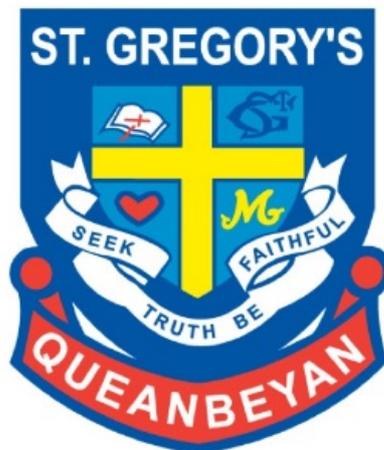




CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## St Gregory's Primary School Queanbeyan

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### **Principal**

Ms Claire Frazer

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

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### Principal's Message

St Gregory's Primary School seeks Truth through Gospel values and is faithful to the teachings of Christ in providing quality education. We are a two-campus school located on either side of the beautiful Queanbeyan River. Our vision is symbolised by a river with the motto - *Flowing in Faith to Our Future* with the currents of Spirituality, Relationships and Potential.

During 2015 the school hosted a Registration Panel visit. The subsequent report acknowledged the terrific learning happening at our school and also offered some recommendations that will assist with planning for the future. The panel noted that our mission, vision and Catholic identity are lived through our interactions with others, an emphasis on the pastoral care of students, staff and parents and the strong connection to the parish. The panel members enjoyed interacting with the students who they found to be well mannered, friendly and very articulate about their learning and school. The panel acknowledged that the leadership team and staff of both campuses form a cohesive and collaborative community, who are committed to whole school improvement and catering to the learning needs of all students.

### Parent Body Message

During this year we celebrated the 175th anniversary of Catholic education being delivered to the Queanbeyan community. We also hosted a five-yearly visit by a School Registration Panel, in addition to noting the well-established connection between the school and parish, the panel also reported that the positive relationships evident between members of staff; between staff and students; and between staff and parents are a good strength of the St Gregory's Primary School community.

We hosted a number of fund raising initiatives to raise funds for school improvements. The School Community Council provided a substantial financial contribution to the installation of soft fall as well as the purchase of sporting uniforms for Netball and Soccer teams. The School Community Council introduced initiatives such as Cuppa@the gate and Council Sausage Sizzles to increase our visibility and availability across the school community.

### Student Body Message

Knowing we had the opportunity to lead the school and be an example to the younger students helped us to thrive this year. Helping to lead the student body to a better understanding of our three schools rules - Stay Safe, Be Fair, Show Respect - was a very important part of our role as student leaders. Leading the morning assembly where we prayed, celebrated birthdays and acknowledged student achievements was a great privilege. Meeting regularly with our principal helped to identify the needs of students and allowed us to make suggestions for ways the school could be improved. We are most grateful for the opportunities that have been offered to us through our time at St Gregory's.

## Section Two: School Features

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St Gregory's Primary School is a Catholic systemic Co-educational School located in Queanbeyan.

St Gregory's Primary school is located over two campuses, one for our Kindergarten and Year 1 students and the other for our students from Years 2 - 6. Our students come from a variety of cultural and socioeconomic backgrounds. The school has strong links to the local parish of St Gregory's with many of our staff being active and contributing members of the parish through their participation in a variety of ministries.

St Gregory's uses the School Wide Positive Behaviour program, a whole school approach to creating a safe and supportive environment that has a strong evidence base and is used in many schools. The three school rules - Stay Safe, Be Fair and Show Respect form the foundation in teaching our students the acceptable and appropriate ways to interact with others.

St Gregory's is also a Kidsmatter School. Kidsmatter is a mental health and wellbeing initiative, it is not a program but rather a framework that helps staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs. Kidsmatter comes with professional learning for staff, resources and ongoing support throughout implementation.

The students have access to a number of extra-curricular activities including choir, library monitors, public speaking, representative sport, book clubs, school newspaper and learning a musical instrument. Our Year 5 students perform in the Wakakirri performance at the Canberra Theatre. Year 6 students are rostered to assist at a local nursing home one day a month. There is a long established school camp program whereby students of Year 4 have an overnight experience, Year 5 enjoy a two-night camp in Jindabyne and Year 6 spend a week at camp in Sydney.

Parent involvement and communication is supported by our system of Parent Class Contacts. Parents volunteer to fill this role for each class. The main aim is to build community spirit and some suggested roles include supporting the classroom teacher, coordinating class or year level social gatherings for families and parents, farewelling departing families, welcoming new families and coordinating the celebration of the birthday of the class teacher. The parent contact coordinator is also a member of the School Community Council.

The completion of three new classrooms, a parish room and sport shed was a welcome addition at the Macquoid Street Campus. Our Year 2 students now have a contemporary learning space that encourages collaborative learning. We are in the process of creating a master plan for the refurbishment of all learning spaces.

The Annual Walkathon, St Gregory's Feast Day and Book Week celebrations are a highlight for all community members.

## 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

The first two commendations from our Registration panel report refers specifically to the Catholic Identity of our school. The panel made the following key commendations; St Gregory's is dynamic Catholic community and has a significant, productive partnership between the school and the parish. This unique model emanates from the drive and leadership shown by the Parish Priest in collaboration with the principal. The strong and mutually supportive relationships nurture a faith filled community.

The parish based sacramental program is strongly supported by the school and parish sacramental celebrations are well attended by staff. The faith development of staff is supported by the attendance of sacramental class teachers to retreat days and by the allocation of at least one staff meeting per term to spirituality.

Prayer is an essential element of our life at St Gregory's whilst we pray every day the Monday morning prayer is planned around the particular focus for that month. Themes such as Making Good Choices are linked to the sacrament of Reconciliation. Another theme - Be generous in all you do was linked to our annual Christmas appeal for the local St Vincent De Paul Society.

