



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## 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

St Patrick's Catholic Primary School Bega is a coeducational primary school focused on providing 21st century Catholic education. At St Patrick's we have an experienced and highly dedicated staff working to provide quality learning for each child in a safe and supportive learning environment.

We direct our thinking, planning and teaching toward the fulfilment of our vision *A School with a View*. We continue to develop and build our material and physical resources to cater to quality learning with a continued investment in technology and learning space design. We have continued to invest in tech tools and devices to enhance learning.

Our very active and supportive parent body, through the Parents and Friends Association, have continued to organise wonderful rich events for our students and families, that help the continued growth of connections between those in our school community.

Our year has been productive and enriching with many highlights and successes celebrated and opportunities to gather and grow as a community of learners.

## Parent Body Message

It was with great anticipation that families welcomed our new principal. Our principal along with the staff, developed positive partnerships with families. Student wellbeing was a focus with new classroom furnishings to promote collaboration, a healthy new canteen menu and the return of Active After-School Sports. The strength of the community was particularly evident following the tragic passing of two of its members.

Effective communication using Skoolbag, Facebook and the Newsletter kept people informed; payment plans were available and information sessions developed awareness of pedagogy. Families shared in students' success in a range of activities from Robotics to Sewing to Book Launches. Feedback from parents was sought via the CE survey which highlighted that St Patrick's is a school of which to be proud.

The Sacraments of Reconciliation and Eucharist were celebrated with special Sunday Masses well attended; as was the Grandparents' Day Mass. The Archdiocese held the Coastal Deanery Assembly on Marriage and Family Life, during which one of the school staff members shared a touching personal testimony. The future looks exciting for St Patrick's community.

## Student Body Message

St Patrick's primary school is on top of the hill in Bega and we look across the valley. Our vision is School With A View, this means not only our view over the valley but our view about learning. Our school pillars tell us to 'Look after each other,' 'Look into thinking,' and 'Look ahead to the future.' This is what learning is about at St Pat's.

We also have great opportunities to have fun and learn as a community. We enjoy our school carnivals for swimming, athletics and cross country running. We also like all the special social events we get to experience like our beach-a-thon, our discos and we loved our first school rainbow colour run, it was so much fun!

We are learning Spanish at school and we have special lessons in sport and in the library. We have been planning for a new garden and an outdoor classroom, and we have recently got some chickens to look after. We love our school.

## 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 Primary School is a Catholic primary school located in Bega, NSW. We are part of the parish community of St Patrick's. Our school educates students from Kindergarten to Year 6, we have a current enrolment of 196 students. Our teaching program offers all children the opportunity to grow in faith and in learning. We are committed to our role as educators and with Lumen Christi Catholic College, offer a K-12 Catholic educational pathway in the Bega Valley.

The school employs 24 staff comprising 14 teachers and 10 staff supporting the school in roles including: School Secretary, School Counsellor, Learning Support Assistants, Indigenous Education Assistant, Maintenance / Groundsperson and Cleaner.

A new initiative this year has been student run lunch time clubs. The students have been keen organisers and participants in these clubs that have varied from sporting pursuits including basketball, soccer, handball and cricket, to interest clubs such as singing, dancing and drama. Motivated club leaders also led painting and craft, lego and chess. The momentum for clubs continued throughout the year.

The house point system for acknowledging respect and responsibility and contribution to the school community was refreshed during the year with the use of tokens as tangible evidence of the house points. Students showed greater enthusiasm and were keen to demonstrate their daily responsibilities to gain tokens for their school sport house.

The senior students in Year 5 & 6 went on a learning camp to Mogo where they delved deeply into what it was like for miners in the goldfields. They learned about the hardships and also some of the joys, and their first hand experience panning gave a brief physical glimpse into the hard toil for little reward.

At St Patrick's the parents, carers and families are very supportive and involved in our school. The P&F is an active body working to create social opportunities for engagement and community building as well as to raise funds in support of school resourcing.

