



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2021



## St Patrick's Primary School Bega

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### Principal

Mrs Jo Scott-Pegum

## Section One: Message from Key Groups in our Community

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### Principal's Message

The 2021 school year presented us with a number of challenges, some new, some we had faced before, but as a community we responded really well. The keys to our success were the attributes of St Patrick's school; connection, community and resilience, together with our capacity to work together, adapt and respond. We worked collaboratively continuing to centre all of our discernment and decision making on our St Patrick's students and their wellbeing and learning.

We continue to be blessed to have a team of passionate and dedicated staff who strive to elevate learning from good to great and beyond! Our teaching and support staff ensured the transitions between different modes of learning went smoothly. Our staff continued to maintain our high expectations for every child in their learning and engagement.

Each day of the year we strive to live toward our vision '*School with a View*' focussing our work each day on the three school pillars; *Look into Thinking, Look Ahead to the Future, and Look After Each Other*.

### Parent Body Message

The Community Council continues to play a significant role in the St Patrick's community and has worked hard through the challenges of 2021. The Council took the opportunities that were available to make connections. The enactment of the class parent contact role was embraced, and despite limited opportunities for the organisation of social gatherings, the times parents and children were able to connect, or new parents were able to be welcomed, were much appreciated.

The subcommittees of the Community Council (Uniform, Community Engagement, Fundraising) continue to be effective in support of the school. A highlight for the Community Engagement committee was the wonderful afternoon BBQ and gathering for St Patrick's feast day in March. The response of the school community to this event, both in volunteering and in participating, demonstrated the desire of the parents of our school to be actively engaged in the life of the school. The Fundraising Committee facilitated several events, with the Mother's Day stall being particularly noteworthy for bringing forth some new ideas. Affordability, function and gender neutrality were considered by the Uniform Committee during the year.

### Student Body Message

2021 was a very interesting year with COVID-19 and lock downs and the changes to our daily school life. During lockdown the teachers and school support staff worked incredibly hard to make sure that we, all the St Pat's kids, didn't fall behind. They worked hard, especially with those of us who needed extra help.

During the year we really appreciated being able to attend a few events in the community including the ANZAC Day march, and we understood why there were many events that were not available to us this year. The senior students were so grateful that they were able to attend the biennial '*Canberra Trip*' for 3 days of learning and fun in the National Capital.

The SRC worked hard to apply for grant money and were thrilled to be successful. The money received was used for the '101 Trees' project where the SRC planted trees on fire affected properties in the Bega Valley. As a representative group of the students in our school we, the SRC, worked hard to listen to student voice and act on ideas from across the school community.

## Section Two: School Features

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

St Patrick's school is in the St Patrick's Bega Parish and is a feeder school to Lumen Christi Catholic College, Pambula, where our students can continue their Catholic education into secondary school. At St Patrick's we provide quality student centred learning. At St Patrick's we teach the curriculum, and more importantly we teach children.

The focus on student wellbeing continues as a priority. We continue to grow programs and initiatives to focus on wellbeing. Opportunities and services that were provided included the Empowered program, the peer mediation student led program, lunch time clubs, as well as the work of our Student Welfare Worker and our School Counsellor. The continued professional connection with BehaveAbility saw the continued success of student engagement and behaviours for learning and play.

This year our annual dance concert, due to restrictions, was a challenge to plan for and host. However the outdoor practice and rehearsals went well and at the last minute we were able to move to indoors for the recording of the event. The concert is a very important annual event and students look forward to the opportunity to perform. It was wonderful to have a creative solution to keep the tradition alive.

At St Patrick's students learn about sustainability through gardening, caring for the chickens, and supporting FOGO (food organics and garden organics) and REDcycle soft plastic recycling programs. We take a whole school approach to green waste management processes with school worm farms and a composting system. The Science and Technology program and teaching continues to grow through the STEM program, where students have opportunities to engage and learn 21st century skills.

The St Patrick's Community Council has continued to play an important role in our school growth and development. Members of the council work tirelessly to explore ways to engage parents in the life of the school and education of their children, focus on improving school facilities, and providing opportunities for social connection. Despite the great thinking and planning for parent engagement and support in 2021, actioning proved complex with the restrictions in place. The use of the SeeSaw app for sharing learning helped teachers and students maintain connection with families during and beyond the remote learning time early in the year.

In 2021 the school celebrated the completion and opening of the long awaited new student toilet facilities.

2021 will be remembered by the St Patrick's community as we continued to face and live up to the challenges of the pandemic. We celebrate the strengthening of our community characteristics of resilience, adaptability and determination that helped all to reach the end successfully.

