



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Patrick's Primary School Gundagai

26 Homer Street, Gundagai 2722

Phone: 02 6944 1085

Email: office.stpatricksgundagai@cg.catholic.edu.au

Website: www.spg.nsw.edu.au

Principal

Mr Vincent Powell

Section One: Message from Key Groups in our Community

Principal's Message

St Patrick's Primary School is part of the Archdiocese of Canberra and Goulburn and situated at the Gateway of the Riverina, on the banks of the Murrumbidgee River at Gundagai, NSW.

St Patrick's is a welcoming family school. We provide a contemporary quality Catholic education for our students. The school caters for 90 students from Kindergarten to Year Six. The Catholic community of the Archdiocese challenges its schools and teachers to share with parents the sacred responsibility for the well-rounded development of the young people in its care. This responsibility is at the heart of St Patrick's school.

We are proud of the unique educational environment we offer. We also acknowledge parents as the first educators of their children. St Patrick's staff are committed to supporting parents in this vital education process. They are caring and are dedicated to ensuring that the school-home partnership is productive and successful; a strong partnership that makes certain the best interests of the children is realised. Our personal approach with each family is central to our mission. We endeavour to achieve this goal through our Catholic culture and traditions.

Parent Body Message

In 2015 the Community Council were excited to oversee the addition of new classrooms and the refurbishment of the learning spaces at St Patricks. We farewelled our chairperson, who was the founding chair of the Community Council. Through the hardworking and dedicated parent body the Community Council was able to assist the school by raising much needed funds. With the retirement of our principal, the Community Council guided the parent body through the transition to the new principal for 2016.

Student Body Message

St Patrick's is a caring, helpful and welcoming school in Gundagai. Recently, we have been lucky enough to be able to build new classrooms that are state of the art and are terrific places of learning. St Patricks has also purchased new Mini iPads. The iPads have lightning quick internet and likewise for the laptops and computers. The teachers from St Patricks are always cheerful, kind, wise and are keen to assist us solve any problem. Peer support is a great program where the Year 5 and 6 lead the specified groups. You learn all about your group and their hobbies. It is really fun and as the sessions go on we all work together as a team. It is a mix of boys and girls from K- 6 and is great opportunity to work together and show off your leadership skills. You get to work with people you don't normally work and play with. The spirit of St Patrick's is a strong living spirit. We all try and be more like Jesus. This means we all work together as a family. Our spirit is in each and every one of us doing its little bit. We love the spirit of our school.

Section Two: School Features

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

Our learning environments contain the support systems that establish the conditions in which students learn best – systems that accommodate the unique learning needs of every learner and support positive human relationships needed for effective learning. These environments engage, enable and empower all learners in a context that is flexible, promotes collaboration and a sense of community while addressing the multiple and interconnected learning needs of the whole child. Our 21st century learning environments foster personalised learning that takes place in a context of relevance. Such differentiated learning offers the student “just what I need” to move forward and experience success. St Patrick's is committed to working in partnership to build a capacity and culture that supports a safe and secure Catholic educational environment. St Patrick's support the integration of ICT as both a means and a catalyst to innovative education. We demonstrate this commitment by enriching our classroom environments with technologically-based teaching and learning opportunities that are engaging, flexible, differentiated, creative and challenging.

One of our key School Improvement goals over the past two years has targeted the creation of flexible learning environments enabling the school to effectively respond to student data and maximise learning. At St Patrick's we have high expectations of our students and a belief that all students can and will learn. Our teachers are constantly encouraging our students to move forward with their learning. At St Patrick's, showing care and concern for others is a big part of transformational leadership; and this is the leadership we strive to equip our students of the 21st century with.

We aim to build leaders who have the capacity and courage to strive for the common good of our community. St Patrick's can be based on three foundational pillars; Building Community, Building Capacity and Building and Celebrating Catholic Culture. Leadership is developed through the Student Representative Council, leadership days and peer support programs. The school places a strong emphasis on student welfare, student teacher relationships and a positive behaviour for Learning. A focus on the core values of Respect, Responsibility and Safety are central to our school's culture. Parents are actively involved in Sporting carnivals, tuckshop, uniform shop, helping out in the classrooms and fundraising activities through the School Community Council. St Patrick's Catholic Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school. Please come and experience for yourself the warmth and energy of the St Patrick's community. We look forward to welcoming you personally to our great school.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

St Patrick's is a Catholic Primary School caters for students in Kindergarten - Year 6, and has a current enrolment of 90 students. Our School has a very proud tradition of excellence dating back to 1886 when the Sisters of Mercy commenced Catholic Education in Gundagai. The Sisters of the Divine Saviour (Salvadorian Sisters) and the Holy Faith Sisters were also involved in educating the students for periods of time during the last century. From 1900 to 1979 St Patrick's School was known as St. Stanislaus School after Sister Stanislaus who originally led the Mercy Sisters to Gundagai. The school's name was changed in 1979 back to St Patrick's. In keeping with its proud Catholic traditions.