## Section Three: Catholic Identity and Faith Formation

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

### Religious Life & Religious Education

At St Patrick's Primary School our Catholic identity is strengthened through our celebrations as community in the classroom and as a whole school. St Patrick's Day continued to be one opportunity through which we explored our faith tradition through the celebration of Mass, and the sharing of stories about our Catholic school, our history and traditions and also imagined our bright hope-filled future. At St Patrick's prayer and meditation are important elements of daily and weekly school routines.

Teaching and learning in religious education follows the Canberra and Goulburn 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.

We have a strong culture of care and compassion that is lived in our social justice initiatives. We raised money and awareness of the needs of others and contributed to, among other agencies, Catholic Mission and St Vincent de Paul.

## 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 2016:

Girls	Boys	LBOTE*	Total Students
86	103	1	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 2016 was 92.77%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	93%
Year 2	93%
Year 3	93%
Year 4	94%
Year 5	92%
Year 6	90%

### 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 2016:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
14	8	22

\* This number includes 8 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	5%
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### Professional Learning

All teachers have been undertaking professional learning. This learning and development has been designed to develop the skills and understandings of each staff member in order to improve student learning and achievement. Professional learning takes several forms including whole staff days, subject specific in-service, staff meetings, twilights, and conferences.

In 2016 the whole staff development days and twilights were on the topics: English-Spelling, Reading, Writing; Data; Wellbeing, Spirituality & Kids Matter; and Science.

Conferences included: Learning Space Design; & Childhood Trauma.

### 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	41%	49%	27%	11%
	Writing	33%	49%	10%	6%
	Spelling	50%	46%	23%	12%
	Grammar and Punctuation	27%	52%	23%	10%
	Numeracy	33%	36%	4%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	25%	35%	25%	15%
	Writing	14%	17%	22%	18%
	Spelling	19%	30%	22%	18%
	Grammar and Punctuation	24%	36%	16%	15%
	Numeracy	11%	29%	24%	17%



## 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 2016

The Key Improvements achieved in 2016 were in the consolidation of agreed teaching practices for literacy and improved data collection for student demonstration of learning and achievement in reading and writing. The creation of data walls enables ready access to data on student improvement in these areas. The commitment to weekly conferencing with each child in both reading and writing influenced positive student progress. The teachers continue to embed the inquiry approach to planning and teaching with a focus on creativity and critical thinking and problem solving.

An important strategic focus centres on the continued evolution of positive, welcoming and inclusive classrooms and whole school environment. We are embracing the Kids Matter framework for wellbeing. We continue to welcome and engage parents and carers in student learning.

### Priority Key Improvements for 2017

Literacy and Numeracy are the core focus for teaching and learning improvement in 2017, with the emphasis on sustained reading and writing for all students. To achieve our goals we aim to continue embedding the school wide agreed practices for English and Mathematics in our literacy and numeracy block. We are focusing on best practice and uninterrupted learning time and we aim for one years growth for one years learning for every child.

We also aim to move further into the STEM thinking and learning space for our teachers and learners. We will create an outdoor classroom with a focus on combining a sustainable garden with STEM elements for rich environmental exploration, discovery and learning, we are excited by this venture.

Continuing the journey of wellbeing for all staff and all students we aim to create quiet spaces around the school and to enhance the calm spaces in the classrooms, as well as to create a staff wellbeing plan.

## Section Eight: School Policies

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### 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 around the school. 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: Respect, Responsibility and Safety. Staff are provided with inservice opportunities, professional reading and discussion to enhance positive behaviour. We follow a simple daily plan for behaviour encouraging students to follow the rules, when needed we use the Reminder, Removal, Repair process. Parents are contacted as required to support student positive behaviour need and to create plans for student success.

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 complaints and grievance resolution 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. A full text of the school policy is available on the school website or from the school office.

## 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

At St Patrick's parent engagement and participation in the P&F and parent evenings including the information evening regarding community councils is high.

The parent satisfaction survey gave parents the opportunity to voice their strong support of the school and their happiness with the education that their children are receiving at St Patrick's. Parents feel very welcome in the school and that they are working in true partnership with the staff in the education of their children. There was a high level of satisfaction with communication between home and school, including that when parents ask questions or seek advice, information or support that they feel listened to and that the school response is made in a timely manner. Parents feel the staff including the leadership team at our school are approachable, have high expectations and are committed to the best education for each child.

