



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2022



## 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

Whilst the 2022 school year began with the now familiar challenges of recent years, the end of the year was one of great celebration of learning and engagement for both students and families. At St Patrick's, beginning each day with our recognition of students who demonstrate the school pillar characteristics at a short welcome assembly ensures a happy and positive start for all. Teachers and students are invited to honour, by name, those students who have been living the attributes of *Looking Into Thinking*, *Looking After Each Other* and *Looking Ahead to the Future*.

We proudly acknowledge our teaching staff who are passionate about their vocation in education. They have worked hard, continuing to learn and improve their practice, embedding the research of High Impact Teaching Practices into their daily teaching. The focus on Daily Review, through direct and explicit instruction and review in both English and Mathematics, has reaped rewards with school data showing pleasing student progress in Reading, Maths and Spelling. Working closely with our parents and carers is of great importance to the staff at St Patrick's in support of student learning, development and success.

### Parent Body Message

The Community Council has had another successful year engaging with the St Patrick's community and has worked hard despite the continuing lock-down within the community at the start of 2022. When allowed back on the site the Council embraced the opportunity to make significant connections with our greater school community which saw parents and children connecting and new parents and students being welcomed. Continued student wellbeing and engagement was a focus for the Community Council.

The subcommittees of the Council - Uniform, Community Engagement, Fundraising - continue to be effective in supporting the school. The fundraising committee was again very active in the school community, holding several events each term. The start of the school year was celebrated with a whole school disco. This was a huge success and the parents of the school showed their support through volunteering and participation. The highlight was the end of year Christmas Festival which saw senior students plan, organise and run several stalls, all of which were a success. This Festival opened the school up to the wider community and was an amazing celebration of everything St Pat's.

## Student Body Message

After two years of COVID interruptions, the students at St Patrick's have enjoyed the return to some of our previous routines and learning. We were so happy that our dance concert, with our live audience, was back. Everyone was more enthusiastic doing it in front of people again. We also had another 'normal' *Beach-athon* with all the classes coming together for the 4 km walk and day out. This made it so much more fun.

The senior students in Year 5/6 had a school camp at a new location as our previous camp place had been destroyed in the bush fires. The camp was a great three days of physical activities out in the bush.

In Term 4 our celebration of NAIDOC was memorable, and we learned so much including developing some new skills.

We had a school community fete called the 'St Pat's Christmas Market Festival.' There were over 64 stalls. It was a great fundraiser for our school and brought the community together for a Christmas celebration.

Overall having the changes in our school are just terrific. We are glad as a school community to start to have things back to normal after COVID.

## 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 Chris Catholic College Pambula, where our students can continue Catholic education into secondary school. At St Patrick's, centred on our Vision 'School With A View,' we provide high quality inclusive education with a view to developing students who are community contributors, creative and critical thinkers and life-long learners. At St Patrick's we teach the curriculum, and most importantly we teach children.

Embracing the system-wide *Catalyst* program, this year our school continued to embed High Impact Teaching Practices (HITP) and the pedagogy of direct and explicit instruction in English and Mathematics. The focus was on strong and sustained learning success for all students. The mantra of 'every minute counts' maintained our attention on what was important each day. Our K-6 Language (Spanish) and STEM programs were taught for one semester each. Students continued to grow their skills in these areas of the curriculum.

The focus on student wellbeing remained at the centre of our planning. Wellbeing initiatives and programs that were implemented included:

- student led Peer Mediation;
- Year 3-6 Boys/Girls PDHPE identity and wellbeing;
- lunch time student led interest clubs;
- social skills groups led by Student Welfare Worker and School Counsellor.

This year students once again enjoyed a full audience for the annual dance concert, it was one of many events that were able to be reinstated. The school *Beach-athon*, a 4 km walk and interactive day, was held with great joy, and the community engagement of parents and family members was strong.

The sustainability programs continue to be part of St Patrick's teaching and learning. Ministers for the Environment, from the Year 6 student cohort, along with the many student members of the Green Teams, ensured the chickens, native bees, worm farms and vegetable patch were all cared for and prosperous.

Much joy surrounded the re-engagement of parents and carers in the life of the school. Toward the end of the school year, a Guidelines Statement naming opportunities for parent participation and engagement in the daily life of our school was endorsed by the staff and the Community Council. The year ended on a high note with the St Patrick's Christmas Market Festival on the last weekend of the year. The event was a resounding success for the Community Council and the hard work and planning of the parents on the fundraising committee.

In 2022 sustainable LED lighting was fitted throughout the school, and a large shade structure planned for the senior playground.

## 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 permeates our education journey. Religious Education is the core element of our Catholic Life and Mission. Teaching students religion and how 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 Curriculum. In 2022 we transitioned from conceptual inquiry and began to refocus our teaching and learning experiences through explicit instruction using strategies such as the Three Worlds of the Text and The Writing Revolution. This journey will continue in 2023 through our guided HTP journey. We have planned for engaging Religious Education experiences. This, combined with the religious life of the school, allows students to witness and evangelise the Gospel in their daily lives.

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. In 2022 we celebrated First Reconciliation and First Eucharist in our revised format with Year 3 and 4 students. In 2023 we will celebrate the Sacrament of Confirmation with Year 5 and 6 students.

Throughout the year the school has been involved in mission and service activities led by the Mini Vinnies Group which have included Project Compassion (Shrove Tuesday), Catholic Mission (Socktober) and St Vincent de Paul fundraisers (The Christmas Appeal).