The school works closely in partnership with the Parish and School community to provide a contemporary quality education for all students; an education that guides our young people to become independent discerning learners. Our vision, 'Walk Together in Faith and Knowledge' calls us to nurture and challenge each other within a caring Catholic environment where the love of life and an intrinsic motivation for learning are fostered. We encourage all to participate in creating and maintaining a positive learning environment. We emphasise the uniqueness of each person.

Our Vision is lived out through our involvement within our Parish, school and the wider community of Gundagai and surrounds. To realise this mission, we provide a contemporary, quality education for the children in our care in all aspects of life. At St Patrick's, education encompasses the spiritual, social, emotional, intellectual and physical aspects that are necessary to develop well rounded young people. Our aim is to develop resilient, self-confident and informed individuals who are able to voice their opinions in order to make a positive difference in society as young people and as adults. We achieve this by providing a rich curriculum and pedagogy that empowers the learner.

St Patrick's strives to ensure prayer is the focal point of gatherings and celebrations and actively seeks to raise the consciousness of the school and wider community to social justice issues and needs by promoting Mini Vinnies and Making Jesus Real experiences. We invite our school community to be active members of the parish, witnessing to their own faith and demonstrating in words and actions a commitment to the evangelising mission of the Church.

Section Four: Student Profile

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 2015:

Girls	Boys	LBOTE*	Total Students
44	59	1	103

* 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 2015 was 92.80%. Attendance rates disaggregated by Year group are shown in the following table.

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

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	3	13

* This number includes 7 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

Staffs has engaged in regular professional learning sessions to continue to implement more open-ended numeracy problems for students so that they have multiple opportunities to demonstrate their knowledge, skills and understandings of numeracy concepts learned. The use of these strategies was extended in 2015 to maintain focus on the applied component in daily numeracy blocks by the continued use of the school improvement model '*Collaborating On Student Achievement*' (COSA+) . Further Staff development days focused on Catholic Identity, specifically "What is means to be a Catholic teacher."

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	62%	48%	0%	11%
	Writing	88%	47%	0%	7%
	Spelling	62%	41%	19%	15%
	Grammar and Punctuation	69%	52%	6%	11%
	Numeracy	56%	34%	12%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	47%	34%	12%	18%
	Writing	53%	19%	0%	18%
	Spelling	41%	33%	0%	15%
	Grammar and Punctuation	35%	36%	6%	17%
	Numeracy	29%	28%	12%	16%

Section Seven: School Review and Improvement

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 2015

These priorities have been discerned from NAPLAN data and other school data evidence collected throughout 2014 and from the 2015 school priorities. Further development of whole school agreed practices and use of best pedagogies across all learning areas is an ongoing priority for the school for 2015.

To improve student outcomes and whole school agreed practices the school/teachers will:

1. Set own goals in line with the Australian Professional Teaching Standards. Teachers will set goals each term and work towards reaching criteria provided during the year. Teachers must attend professional learning events regularly to support their professional journeys. The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students.
2. Plot student progress on Literacy and Numeracy continuums and respond to the data moving students forward.
3. Continue to write and use rubrics for major learning tasks in all key learning areas.

Priority Key Improvements for 2016

1. Continue to raise expectations for/from their students. To this end it is intended that teachers across the school visually display outcomes in user friendly language for students so students know what outcome targets they need to work towards during learning experiences.
2. Give Instant feed-back to students at point of need. This means that task design must have an open-ended component in place so that students have multiple opportunities to demonstrate their knowledge, skills and understandings. Constant dialogue with students will provide more opportunities for rich feedback and ways to improve on a daily basis are discussed. We expect students to be asking three questions: Where am I going? Where am I now? What do I do next to move my learning forward?
3. Focus on higher order thinking and inquiry in reading comprehension; especially to support students in making informed inferences and better connections between characters and events in narratives, poetry and persuasive texts. This will be a more particular focus in later Stage One, Stage Two and Stage Three classes.
4. Ensure our Whole School Approach to Spelling is extended into all aspects of reading and writing.

Section Eight: School Policies

Student Welfare Policy

This policy outlines the principles and procedures for staff/parents/students for the wellbeing and those underpinning principles that promote school wide positive behaviours. The policy is based on the underlying belief that children educated in an environment based on Gospel values will be nurtured to respond to others in a caring and positive manner. In consideration of the pastoral care of all students the policy reflects values that promote a positive outlook and enables teachers to ... *“stress the dignity of the human person and promote such values as compassion, inclusivity, tolerance, justice and reconciliation.”* (Treasures New & Old Core Document 2000 p37). Our Pastoral Care Policy focuses on positive behaviour support. It is based on the premise that all students can benefit from well implemented, evidence based practices for encouraging and improving student behaviour.