## Section Three: Catholic Identity and Faith Formation

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### Religious Life & Religious Education

The St Patrick's school motto is '*Christ With Us*,' and the Chi Rho cross is at the heart of our school logo. We are proudly an inclusive Catholic school community where our work is centred on our faith. 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 our religious identity and culture and our Catholicity permeate throughout our education journey. Teaching students 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. We are in Phase 4 of the redevelopment of the teaching and learning model based on the Brisbane Religious Education (RE) Curriculum. Our engaging RE experiences, combined with prayer rituals, Masses, liturgies, feast days and involvement in community and charity organisations, allow students to witness and evangelise the Gospel daily.

The Sacramental Program is one way we aim to strengthen the connection with our parish community. The Sacramental Program is organised in collaboration with our Parish Priest, Sacramental Committee and Religious Education Coordinator. The Sacramental Program aims to deepen students' faith and encounter with God.

St Patrick's values respectful relationships between students, staff and the wider school community. We continually seek new opportunities to expand and strengthen our relationships with our local community and parish. St Patrick's participates in community events and projects and collaborates with the Catholic schools of the Southern Region to enhance our learning experiences and opportunities. Throughout the year the school has been involved in mission and service activities led by the Mini Vinnies Group, which has included Project Compassion (Shrove Tuesday), Catholic Mission (Socktober) and St Vincent de Paul fundraisers (The Christmas Appeal). The impact of the whole school commitment to being informed about Jesus' teachings and to realising the school vision and mission is reflected in the way the students serve and care for each other and the wider community on a daily basis.

## Section Four: Student Profile

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### 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 2021:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
87	102	2	189

\* 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 2021 was 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	91%
Year 1	90%
Year 2	90%
Year 3	91%
Year 4	91%
Year 5	92%
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

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The following information describes the staffing profile for 2021:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
19	12	31

\* This number includes 9 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	6%
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### Professional Learning

Extensive professional learning opportunities are ongoing for the staff of St Patrick's.

Staff engaged in learning around student engagement and behaviour, sustainability, religious education and data informed practices. Of significance the 'Catalyst' program was central to the professional learning program for staff at St Patrick's in 2021. Developing a shared understanding of

- The Science of Learning,
- The Science of Reading,
- High Impact Teaching Practices, and
- Cognitive load theory,

were key aspects of the program.

Staff participated in a Staff Spirituality Day led by Professor Br David Hall fms.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<b>Provisional Level</b>	<b>Proficient Level</b>	<b>Lead/Highly Accomplished</b>
1	20	0

## Section Six: Academic Profile

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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 2021		Average Scores	
		School	Australia
Year 3	Reading	415	437
	Writing	416	425
	Spelling	383	421
	Grammar and Punctuation	415	433
	Numeracy	397	403

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 5	Reading	490	512
	Writing	449	480
	Spelling	479	505
	Grammar and Punctuation	466	503
	Numeracy	476	495

## Section Seven: School Review and Improvement

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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 2021

Our school priorities in 2021 included a continuation of initiatives from last year in teaching and learning for English and Mathematics growth as well as student behaviours for engagement and learning.

Our key improvements included:

- The implementation of a synthetic phonics program across the school was instrumental in supporting our goal to improve student literacy learning growth using assessment data that informs teaching and learning. The introduction of Initialit K - 2; Sound Waves Years 3 - 6; MiniLit; MacqLit; Reading Tutor supported strong growth in student achievement in English.
- Establishing planning cycles for all students to access quality differentiated learning.
- Staff engagement in professional learning into action of BehaveAbility strategies for positive student behaviour and engagement.
- The development of a school program and St Patrick's school journal exploring identity and active participation in school life.

### Priority Key Improvements for 2022

In 2022 St Patrick's will focus on the following Key Improvements:

- To improve all students' growth in English and Mathematics using assessment data to inform teaching and learning.
- To develop a shared understanding of the curriculum, strong content knowledge, and the skills to implement high impact teaching practices that improve student learning.
- To develop staff capacity as Catholic educators through professional learning, implementation of programs and initiatives, and engaging parents for improved student learning, wellbeing and inclusion.

## Section Eight: School Policies

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### Student Welfare and Behaviour Management

The community of St Patrick's believes in upholding our belief that Christ is with us as we look after each other, look into thinking and look ahead to the future in our daily life. A foundational belief at St Patrick's is that *we are all created in the image and likeness of God*. These beliefs, alongside our school values; faith, respect, cooperation and citizenship, form the foundation of our Behaviour Support and Student Welfare policies.

The school rules at St Patrick's are written in child friendly language around 3 central themes:

- RESPECT - 'Respect, Share, Grow.'
- RESPONSIBILITY - 'Look, Listen, Learn.'
- SAFETY - 'Be Safe, Be Happy.'

