



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



## 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

At St Patrick's Catholic Primary School we strive to provide quality 21st century Catholic Education. Each member of the community is called to contribute to the life and growth of our *School With a View*. The St Patrick's school pillars are: Look Into Thinking; Look Ahead to the Future; and Look After Each Other. These pillars direct our planning and thinking towards the education of the whole person. We continue to develop programs that support students individual needs and to nurture their wellbeing.

Developing the attributes of lifelong learning is a focus for the community at St Patrick's. Teachers and students alike embrace the opportunity to learn, to grow and to share knowledge and understanding. Each day we strive to be a school where deep and rich learning opportunities are provided for each child to progress in their learning. We look to expand the horizons of our children by encouraging learning opportunities beyond the school gate. During the past year students have visited local places and spaces and travelled more broadly to grow their understanding of the world in which we live.

## Parent Body Message

The Board and P&F have always had a vital part to play in the St Patrick's community. As we come to the end of another year, plans are underway to change to a Community Council model. We welcomed to the Board Fr Luke who, along with the REC, prepared students for the Sacraments of Reconciliation and First Eucharist. The Sunday evening Family Masses in the lead up to these Sacraments was a wonderful way to celebrate the relationship between school and parish. The Board endorsed an increase to Tuition fees for 2019 and retained levies at the current rate to support families who have helped maintained a near 100% fee collection rate. Thanks to the office staff and Finance Committee for these excellent results. Consideration was given to having custom-made uniforms but cost and storage made this unviable. All families will be supported in moving to uniforms with a new logo for 150th Anniversary celebrations in 2019. This year the Board has advocated for improvements to counselling opportunities and acted as a strong parent voice in the development of new bathroom facilities. Special thanks to all Board members who are committed representatives of the wider school community.

## Student Body Message

In 2018 we spent a lot of time on our school garden, harvesting and planting and improving the area. Some of the food we grow is used in our canteen. We were all encouraged to set goals for our own learning and to work hard to achieve our goals. A highlight for the whole school was the 'St Patrick's School of Rock' Dance Concert, the children all loved rehearsing for their class performances and then celebrating with the matinee and night time concerts. During the year students in all classes went on excursions to continue their learning. The senior classes enjoyed their overnight camp at Mogo where they learned about the Gold Rush era. They also visited the Eurobodalla Botanical Gardens to learn about the natural environment. At the end of the year the seniors had a great time investigating at the University of Wollongong In2Uni day. St Patrick's students proudly joined in the ANZAC parade. The Mini Vinnies student group organised ways to raise money for the poor. Some of the great events that the Parents & Friends have organised were the Beachathon, the disco and the movie night.

## 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.

We endeavour to provide rich learning across the curriculum and in 2018 we engaged a music teacher to enhance our teaching program, specifically in this aspect of the Creative Arts syllabus. The annual dance concert themed 'St Patrick's School of Rock' provided an opportunity for performing for an audience, as all children participated in class dance routines.

We have enriched our student wellbeing program this year with the weekly opportunity for students to participate in the Empowered wellbeing program. This program is designed using music, movement and mindfulness to teach students strategies to bring calm into their lives so they can better respond to life situations rather than react to them.

Our Science and Technology teaching has been enhanced through the further refinement of the robotics and coding program and the employment of a teacher supporting this important learning. We continue to build our technology devices and tools to respond to the needs of our learners.

At St Patrick's students learn about sustainability through the garden development program. We take a whole school approach to waste management processes and have fully working worm farms and the start of a composting system. During the year the design for the chicken coop has been finalised for the next step in the program.

The Student Representative Council is an active group and provides a forum for student voice to become action at St Patrick's school. The SRC meet weekly and bring ideas and class suggestions for discussion and discernment. The members of the SRC take their responsibilities seriously. They readily promote living our school vision and the application of the school rules with messages and skits at the COLA assembly each week.

Parent engagement and support through the Parents and Friends association is very strong at St Patrick's. There are many opportunities for parents to participate in the life of the school in both the learning and social dimensions.

## 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

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

At St Patrick's our religious identity and culture and our Catholicity permeates our education journey. The St Patrick's community gathered to celebrate on many occasions throughout the 2018 school year. These included whole school Masses to celebrate special days, class chapel Masses, and Liturgies of the Word. On a number of occasions throughout the year students participated in a special way at Sunday parish masses. Prayer and meditation play an important role in the religious life of the school and weekly assemblies begin with the school prayer. Staff gather each week for prayer and reflection, and time is dedicated to staff spiritual growth and nourishment.

