



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## St Patrick's Primary School Gundagai

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### **Principal**

Mr Vincent Powell

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

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### Principal's Message

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. 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.

### Parent Body Message

In 2016, the Community Council welcomed five new Council members, including Principal Vincent Powell. The Council is made up of seven parent representatives, a teacher and the school principal. Chairperson is Chris McDonnell, with Renee Lindley as Vice Chair, and Donna Scott and Jodie Crossley sharing the role of Secretary.

Council's achievements included:

- The introduction of new school hats;
- Increasing the number of community engagement events, including a successful parent dinner to kick-start the year;
- Two major fundraising events, including a music trivia night and Melbourne Cup luncheon, along with other fundraising activities throughout the year;
- Assistance with school promotion and re-branding activities including new school signage and school bus advertising;
- Coordination of end of year activities including end-of-year awards, Year 6 farewell, Nativity night and working bee;
- Applying for a major grant for the upgrade of the School Hall;
- Overseeing Tuckshop and Uniform Shop
- Assistance with ongoing enrolment activities throughout the year.

Goals for 2017 will be the introduction of a Hall Committee and targeting funds raised to specific objectives related to survey data gained in 2016.

### Student Body Message

Being captains of this amazing school means a lot and we have learnt many skills this year. We are all very proud to have been the School Captains for 2016 and feel honoured to have represented the school in many different ways such as: the ANZAC Day march, Remembrance Day and thanking visitors on behalf of the St Patrick's school and community. St Patrick's has taken part in many things this year like sporting events; T20 gala day, Aspirations, SRC fundraising, Nativity play and many more. After the cyclone in Momi (Fiji), we donated a lot of our school hats to the children in the village and we did a lot of

fundraising to help repair their village. Some people from Momi came to visit our school and they shared some traditional songs and presents us with gifts to thank us for our support. Year 6 students regularly visited the residents of the Uralba nursing home in Gundagai. We shared our pieces of writing and on our last visit we sang Christmas songs. We all enjoyed talking to the residents and hearing their stories. We also visited the Pre-School and read stories to the pre-schoolers. We would like to acknowledge the great work of our teachers and principal Mr Powell.

## Section Two: School Features

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

Our Vision, "Together in Faith and Knowledge", 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. We emphasise the uniqueness of each person. Our aim is to develop resilient, self-confident and informed individuals. 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.

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. 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 3 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.

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.

Vincent M Powell

Principal

## 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

#### 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

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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
41	51	2	92

\* 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 93.85%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	94%
Year 2	92%
Year 3	95%
Year 4	93%
Year 5	94%
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 2016:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
10	2	12

\* This number includes 6 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

St Patrick's is a learning centred school where teachers continually strive to improve their professional subject knowledge and pedagogical content knowledge. They collaborate with colleagues to support professional learning in and beyond the school.

Staff development and training is a joint responsibility between the Leadership Team and the staff at St Patrick's. The school's needs, as identified in the Strategic and Annual plans, staff individual needs and areas of expertise are part of any decisions in participating in professional learning workshops or courses.

### 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	56%	49%	11%	11%
	Writing	44%	49%	0%	6%
	Spelling	33%	46%	11%	12%
	Grammar and Punctuation	33%	52%	0%	10%
	Numeracy	22%	36%	11%	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	36%	35%	0%	15%
	Writing	9%	17%	0%	18%
	Spelling	45%	30%	18%	18%
	Grammar and Punctuation	73%	36%	9%	15%
	Numeracy	36%	29%	9%	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

#### Improvement Achievements 2016

- Emphasising a culture which is student centred and future focused.
- Demonstrating a welcoming and caring environment.
- Engaging students in their learning and leadership, their support of one another and pride in their school.
- Promotion of the school in the community. St Patrick's Primary School is currently being reimaged and presented as a contemporary learning community based on Gospel values, being open to all and mindful of its significant rich history and tradition.
- Networking with Gundagai Pre-school and the introduction of the *Little Learners* program to connect with local families with young children and showcase the quality education and pastoral care that is offered at St Patrick's.
- The diverse opportunities offered to students including: visits to the aged care facility, involvement in liturgical activities, sporting carnivals, public speaking, school camps and excursions.
- The vibrant, contemporary learning spaces
- The parents fund raising activities to purchase resources and assistance with the students' co-curricular activities.
- The regular, informative and open communication with parents which encourages their involvement in the life of the school.

### Priority Key Improvements for 2017

These priorities have been discerned from NAPLAN data, school Registration and MySchool data collected throughout 2016. Further development of whole school agreed practices and use of best pedagogies across all learning areas is an ongoing priority for the school in 2017. School Improvement Goals for 2017 include:

1. Effective pedagogical practices. All staff are to be explicit about what students are expected to learn by displaying learning intentions and success criteria. High expectations and teacher / student goal setting is an expectation at St Patrick's. A visible culture that promotes learning is evident in teacher ideology and practice.

2. Systematic curriculum delivery. By the end of Term 3, all teachers at St Patrick's School will be following the, "*Literacy Blocks Agreed Practice Guidelines*" line developed in 2016. During 2017, 90% of K-6 students at Saint Patrick's Primary will reach at/above end of year Archdiocesan Reading benchmarks, at/above BOSTES NSW K-10 Literacy Continuum Aspect 4 writing benchmarks and above NAPLAN NMS Band Achievement.