We at St Patrick's value respectful relationships between students, staff, and the wider school community. Our community is accepting and welcoming, fostering right relationships and committed to the common good. We continually seek new opportunities to expand and strengthen our relationships with our local community and parish.

## 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 2022:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
93	101	2	194

\* 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 2022 was 85.36%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	87%
Year 1	87%
Year 2	86%
Year 3	84%
Year 4	85%
Year 5	85%
Year 6	84%

## 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 2022:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
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

Of significance the 'Catalyst' program continues to be central to the professional learning program for staff at St Patrick's in 2022. Staff were mentored for professional growth through implementing

- The Science of Learning
- The Science of Reading
- High Impact Teaching Practices (HITP) and
- Cognitive load theory

This was done through the explicit instructional programs *InitialLit* and *Connecting Maths Concepts*.

Staff participated in the third of three (2020-2022) Staff Spirituality Days 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:

Provisional Level	Proficient Level	Lead/Highly Accomplished
2	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 2022		Average Scores	
		School	Australia
Year 3	Reading	464	438
	Writing	418	422
	Spelling	429	418
	Grammar and Punctuation	445	433
	Numeracy	414	400

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 5	Reading	487	510
	Writing	455	484
	Spelling	491	505
	Grammar and Punctuation	473	499
	Numeracy	462	488

## 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 2022

In 2022, St Patrick's focussed 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 (HITP) 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.

### Priority Key Improvements for 2023

Priorities for 2023 will stem from our strategic intent for excellence in teaching and learning, namely, St Patrick's is committed to a whole school approach to learning and teaching. This is reflected in contemporary curriculum based pedagogical practices which are data informed, evidence based and future focussed.

Alignment will continue with 2022 annual improvement goals with specific attention to

- Implementation of NESAs English and Maths curriculum
- Staff mentoring for High Impact Teaching Practices (HITP)
- Year 3-6 Reading, with direct instruction in teaching and learning for student reading growth and progress
- Moderating student writing to gather further data for informing planning and teaching

## Section Eight: School Policies

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### Student Welfare, Anti-Bullying 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 of 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 three 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. Our attributes for learning are named and expected, a St Pat's Kid Journal and sticker system is used to reinforce students' demonstrations of each core trait.

St Patrick's Student Welfare and Behaviour Management Policies were reviewed in across 2020 and 2021 with a fully drafted new statement and policy written in 2022.

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, Anti-Bullying and Behaviour Management Policies were reviewed in February 2022.

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 2022 the 'Tell Them From Me' survey data 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:

- They feel welcome and can readily speak with teachers and staff
- Teachers have high expectations for our students to succeed
- Teachers take account students needs, abilities, and interests
- Students are clear about the rules for school behaviour
- Students feel safe at school
- School staff take an active role in making sure all students are included in school activities

Areas that were highlighted for consideration and growth were;

- parents being informed of children's social and emotional development
- more regular communication about children's behaviour at school (positive or negative).

Parents also find some school events scheduled at times they are unavailable and wanted options of events at different times.

## Student Satisfaction

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

- that schooling is useful in their everyday life and will have a strong bearing on their future
- they try hard to succeed in their learning
- classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn
- teachers are responsive to their needs and encourage independence with a democratic approach
- there are clear rules and expectations for classroom behaviour.
- our school cares for others through acts of service

Areas in which student rating showed opportunity for reflection and improvement:

- making classroom instruction more relevant to their everyday lives
- engendering more student interest and motivation in the topics of study for learning
- students feeling accepted and valued by their peers and by others at their school.

## Teacher Satisfaction

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

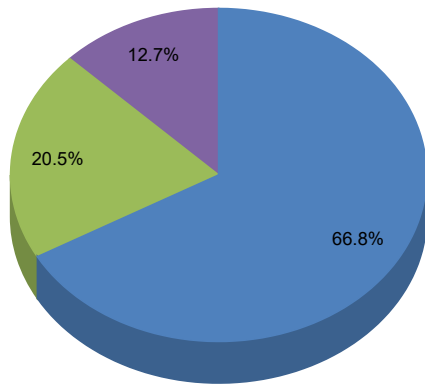
- School leaders providing guidance for monitoring student progress
- School leaders' support during stressful times
- Discussions with other teachers about strategies that increase student engagement
- Capacity to set high expectations for student learning
- Working with parents to help solve problems interfering with their child's progress

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 indicated for improvement was regarding receiving quality and timely feedback to support their growth and professional practice. Teachers would also like to improve knowledge, understanding and use of technologies for learning.

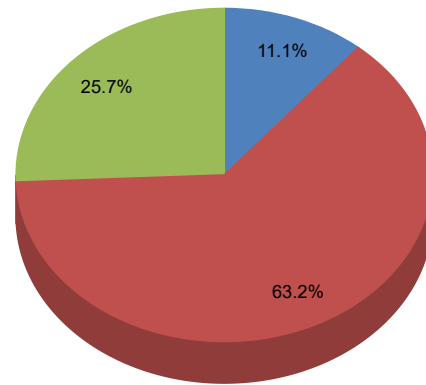
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (66.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.5%)
- Fees and Private Income (12.7%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (11.1%)
- Salaries and Related Expenses (63.2%)
- Non-Salary Expenses (25.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,591,396
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$794,145
Fees and Private Income <sup>4</sup>	\$491,622
Other Capital Income <sup>5</sup>	\$400
<b>Total Income</b>	<b>\$3,877,563</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$494,252
Salaries and Related Expenses <sup>7</sup>	\$2,803,200
Non-Salary Expenses <sup>8</sup>	\$1,139,671
<b>Total Expenditure</b>	<b>\$4,437,123</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.