St Patrick's applies a Catholic world view to all aspects of school life and those outside the school. Throughout the year the community has been involved in mission and service activities led by the Mini Vinnies group which have included Project Compassion, St Vincent de Paul fundraisers, visits to local nursing homes and the 'Orange Sky Laundry' Winter Sleepout.

At St Patrick's, 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. St Patrick's seeks to understand and utilise the distinctiveness and complementary nature of these two dimensions of Religious Education, in the holistic education and the formation of learners. The experiences for the learning and teaching of Religion and the Religious Life of the School are responsive to religious diversity, while being faithful to the Catholic identity of the school.

## 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 2018:

Girls	Boys	LBOTE*	Total Students
86	111	5	197

\* 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 2018 was 91.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	91%
Year 2	93%
Year 3	93%
Year 4	90%
Year 5	92%
Year 6	87%

## 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 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	10	28

\* This number includes 6 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	1%
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### Professional Learning

We have eight classes and 14 teachers. This year we have had visits from Kaye Lowe and Colleen Caddy to have conversations about literacy and teaching and learning for student growth. Leonie Anstey and Matthew Sexton also facilitated professional development in numeracy development and learning.

Staff attended a conference in Melbourne. Dylan Wiliam presented on student engagement and formative assessment. Teachers also attended professional learning on:

- Coding
- Early Career Teacher days
- The NESA curriculum.

School leaders attended learning on instructional leadership and faith formation.

### 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	14	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 2018		Average Scores	
		School	Australia
Year 3	Reading	412	434
	Writing	385	407
	Spelling	388	418
	Grammar and Punctuation	417	432
	Numeracy	391	408

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 5	Reading	504	509
	Writing	435	465
	Spelling	485	502
	Grammar and Punctuation	473	504
	Numeracy	483	494

## 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 2018

Professional learning teams have been developed to build understanding and efficacy to support active collaboration around instructional matters. Teachers regularly took part in K-Year 2 and Years 3–6 professional learning team meetings. Planning for multiple entry/exit activities in numeracy and the successful application of learning progressions for targeted teaching were areas of achievement this year, as was inquiry learning and the 'Make, Say, Write, Do' approach in Mathematics.

The implementation of coaching for teachers was successful including observed practice and modelled teaching of new pedagogies. Teachers spent time collecting data and continue to grow their capacity to make data collection a part of their regular work in classrooms. With the use of data, teachers were able to understand the ability and learning needs of their students. Running records and SENA testing were completed twice per term to ensure teachers were informed of student progress and learning need.

Students across the school set personal learning goals, which were updated as the goals were achieved. Data walls for reading and writing were created for continued focus to gauge student growth.

### Priority Key Improvements for 2019

For 2019 our school has identified the following key improvements areas:

- Systematic Curriculum Delivery - A range of differentiation strategies are utilised for teaching and learning to enable learning progression for all learners. The focus for teachers to use data effectively to know where every student is currently at and where students need to go and plan for student learning, progress and success.
- Effective Pedagogical Practices - A focus on continuing to build teacher capacity in both content and pedagogical knowledge to enable students to fully engage and progress, specifically in English and Mathematics learning. The refinement of our school agreed practices in literacy and numeracy will also continue.
- Wellbeing - A strategic focus on programs, plans and short and long term strategies to promote wellbeing for all members of the school community.

## Section Eight: School Policies

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### Student Welfare Policy

St Patrick's Behaviour Support Policy is based on the values of respect, safety and learning. The school rules are taught explicitly by class teachers within the classroom and reinforced and modelled for students around the school, including at school assembly. Our rules are positive in intent, clear and specific. The rules are visually displayed in classrooms and around the school and are referred to on a regular basis. The school rules are based on the broad principles of respect, responsibility and safety.

Staff are provided with professional learning, reading and discussion opportunities to grow knowledge and understanding of ways to promote and teach positive behaviour. We follow a concise plan for encouraging students to demonstrate positive behaviours. When required we use the Reminder, Removal, Repair process to support restorative practices. Parents are contacted as required to support student positive behaviour and where necessary to collaborate on behaviour support plans.

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.

#### **Anti-bullying**

Because our school seeks to *Look After Each Other*, we endeavour to create an atmosphere of care and concern where the dignity and worth of each individual is recognised and nourished. Therefore, as a community we find acts of bullying abhorrent and contrary to our Gospel values.

One of our key rules revolves around safety. At St Patrick's School everyone has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take the appropriate steps necessary to stop that behaviour.