3. School-community partnerships. Continued school-wide focus on students' needs clarifying partner roles and responsibilities.

## Section Eight: School Policies

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### 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.

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### 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

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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

Strongly Disagree = 0 Disagree = 1 Neither Agree nor Disagree = 2 Agree = 3 Strongly Agree = 4

- 3.6 This is a good Catholic school.
- 3.7 My child is happy going to this school.
- 3.4 The school is a safe place for my child.
- 3.5 The staff at this school take an interest in my child.
- 3.6 My child's / children's teachers and other staff at this school make me feel welcome.
- 3.3 Religious Education is taught well at this school.
- 3.5 Communication between the home and school is good.
- 3.2 I know what is happening at the school and coming events.
- 3.4 I can make contact with my child's teacher or other staff easily.
- 3.3 The school responds quickly to my concerns.
- 3.6 The school Principal and other leaders in the school are approachable.
- 3.5 The school Principal and other leaders in the school are committed to the best possible education for my child.
- 3.6 My child's teacher is approachable.
- 3.3 I am happy with the quality of teaching my child receives.
- 3.2 This school takes a balanced approach in providing an all-round education.
- 3.3 The school has high expectations of student engagement and behaviour.
- 2.9 I am happy with the school's facilities.
- 3.0 I am happy with my child's access to technology in the school.

### Student Satisfaction

Strongly Disagree = 0 Disagree = 1 Neither Agree nor Disagree = 2 Agree = 3 Strongly Agree = 4

- 3.4 I am getting a good Catholic education at this school.
- 3.6 I like being at this school.
- 3.4 I feel safe at this school.
- 3.1 This school listens to my opinion.
- 3.0 I feel accepted by other students at this school.
- 3.6 This school encourages me to be a good community member.
- 3.7 This school celebrates student achievements.

- 3.3 This school is well maintained e.g. clean, buildings painted, gardens looked after etc.
- 3.4 I use technology at this school to help me learn.
- 3.4 This school gives me opportunities to do interesting activities.
- 3.3 My teachers try to make lessons interesting.
- 3.2 My teachers tells us what we are learning and why.
- 3.6 My teachers care about me.
- 3.6 My learning is improving at this school.
- 3.0 Student behaviour is well managed at this school
- 3.0 The homework we do helps me learn.
- 3.4 I would recommend this school to others. (*MySchool Survey Data*)

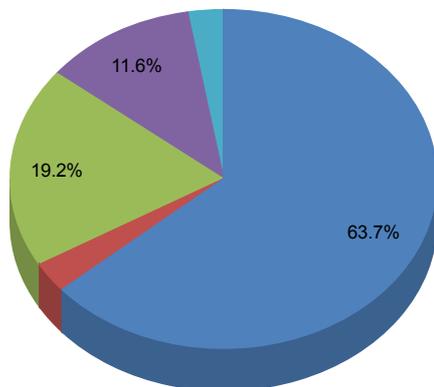
## Teacher Satisfaction

Strongly Disagree = 0 Disagree = 1 Neither Agree nor Disagree = 2 Agree = 3 Strongly Agree = 4

- 3.3 I get a lot of satisfaction from working in this school.
- 3.7 I believe my work at this school is important.
- 3.9 I believe my work makes a difference to our students.
- 3.2 There is good team spirit among the staff at this school.
- 3.2 This is a good Catholic school.
- 3.2 School leaders at this school know me as a person and support me with my well-being.
- 3.3 Effective communication strategies are in place to keep staff informed of what s happening at our school.
- 3.1 Communication between the staff and school leadership is good.
- 3.1 This school is a well-organised place in which to work.
- 3.2 I have the opportunity to have input into decisions affecting my work in this school.
- 3.1 OTHER meetings we have are effective eg. Special Needs, Planning, Curriculum etc.
- 3.2 Access to professional development opportunities helps me perform my role well.
- 3.0 I get feedback on the things I am doing well.
- 3.3 My work in the school is appreciated by my Principal.
- 3.1 I understand why we are undertaking the change initiatives in our school.
- 3.0 Change initiatives are well managed at this school. (*MySchool Survey Data*)

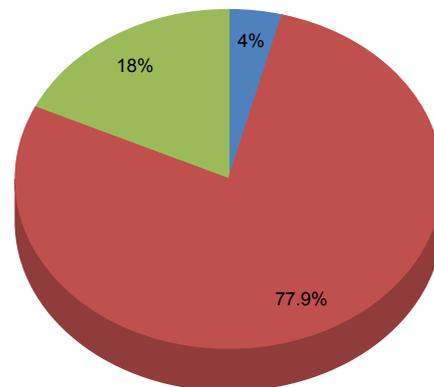
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (2.9%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (11.6%)
- Other Capital Income (2.7%)

Expenditure



- Capital Expenditure (4%)
- Salaries and Related Expenses (77.9%)
- Non-Salary Expenses (18%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,033,288
Government Capital Grants <sup>2</sup>	\$47,074
State Recurrent Grants <sup>3</sup>	\$311,156
Fees and Private Income <sup>4</sup>	\$187,737
Other Capital Income <sup>5</sup>	\$43,948
<b>Total Income</b>	<b>\$1,623,203</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$64,173
Salaries and Related Expenses <sup>7</sup>	\$1,236,376
Non-Salary Expenses <sup>8</sup>	\$286,190
<b>Total Expenditure</b>	<b>\$1,586,739</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.