurable progress.
- All students improving in student engagement and learning outcomes through the co-creation of a culture for learning.
- Continuing to strive for more than 12 months learning growth for 12 months of schooling for all children, measured predominantly through literacy and numeracy data.

Section Eight: School Policies

Student Welfare and Behaviour Management

The community of St Patrick's School believe in upholding a Christ-like viewpoint as we look after each other, look at thinking and look into the future.

At St Patrick's School, we aim to lead by and support behaviour that acknowledges and protects mutual rights and responsibilities in our community. We believe that this will promote an environment that is stable, just and safe for everyone.

At St Patrick's we believe that a positive discipline policy should be concerned with guidance and instruction and not based primarily on punitive actions. We believe in a proactive approach that utilises positive reinforcement and is sensitive to the needs of each student as an individual.

This takes into account four interrelated aspects of discipline:-

1. Positive strategies to celebrate appropriate behaviour,
2. Preventative strategies to encourage appropriate behaviour,
3. Corrective strategies to address inappropriate behaviour and
4. Strategies that support procedures and processes.

The school rules revolve around three basic premises of

- RESPECT: Respect, Share, Grow
- SAFETY: Be safe, Be Happy
- LEARNING: Look, Listen, Learn

The rules are taught explicitly by class teachers in the classrooms and reinforced and modelled by student leaders at assembly.

For corrective strategies we follow a three step plan to support restorative practices in the classroom and school:

- Rule reminder, Removal, Repair.

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.

Student Welfare and Behaviour Management Policies were reviewed in June 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at https://stpatsbega.schoolzineplus.com/_file/media/119/behaviourmanagement_2018_1_.pdf.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG 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>.

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

Parents believe that the staff at our school take a genuine interest in their child and that learning is designed to be engaging and satisfying for our students. There is strong evidence that most parents are pleased with their children's learning progress, and that there is challenge provided for improvement for all. Parents acknowledge that teachers find time to connect and communicate and feel it is easy to make contact with their child's teacher. Many parents are happy with the move towards three way learning conferences, although some parents additionally want time to speak directly with the teacher.

Parents are aware whilst our school is ageing and this causes problems for ongoing maintenance the school leaders are working strategically towards a plan for continued refurbishment. Parents are very keen for the new toilet block building to be completed, leading to the next steps for the junior playground renewal.

Parents are supportive of the review to behaviour support processes and policy recognising that student behaviour is an ongoing journey for our school.

Student Satisfaction

The majority of students at St Patrick's enjoy coming to school, feel welcome and feel connected. Students know that their teachers care about them and feel that their teachers encourage them to do and be their best. Most students say their learning is interesting and acknowledge that the teachers communicate about what they are learning and why this is important. Students acknowledge they are given opportunities to set and achieve personal learning goals and they regularly receive feedback that helps them improve in learning. Students recognise they have access to many great resources for learning especially enjoying the growing classroom libraries.

Our students communicate they do have opportunity to talk about their needs and learning, and that they want a stronger voice in the daily life of school and learning. Most students believe they are encouraged to care for others, and to grow in relationship with God and others.

Teacher Satisfaction

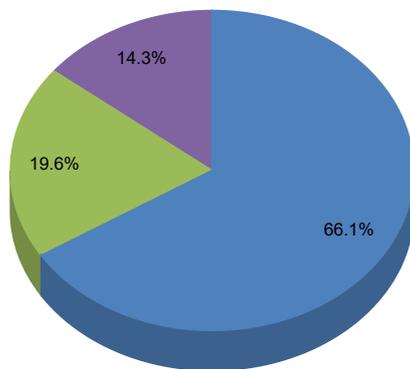
Teachers appreciate the strength of the staff team at St Patrick's and the collegiality and support that exists between and for all staff members. Teachers acknowledge and are appreciative of the opportunities they have for their professional learning and growth and the approach towards full staff attendance at professional development has a strong impact. Teachers acknowledge that at our school there are clear and high expectations for effective teaching strategies to be understood and employed.

Staff would like a continued investment in the resources and infrastructure to assist them to best do their work. Teachers reflect on the growing challenges of behaviour support and management for the children in our school and are keen to review our policy and practices based on our new learning about students, trauma, engagement and learning.

Teachers seek uninterrupted teaching time and strategic timetabling and calendar management to focus on the core business of teaching and learning.

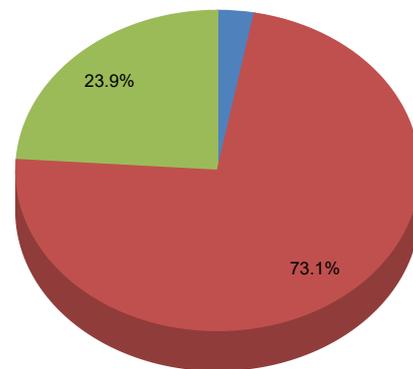
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (66.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.6%)
- Fees and Private Income (14.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.9%)
- Salaries and Related Expenses (73.1%)
- Non-Salary Expenses (23.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,247,079
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$665,750
Fees and Private Income ⁴	\$486,643
Other Capital Income ⁵	\$482
Total Income	\$3,399,955

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$97,292
Salaries and Related Expenses ⁷	\$2,425,960
Non-Salary Expenses ⁸	\$793,561
Total Expenditure	\$3,316,812

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.