The survey indicated that parents know their children enjoy coming to school. Parents believe that their children are receiving a quality education and that our school has the facilities, resources and personnel for effective teaching and learning.

### Student Satisfaction

Many of the children commented that they like being members of the St Patrick's school community and that they feel accepted by others. Students believe the school encourages them to be community minded and good members of the community.

Students know what they are learning about and why they are learning particular concepts, they believe their learning is improving and that their teachers care about them. They also know that at St Patrick's achievement is acknowledged and celebrated.

Students commented that we can continue to enhance how our school looks with ideas about their play spaces and new paint for some areas.

Students have a sense of connection with others in the school and that they are accepted and that people care for them at St Patrick's. The students hold their teachers in high regard and know their teachers try to make learning and school enjoyable.

### Teacher Satisfaction

There was a strong and positive response from staff that St Patrick's is a good workplace and they get a lot of satisfaction from their work. Staff believe their work is important and that they are making a difference for their students. Staff commented on the good team spirit amongst one another. The staff feel supported by school leaders and that the level of communication is good and that they are well informed about what is happening at school. They acknowledge that St Patrick's is a well-organised place in which to work.

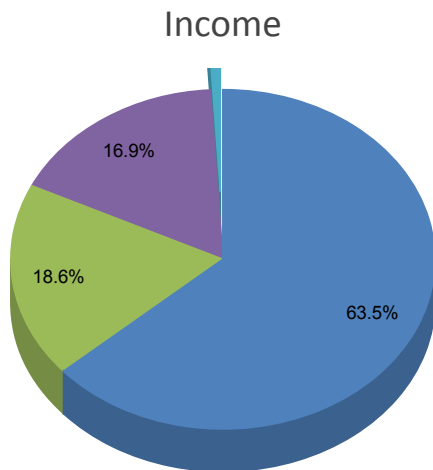
Staff feel they have the resources they need to do their job however continued updating of the resources is important. Staff have enjoyed the shared RFF time so that there is an opportunity to work collaboratively with their colleagues.

Staff feel they have some opportunity for professional learning that helps them in their role and would like to explore ways to broaden the repertoire of learning beyond school and

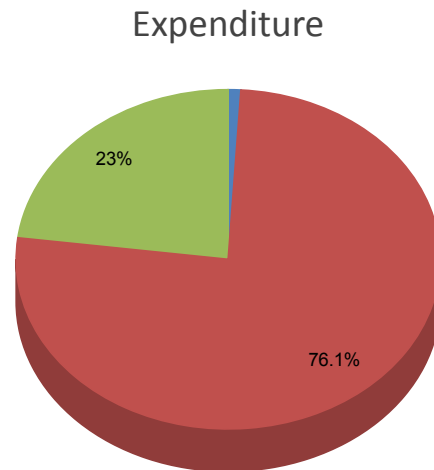
system and into the broader educational community. Feedback is important to staff and they would appreciate more targeted feedback.

Regarding our Catholicity the staff think this is a good Catholic school where prayer is central and important.

## Section Ten: Financial Statement



- Commonwealth Recurrent Grants (63.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.6%)
- Fees and Private Income (16.9%)
- Other Capital Income (0.9%)



- Capital Expenditure (1%)
- Salaries and Related Expenses (76.1%)
- Non-Salary Expenses (23%)

<b>RECURRENT and CAPITAL INCOME</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,456,262
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$426,467
Fees and Private Income <sup>4</sup>	\$387,786
Other Capital Income <sup>5</sup>	\$21,684
<b>Total Income</b>	<b>\$2,292,199</b>

<b>RECURRENT and CAPITAL EXPENDITURE</b>	
Capital Expenditure <sup>6</sup>	\$21,684
Salaries and Related Expenses <sup>7</sup>	\$1,717,301
Non-Salary Expenses <sup>8</sup>	\$518,734
<b>Total Expenditure</b>	<b>\$2,257,719</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.