#### **Discipline**

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

This takes into account four interrelated aspects of discipline:

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

The Student Welfare Policy including anti-bullying and discipline was reviewed June/2019.

In addition to the Student Welfare policy and to teach students strategies for self management, St Patrick's school has provided a program of support catering for the wellbeing and welfare for all students entitled 'Empowered.'

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

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

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

The school follows the policy as listed on the CE website. The 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, fairly and confidentially. All complaints are treated seriously, dealt with as soon as practicable and conducted in a fair, impartial and professional manner.

## 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

Approximately half of the parent groups in the school completed the annual satisfaction survey. All parents surveyed commended the teachers for their care of and interest in each child at our school. They articulated that they found it easy to make contact with their child's teacher to talk about learning, engagement and other matters. 95% of parents thought the teachers at St Patrick's make learning really satisfying and engaging for their learners and were happy with their child's learning progress. Most parents are happy with the school move to student learning goals as a way to recognise individual growth and achievement, and felt that the classroom celebrations of learning gave each child a greater opportunity for sharing learning than the class presentations at assembly. Parents are generally happy with the school facilities and surrounds, and would like continued work to maintain and improve learning spaces and the environment at St Patrick's. Parents are interested in the school improvement goals and would like the school to continue to find ways to share our improvement journey.

### Student Satisfaction

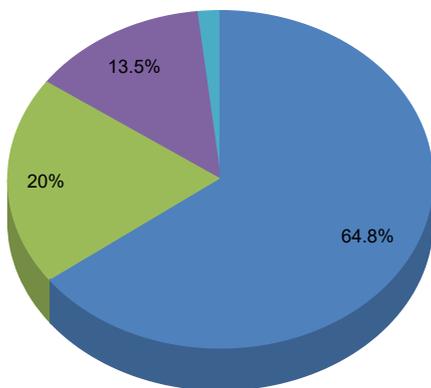
Approximately one third of students completed the survey. The majority of students believe their teachers provide encouragement to them as learners and acknowledge their teachers inform them about the learning intentions and the reasons for aspects of learning in the classroom. Whilst the change from teacher directed recognition of learning and achievement to student goal setting and achievement processes has been a challenge for some learners, 76% of students are happy to be supported in setting learning goals and recognised when they achieve them. Some students would like to return to the award schemes that have previously been part of the school week, however 60% of students recognise that the new way of celebrating student achievement is valuable. The same number of students recognise that their teacher gives them feedback to help them improve their learning. The majority of students like using technology / devices in their learning and seek further opportunities to engage with learning online. One area in which students feel the school could improve is giving them more opportunity to voice their opinions and ideas.

### Teacher Satisfaction

Approximately half of the school teaching and ancillary staff responded to the survey. The teachers indicated that at St Patrick's they have the resources they need to do their job successfully. All respondents to the survey expressed strongly that they have access to professional learning and that the school encourages a climate conducive to staff learning. Staff are happy with the collaborative planning processes that are in place in school and recognise the effectiveness of these processes. Teachers feel that they are given opportunities to share their skills and knowledge with others and only 7% indicated that they did not receive feedback that helps them to improve their teaching. In the area of technology staff acknowledge that they have opportunity to enhance student learning with technological tools and devices. Staff wellbeing is a priority for the school to continue to address in practical ways. Staff also see that a continued program for addressing the needs of students, including supporting behaviour, remains a priority.

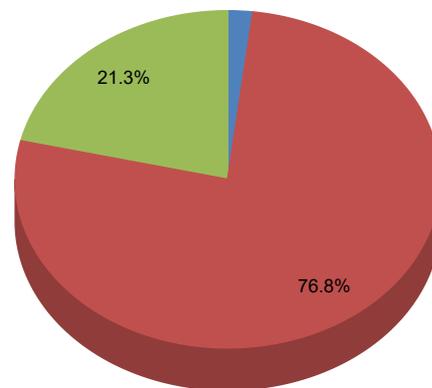
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (13.5%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (1.9%)
- Salaries and Related Expenses (76.8%)
- Non-Salary Expenses (21.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,994,934
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$615,818
Fees and Private Income <sup>4</sup>	\$414,898
Other Capital Income <sup>5</sup>	\$54,673
<b>Total Income</b>	<b>\$3,080,323</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$54,673
Salaries and Related Expenses <sup>7</sup>	\$2,205,100
Non-Salary Expenses <sup>8</sup>	\$613,100
<b>Total Expenditure</b>	<b>\$2,872,874</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.