



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST GREGORY'S PRIMARY SCHOOL

Queanbeyan, NSW

2011 ANNUAL REPORT



SCHOOL CONTACT INFORMATION

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Claire Frazer

PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

This report provides a broad overview of our school for parents and friends of our community. St Gregory's Primary School seeks 'Truth through Gospel Values' and is faithful to the teachings of Christ in providing quality education. We have three simple rules that guide our community, 'Be Fair, Stay Safe and Show Respect'. The School Wide Positive Behaviours initiative adopted in 2010 ensures an emphasis on encouraging positive behaviour and attitude. The National Partnership initiative has encouraged a renewed focus particularly in the areas of Literacy and Numeracy. Numeracy Blocks are now used in all classrooms throughout the school.

Community Council Message

The St Gregory's School Council has continued to initiate and implement new ideas and programs that enhance the children's learning and engagement as well as activities for the parents to engage with the school and these are planned to continue in 2012. The aim of ensuring parental involvement continue at a level that is conducive to a more family friendly family/work life balance for both participating parents and the broader school community will continue. It is a credit to the staff that they continue to provide the best possible avenues for all our students to shine and this year was no different.

SCHOOL FEATURES

St Gregory's is a Catholic Primary School located in Queanbeyan NSW. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 643 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 48% male and 52% female students; 2.5% indigenous students; and 9% Language Background other than English (LBOTE).

The school employs 59 staff comprising 42 teachers and 17 non-teaching staff, the latter being employed in a variety of capacities including front office, bursar, library assistants and learning support assistants.

The school's website can be found at www.stgregsps.nsw.edu.au

RELIGIOUS EDUCATION

St Gregory's follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Our Whole School Focus Assemblies are an opportunity to celebrate the values that are important to us at St Gregory's. The teacher, student and parent community come together to pray and reflect on the Gospel messages.

Staff spirituality is an important part of our day to day activities. In Week 10 of every term the staff meet to explore and deepen their spirituality. In October this year we held a Staff Retreat Day, which was led by Fr Troy Bobbin, our Parish Priest.

Our Sacramental Program is Parish based, school supported. This is a great opportunity to work with the parents in supporting their children's faith journey. Information nights and retreat days allow our students to gain a further understanding and connection with the Sacrament they are receiving.

This year the staff have been led through professional development on using the Shared Christian Praxis model in Religious Education. Along with that, we have been introduced to the KITE method, which assists in our teaching and learning of scripture.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	416	416	406	422	394
School	439	415	380	412	409

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	488	483	484	500	488
School	507	491	487	508	488

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	95%	93%	93%	96%
School	97%	97%	98%	95%	99%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	92%	92%	91%	92%	94%
School	100%	99%	100%	100%	100%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	29%	6%	8%	14%	16%
Band 5	30%	35%	16%	34%	24%
Band 4	20%	41%	29%	25%	29%
Band 3	12%	11%	27%	17%	20%
Band 2	7%	3%	18%	6%	11%
Band 1	2%	1%	1%	4%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	12%	3%	8%	13%	6%
Band 7	20%	8%	14%	17%	10%
Band 6	38%	51%	37%	38%	42%
Band 5	24%	31%	29%	26%	34%
Band 4	6%	5%	12%	6%	8%
Band 3	0%	1%	0%	0%	0%

The above tables show the dedicated work in the area of literacy blocks has seen our students perform above the State in Reading. A focus on staff professional development has seen our students at or above the NMS in all literacy areas. In Reading and Writing our students are well represented in the top two NAPLAN bands. Representation in the bottom band is low.

Involvement in the National Partnerships government initiative saw the implementation of a NIP (Numeracy Intervention Program) teacher at St Gregory's. The role of the teacher has allowed a selection of students to participate in rigorous one-to-one instruction in Numeracy. The true benefits of this additional support will be seen in our NAPLAN results in the coming years. Our Yr 3 students are well represented in the top bands in Numeracy.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

Enrolment Packages are available for collection at either office. On completion of forms parents will be contacted so that an interview time with the principal can be arranged.