Our behaviour management goal is to help students, staff and the community feel safe and happy when at school. Expecting and reinforcing positive actions and interactions are the foundations of our strong, supportive practices for behaviour support and growth at St Patrick's. Amongst the strategies we engage, there is a house point token system across the school and dedicated time at daily school assembly for the acknowledgement of positive student behaviours for learning and engagement.

St Patrick's Student Welfare and Behaviour Management Policies were reviewed in July 2020 and were continuously reviewed in 2021 toward a new statement and policy being written.

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 July 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.stpatsbega.nsw.edu.au/policies-publications>.

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. 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

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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

In 2021 a new survey was used for understanding community satisfaction. St Patrick's parents who responded to the survey were very satisfied with many aspects of school life including acknowledgement that:

- school staff take an active role in making sure all students are included in school activities,
- parents feel welcome and can readily speak with teachers and staff,
- teachers help students who need extra support,
- teachers expect children to be attentive to learning in class,
- teachers communicate with parents in a timely manner about student learning, engagement and behaviour, and
- children are clear about the rules for school behaviour.

Areas that were highlighted for consideration and growth were; parent knowledge about the school's social action and justice initiatives beyond the school gates, and parents feeling informed about school expectations of homework and learning at home in general.

### Student Satisfaction

Students in Years 4 - 6 were asked to complete a survey to express their satisfaction in response to a number of statements. Students at St Patrick's rated highly that they feel:

- they have friends who they trust and who encourage them to make positive choices,
- classroom instruction is well-organised with clear purpose,
- they receive immediate feedback that helps them learn,
- they have someone at school who consistently provides encouragement and can be turned to for advice,
- teachers are responsive to their needs and encourage independence with a democratic approach, and
- there are clear rules and expectations for classroom behaviour.

Students rated their experience highly in the areas:

- my school cares for others through acts of service, and
- I have opportunities to care for the environment.

## Teacher Satisfaction

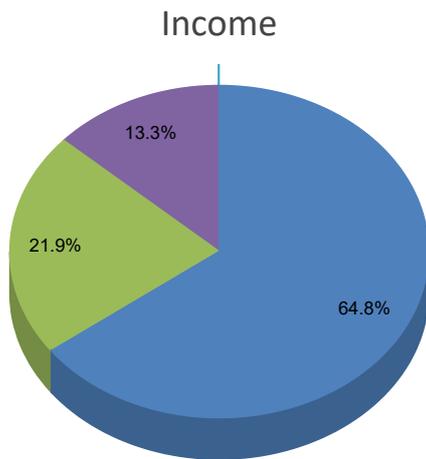
A staff satisfaction survey was undertaken. From the survey it was evident that teachers feel that St Patrick's is a school with a positive focus on professional learning and engagement. Staff expressed satisfaction for and appreciation in the following:

- opportunities to engage with other teachers to improve student engagement,
- setting high expectations for student learning,
- ability to monitor the progress of individual students,
- giving students productive feedback to improve their learning,
- knowing their students and understanding the learning needs of each student,
- working with to focus on, and informing parents about student progress, and
- working alongside school leadership to create a safe and orderly environment.

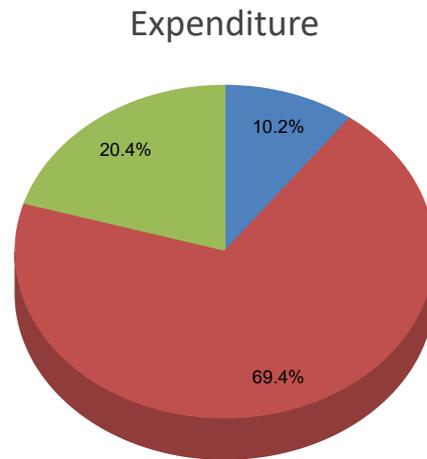
At St Patrick's we are proud of the dedication and commitment of our whole staff team to their professional learning and growth. Our staff, teachers and support assistants, are committed to delivering a quality Catholic education meeting the individual needs of every student. .

An area teachers and staff would like to continue to improve is working with members of the school leadership team to continue to improve teaching and pedagogy.

## Section Ten: Financial Statement



- Commonwealth Recurrent Grants (64.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.9%)
- Fees and Private Income (13.3%)
- Other Capital Income (0%)



- Capital Expenditure (10.2%)
- Salaries and Related Expenses (69.4%)
- Non-Salary Expenses (20.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,345,260
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$791,030
Fees and Private Income <sup>4</sup>	\$480,578
Other Capital Income <sup>5</sup>	\$1,628
<b>Total Income</b>	<b>\$3,618,496</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$403,253
Salaries and Related Expenses <sup>7</sup>	\$2,745,043
Non-Salary Expenses <sup>8</sup>	\$808,322
<b>Total Expenditure</b>	<b>\$3,956,617</b>

**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.