



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



## St Patrick's Primary School Bega

340 Gipps Street, Bega 2550

Phone: 02 6492 5500

Email: [office.bega@cg.catholic.edu.au](mailto:office.bega@cg.catholic.edu.au)

Website: [www.stpatsbega.nsw.edu.au](http://www.stpatsbega.nsw.edu.au)

### Principal

Mrs Jo Scott-Pegum

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

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### Principal's Message

At St Patrick's Catholic Primary School Bega, living our vision statement as a 'School With a View,' keeps our focus towards the ideals of quality 21st Century Catholic education. Each day, as a school with a view, we're mindful of the purpose of education and the imperative towards the growth of each student as a hope-filled and inspired individual ready to make their contribution to the community.

At St Patrick's we have an experienced and highly dedicated staff team working to ensure quality learning and progress for each child. The teachers at St Patrick's are lifelong learners, seeking new knowledge and understanding and professional renewal, they are ready to embrace the changes in pedagogy required to educate our current cohorts of children, and eager to master their craft through daily commitment to our school wide agreed practices.

Each member of the school community is encouraged throughout the year to grow, strengthen and live according to the three school pillars: Look ahead to the future; Look into thinking; and Look after each other. We celebrate with joy the learning growth and achievement of each member of the community and recognise their contribution to St Pat's.

### Parent Body Message

Early 2017 saw the P&F liaising with the BVSC to ensure that our canteen met the food handling code. The outcome of this liaison will see the update of our facility in coming months. Mid 2017 we were able to instal the Noa Jessop Memorial goalposts with grant funds from the NSW State Government. Through the tireless efforts of the fundraising committee, we will be able to aid the school in updating playgrounds. Kate Leiper, P&F President

The relationships developed between the staff and families of St Patrick's continues to be a defining feature of the school. An impressive result from the School Satisfaction Survey was that 100% of responders identified St Pat's as a welcoming school - a reflection of the inclusive attitudes of students, staff and families. Communication, parent-engagement, publicity and upgrading facilities were discussed at Board meetings. Connections with the community has been a focus. In 2019, St Patrick's will celebrate its 150th anniversary and a committee has started the planning for this momentous occasion. On behalf of the Board, I thank the St Patrick's community for its enthusiasm and commitment during 2017.  
Antoinette Woods School Board Chair

### Student Body Message

In 2017 we began creating an Outdoor Classroom and Garden, we made worm farms, an outdoor kitchen and a vegetable garden. Another achievement in 2017 was installing the football goalposts and pads on the Noa Field. A highlight for the whole school was the "Out of this World' Dance Concert. In 2017 we had significant involvement in the community by going on excursions around town, and into the district. Some classes went to Merimbula Boardwalk, or Jigamy Farm or the Bournda Environmental Centre. The senior students had the amazing opportunity to go on a camp to Canberra and see the War Memorial, Parliament House and the AIS. They also went to Mogo Zoo and had a great day at the University of Wollongong at the In2Uni day. It was an honour for St Pat's to be invited to present the ANZAC oration at the town ceremony. This year we have established our school Mini Vinnies. Some of the great events that the P&F have held include the Colour Run, the Beachathon, the disco and the movie night. The students have enjoyed all of these events and raised money for our school to buy things like playground and classroom equipment.

Sam, Zoe, Brooke, Brendan - 2017 School Captains and Vice Captains

## Section Two: School Features

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

As we endeavour to make learning enjoyable, targeted, rich and relevant at St Patrick's, the students have engaged in a design and plan process towards the re-creation of outdoor learning spaces at our school. Students were invited to explore ways in which outdoor classrooms have been created in other places, and how these places and spaces are integrated into garden and play spaces. They then drew designs and plans and shared their ideas with one another. The collaboration led to the creation of a draft master plan for the grassy area located adjacent to the school office. The garden aspect of the project, together with new worm farms, an outdoor preparation area and sink, a compost system and a seedling patch have come to fruition.

The outdoor classroom / amphitheatre has been shaped and scaffolded by student teams and volunteer parents; further work to complete this project will occur in coming months. The water catchment and trough system has been planned with the initial aspects of installation complete; we look forward to finalising the project in coming months for rich outdoor play, investigating and learning.

Aligned to the STEM projects in the outdoor spaces the school has further embarked on purchasing tech equipment. Makey makeys, spheros and further robotics equipment were added to our Lego Mindstorm resources for continued growth in teaching and learning in science, technology, engineering and maths. Students have engaged in learning about programming and coding, and designing, making and playing electronic games. There has been high engagement and fast learning in this field for our students especially those in middle and senior primary classes. Further resources to enhance learning in the Mathematics learning area have also been purchased in support of the hands-on assignment pedagogical approach.