Behaviour

The Student Welfare and Management Policy aims through the fostering of Gospel Values to develop positive relationships within the school community. Students are encouraged to develop self-control and to value personal accountability. At St Gregory's an atmosphere of mutual support is encouraged by the reinforcement of positive behaviours. Consideration of specific needs and circumstances of individual students is important in all dealings with our students.

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 and Management Policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

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.

PRIORITIES AND TARGETS

School priorities in 2011 focussed on National Partnership initiatives. This provided funding for staff professional development in the areas of Literacy and Numeracy. Improvement in teaching practices and pedagogy has become evident. Specific priorities in the areas of Spelling, Writing and Numeracy have been met. Targeted professional development workshops with an outside consultant took place throughout the year. The focus was "Literacy in the Classroom", with work also done on literacy testing in the Early Years of schooling.

Information Communication Technology (ICT) has been a priority this year. The establishment of a much-needed computer lab came to fruition at the beginning of Term 4. All Kinder to Year 2 classrooms have had an Interactive White Board installed and all Year 3 to 6 classrooms now have light projectors.

Our priorities for 2012 include:

1. Further embed teaching and learning practices in Spelling, along with personalised spelling lists as an agreed practice
2. Provide further professional development in Numeracy, with the support of the NIP teacher and the Numeracy Officer at the Catholic Education Office
3. Continued implementation of the Pearson and Gallagher's Gradual Release of Responsibility model
4. Further alignment of planning and programming to include and reflect differentiation opportunities for individual students.
5. The Quality Teaching Framework will be further developed so that the elements are explicitly evident in teaching and learning opportunities.

6. The introduction of LIFE as an interface for students, teachers and families to access specific content, including Web2.0

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific in-services, workshops, meetings and conferences.

The school held five whole staff days in 2011. The content of these days was as follows: Shared Christian Praxis Programming for Religious Education - Term 2; Managing Challenging Conversations/Working as a Collaborative Team - Term 3; Senior First Aid Course including CPR – Term 3; Numeracy Blocks – Term 3 and Staff Spirituality Reflection Day – Term 4.

The following professional learning was also undertaken by all staff: Spelling based on First Steps, Literacy Blocks, Asthma Friendly School Training, Managing Challenging Behaviours, Report Writing, IWB Training, School Wide Positive Behaviours and Learning Support – The Disability Act.

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2011 was 96%.

The teacher retention rate from 2010 to 2011 was 82%. Four teachers moved to other schools, one teacher retired, two teachers were on leave and one teacher moved interstate.

STUDENT ATTENDANCE

The average student attendance for the school during 2011 was 94.2%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	92.5%
Year 1	93.85%
Year 2	93.25%
Year 3	93.9%
Year 4	96.5%
Year 5	96.2%
Year 6	93.1%

PARENT, TEACHER AND STUDENT SATISFACTION

The opinions of parents, students and teachers were sought by way of a survey that asked for a response in a number of areas. Parents expressed their appreciation for the committed and

enthusiastic teachers of our school commenting and the effective communication systems that are in place. Parents overwhelmingly indicated support for the schools' school wide positive behaviour plan and welcomed the high standards of student behaviour that is encouraged. Parents appreciate the wide variety of opportunities that the school offers for parental support and involvement.

Students indicated that they feel safe at St Gregory's. The students like the idea of knowing and understanding the rules and behaviour expectations. They students indicated an appreciation of having positive behaviour recognised by the teachers. The students commented that their teachers expect them to work hard and are available to offer assistance as required.

The staff indicated an appreciation of the professional development that is offered through the school and by external agencies. Teachers find the leadership team to be open and understanding. Teachers believe that their opinion is valued and welcomed.

FINANCIAL INFORMATION