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 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>.

St Patrick's has a clear, fair and effective policy on the management of complaints. A commitment to respond positively to feedback ensures that people have the opportunity to contribute to the continued improvement of the schools in the system. Staff demonstrate a commitment to ensuring that a culture of consultation and open dialogue is nurtured at every level, giving every member of the school community the opportunity to express dissatisfaction as well as satisfaction. Complaints are addressed responsively, openly and in a timely manner.

The school 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 Front Office.

Section Nine: Community Satisfaction

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

Anecdotal feedback and a survey from our parent body affirmed the ongoing support for and of our school. Parents and Carers acknowledged the great care and support provided to their children in all aspects of school life. The use of technology as an integral part of teaching and learning was highlighted as a robust aspect of our school. The support of parents, grandparents and friends was evidenced in their active participation at school. Parents present and past and grandparents volunteered for the canteen, and in classrooms to assist with literacy activities. Many parents assisted with many successful St Patrick's school sporting events.

Addressing previously identified areas of improvement will be a focus for 2016. The need to improve communication, focus on master planning will be important components of the school's direction over the next twelve months.

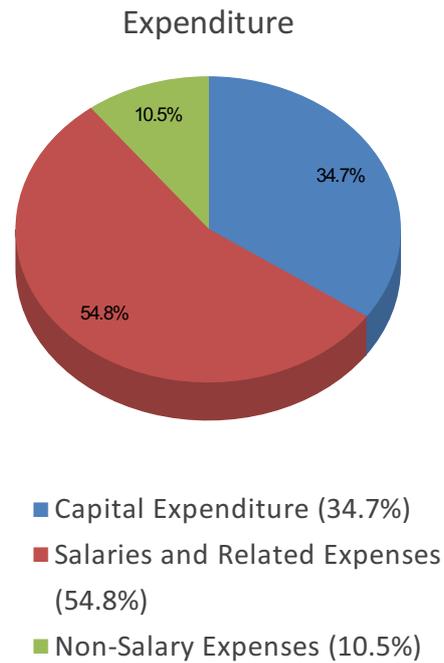
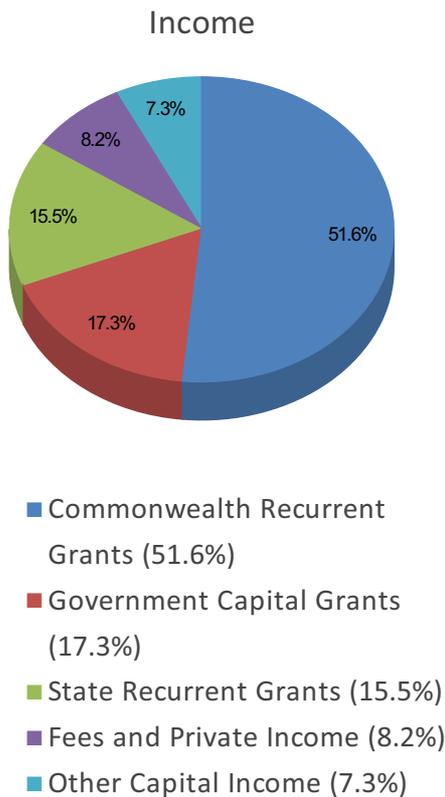
Student Satisfaction

Students at St Patrick's have expressed a great love of their schools in many areas of school life including sport including opportunities to represent their school in many sports. The students looked forward to receiving weekly awards that focus on our three core values of showing respect, being responsible and being safe. They loved their teachers, their friends and felt safe and secure in the school environment. They affirmed their excitement and endorsement in being able to have access to iPad's, flip cameras and laptops in their learning. Older students expressed satisfaction in leading a news spot each week on local radio during the school year (a new school initiative).

Teacher Satisfaction

Staff at St Patrick's were dedicated and committed to its success. Staff expressed a genuine love for the school and the people associated with it. Staff enjoyed learning together in trialling new initiatives. They appreciated time given to them to develop Numeracy programs using the Australian Mathematics Framework. Teachers appreciated the one on one support with an expert Catholic Education CoSA consultant.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,074,825
Government Capital Grants ²	\$360,907
State Recurrent Grants ³	\$323,206
Fees and Private Income ⁴	\$171,714
Other Capital Income ⁵	\$152,769
Total Income	\$2,083,421

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$833,427
Salaries and Related Expenses ⁷	\$1,316,068
Non-Salary Expenses ⁸	\$251,551
Total Expenditure	\$2,401,046

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.