The arts was celebrated at St Patrick's in several ways. Students displayed their visual arts creations in the hall for parents and members of the community to enjoy. The dance concert on the 'Out of this World' theme proved challenging and rewarding for all students as they learned and performed choreographed class dances. Classes showed their drama skills when their class was rostered to present at school assembly, and the SRC regularly performed short plays and skits to promote the school rules and the school principles into action each day.

We celebrated the growth in the school community with numbers reaching 200, this meant further class groupings and new staff teaching at St Patrick's.

## 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 we celebrate our religious identity and culture, our Catholicity, in the minutes and hours that make up the weeks and years of our learning journey. One of the core principles of our School With a View is having a view to growing our relationship with God and with one another. 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 confident participants in the world ready to face and accept challenges. Staff gather each week for prayer and reflection, and time is dedicated to staff spiritual growth and nourishment.

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.

Staff and students engage daily in aspects of faith formation and prayer. At St Patrick's we place an emphasis on daily prayer, opportunities for quiet and walking meditation throughout the week, and time for prayerful reflection. Beginning the week with our school prayer, at school assembly, centres us on our calling to keep Christ in the heart of all our words, actions and interactions for the day and week.

At St Patrick's we have daily teaching and learning in religion, teachers work to provide quality learning experiences and rich tasks for students. Teachers have been developing an inquiry approach towards teaching and learning, including in the learning area of religion. We have begun the journey of growing knowledge and understanding towards the implementation of the new religion curriculum. The teacher development in religion is focussed on the 'three worlds of the text' model and they have been using this in their teaching to develop student understanding about scripture.

Student understanding, commitment to, and action for social action and justice continues to grow and be a significant strength at St Patrick's. The enactment of a school based Mini Vinnies has seen growth in our social awareness and action. Visits to local nursing homes, support of St Vincent de Paul, fundraising and gift giving for those in need have been the work of this growing group of students. Other students, through the student representative council, promote thinking and action to raise awareness and funds for agencies supporting the underprivileged in our community.

## 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 2017:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
82	113	5	195

\* 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 2017 was 92.88%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	92%
Year 1	94%
Year 2	94%
Year 3	92%
Year 4	94%
Year 5	92%
Year 6	93%

## Managing Student Non-attendance

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

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

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

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

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

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
17	8	25

\* This number includes 7 full-time teachers and 10 part-time teachers.

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

Professional Learning has centred around pedagogy for continued improvement in English and Maths. Core aspects of ongoing learning for teachers has been: English - the teaching of reading and writing; and Mathematics - a hands on / minds on, assignment based approach.

The PL has been presented in staff meetings, staff professional learning days and twilights and through 1:1 mentoring. The school wide approach that has been developed in English and Mathematics has been embraced by all teachers.

Other professional learning has been in Religious Education, STEM and Inquiry learning.

### 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	44%	52%	4%	10%
	Writing	32%	45%	4%	8%
	Spelling	40%	46%	16%	13%
	Grammar and Punctuation	40%	56%	8%	11%
	Numeracy	28%	40%	12%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	28%	37%	28%	15%
	Writing	12%	16%	28%	19%
	Spelling	20%	34%	20%	14%
	Grammar and Punctuation	8%	34%	32%	18%
	Numeracy	8%	28%	17%	15%

## 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 2017

Focused teaching and learning for improved literacy and numeracy is a priority and our teaching staff continue to embrace our school wide pedagogy, in support of the literacy imperative our classroom libraries have flourished with a significant 'book flood' this year. Making teaching and learning visible with the use of learning intentions and success criteria has been embraced, as has the concept of inquiry through using the 'Learning Pit'.

STEM has become an important focus for student learning with the growth of our school technological resources and the beginning of construction of an outdoor classroom and sensory exploration space. The school play spaces were enhanced with the creation of a football field including the installation of permanent posts, in memory of a St Pat's student. Teachers planned for learning beyond the school gates and all students engaged in many rich excursions.

Enhancing the wellbeing of all was another focus, and the use of an appreciative inquiry led to new thinking and planning for staff wellbeing initiatives.

### Priority Key Improvements for 2018

The major focus for continued school improvement is threefold:

- deepening teacher knowledge of individual student need to understand and enable each students' next steps in learning, this will include growing student understanding about what they must learn and how they can demonstrate this;
- continuing to develop effective strategies for differentiation of teaching and learning for all students to enable learning progression; and
- the development of professional learning communities to build understanding and efficacy to support active collaboration around instructional matters.

Our goal is to achieve an average increase of 20% in literacy and numeracy outcomes by challenging students in the upper bands/further along the learning progression, and a 30% increase for aboriginal students.

## 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. Our rules are positive in intent, clear, specific and continually reinforced. They are visually displayed in classrooms and regularly discussed at lessons and assemblies. They are based on the broad headings of: Communication; Respect and Consideration; Movement and Safety; Learning and Fair Treatment of Classmates. Staff are provided with professional learning opportunities, professional reading and discussion regarding student wellbeing. Parents are contacted if incidents are above a low level or on repeated occurrences.

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

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

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

### Complaints and Grievances Resolution Policy

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

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

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St Patrick's complaints and grievances resolution policy is based on multiple principles: commitment; responsiveness; visibility; subsidiarity; procedural fairness; confidentiality; access and equity, and, no victimisation. The policy 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 Front 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

Information gained from the survey of parents showed the strong positive community sentiment about teaching and learning at St Patrick's. Parents were all in agreement that the staff at St Patrick's take an interest in their child, that teaching and learning is targeted to student need and that parents are happy with their children's progress. Parents find it easy to make contact with the teachers and find the staff approachable and professional. All respondents believe that the school responds quickly to any concerns that are raised.

More than 95% of parents surveyed believe that our school has high expectations for student learning, engagement and student attendance and that the school communicates this clearly. There is strong support for the ways in which we celebrate student achievement. Families agree that we have many channels of communication from school to home, and promote the use of those that are most easily accessible by all parents.

Most parents are very happy of the resources, facilities, maintenance and upkeep of St Patrick's, and there is support from families for continued improvement of the school especially the ageing buildings and furnishings.

### Student Satisfaction

Most students at St Patrick's enjoy being a member of our learning community. There is a strong sentiment of acceptance amongst peers and that the teachers are caring and nurturing. 'I think that my teachers care about my well-being at St Pat's.' 'I love all of the teachers and they always help you no matter what is wrong.'

Students note that teachers work to ensure that class learning is interesting. There is a strong sentiment that students are looking for rich engagement: more fun and learning games, more hands-on learning, and more time in the learning zone. Testament to the making learning visible approach being taken at St Pat's, 98% of students say that teachers tell them what they are learning and why. Students name that they are given opportunities to set and achieve learning goals.

Students particularly enjoy the opportunity to use and learn about and through technology. Students enjoy using new devices and tech tools and learning programming and coding.

Students have enjoyed the many fun and engaging community events this year including the beachathon, the rainbow run, the movie night and the disco.

## Teacher Satisfaction

The high recommendation of St Patrick's to others as a workplace for the hard working, caring, dedicated and supportive staff was not surprising. The staff team note the friendliness, connection and engagement with one another as like being in a family. Members of staff feel they have a voice, and that they are listened to in the discernment and decision making for the school.

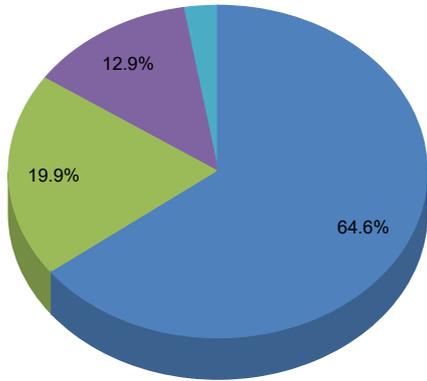
Teachers believe that we communicate our high expectations for student attendance, engagement and learning outcomes, and that parent / student / teacher conferences are most beneficial.

There is a strong sentiment thought the survey that teacher development and professional learning is important, valued and targeted. As collaborative practices grow, there is continued opportunity for improving teacher professional sharing. Teachers are seeking more professional feedback on their teaching practice to continue to grow and improve their pedagogy.

Staff members note that the school needs to continue the journey of school facility maintenance and upkeep and the development and replenishment of teaching and learning resources. Teachers are happy that a plan is in place for continuous refurbishment.

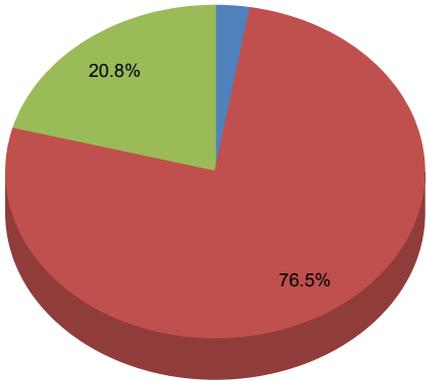
# Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (12.9%)
- Other Capital Income (2.7%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (76.5%)
- Non-Salary Expenses (20.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,905,065
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$586,281
Fees and Private Income <sup>4</sup>	\$379,003
Other Capital Income <sup>5</sup>	\$78,231
<b>Total Income</b>	<b>\$2,948,579</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$78,231
Salaries and Related Expenses <sup>7</sup>	\$2,232,316
Non-Salary Expenses <sup>8</sup>	\$608,209
<b>Total Expenditure</b>	<b>\$2,918,756</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.