During this year the way that religious education is programmed was changed to using the Understanding by Design model (UbD) and teachers reported an improved level of engagement of students in lessons. The use of new on-line resources also enhanced program delivery.

The Year 6 Spirit team coordinated the fund raising initiatives on behalf of Catholic Missions. A mini-Vinnies conference was also established at the school and this group drove the winter and Christmas appeals. The parent community hosted a Trivia Night during the year and the funds raised were split between our school and a local not for profit organisation - HOME. HOME is a community initiative providing a loving place for nineteen men and women with enduring mental illness who cannot live independently, or may be at risk of homelessness.

## 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 2015:

Girls	Boys	LBOTE*	Total Students
318	305	40	623

\* 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 94.35%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	95%
Year 2	94%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	94%

### 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
54	17	71

\* This number includes 23 full-time teachers and 31 part-time teachers.

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

Embedding Formative Assessment - All teachers participated in 9 workshops in the first year of a two-year professional development program: teachers learning communities in action. This process included the teachers, at each workshop - developing a personal action plan to be completed prior to the next workshop. The teachers worked in pairs to support each other to achieve goals including peer observations.

Adjunct Professor Kaye Lowe facilitated a twilight seminar on improving Literacy Blocks. There was also whole school PD about the Disability Discrimination Act, History and Science.

### 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	43%	48%	9%	11%
	Writing	19%	47%	8%	7%
	Spelling	28%	41%	21%	15%
	Grammar and Punctuation	42%	52%	11%	11%
	Numeracy	37%	34%	17%	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	30%	34%	19%	18%
	Writing	22%	19%	16%	18%
	Spelling	23%	33%	17%	15%
	Grammar and Punctuation	27%	36%	24%	17%
	Numeracy	13%	28%	23%	16%

## 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 2015

The use of effective formative assessment strategies by teachers is now evident in all classrooms. This goal was achieved by the participation of all teachers in nine teacher learning communities workshops. The aims of the workshops were to work collaboratively, clarify and share learning intentions, develop skills for knowing what the students are learning, providing feedback that moves learning forward, activating students as instructional resources for each other, developing hinge point questions, making formative use of summative tests and activating students as owners of their own learning.

Parent and school partnerships were further developed by the consolidation of the Parent Contact System introduced in 2014. All classes had parent contacts and there were a number of social and community events organised throughout the year by this group. Feedback from this group was provided to the School Community Council by the Parent Contact School Community Representative thus enhancing the communication between home and school.

St. Gregory's completed a very successful registration process in May 2015 including nine key commendations and three key recommendations.

### Priority Key Improvements for 2016

The 2016 School Improvement plan identifies three areas for improvement. In the Numeracy curriculum area there have been three goals set - to ensure there is a uniform approach to programming using explicit Math proformas, the inclusion of geometrical thinking and visualisation and multi-stepped problem solving activity in programs for each week. The second improvement area is school community partnerships, the goal is to improve parental engagement. The third area for improvement is in the analysis and discussion of data. The goal is to improve practice and pedagogy in Literacy. The school will have the support of Adjunct Professor Kaye Lowe and a Literacy specialist from Catholic Education. Teachers of K-3 will be plotting students on the Literacy continuum and using this data in planning Literacy Block activities.

One of the key recommendations from the registration report will also be an area for key improvement for next year:

- That the delivery of Inquiry learning places the focus clearly on the students taking responsibility for their learning. This will require a deeper understanding of and commitment to the Inquiry process.

## Section Eight: School Policies

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### Student Welfare Policy

St Gregory's seeks to encourage individuals to become effective and contributing citizens. We recognise the importance of developing self-awareness and self-discipline, which enables the growth and development of all. The opportunity to enhance personal capacity through social, emotional, spiritual, cognitive, and physical development is paramount to the success of our students. St Gregory's School Rules are: Be Fair, Stay Safe and Show Respect. These rules guide student thinking to encourage respectful and considerate behaviour.

Two frameworks support our Student Behaviour Guidance Policy - School Wide Policy Behaviour Support and the Kidsmatter initiative. Our Behaviour Support Process is a school wide three step approach. 1. Communicate and build relationships, 2. Self-reflect and reconsider actions, and 3. Accountability for actions and opportunities to re-set goals.

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 Gregory's follows the Catholic Education Policy in regards to Complaints and Grievances which can be found on the CE website. Any person involved with our school can make a complaint or express a grievance including a student, parent or carer, a community member of our school, any employee, contractor or volunteer. Complaints can be made to any school employee unless there are concerns regarding conflict of interest in which case complaints can be made directly to Catholic Education.

Persons who are receiving complaints will be helpful and respectful, give the person undivided attention, will not be dismissive or apportion blame, remain positive and avoid perceiving anger as a personal attack. In resolving complaints the goals are to seek resolution at which the complaint is made, consider all relevant information and views of all parties, consider relevant policies and legal requirements and assist in improving service outcomes for our school. Complaint resolutions are delivered in a manner appropriate to the gravity of the issue. The school policy is available on our website or from our 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

The parent satisfaction survey was undertaken in November 2015. Invitations containing a link to the on-line survey instrument were sent to all parents. The survey remained open for fourteen days. Parents who had not responded to the survey were sent a reminder three days before the survey closed. Parents were asked to express their satisfaction response to 22 statements by scoring between a 0 (Strongly Disagree) to a 4 (Strongly Agree). There were eleven statements where the average score response was three and above and the average score for the remaining eleven statements was two and above. The statement with the lowest average score (2.5) was - Communication between home and school is good. There were two statements that recorded the highest average score (3.3) - My child's teacher is approachable and My child's teacher makes me feel welcome. The most common response to the question - the best thing about this school was the sense of community and the strong emphasis on values.

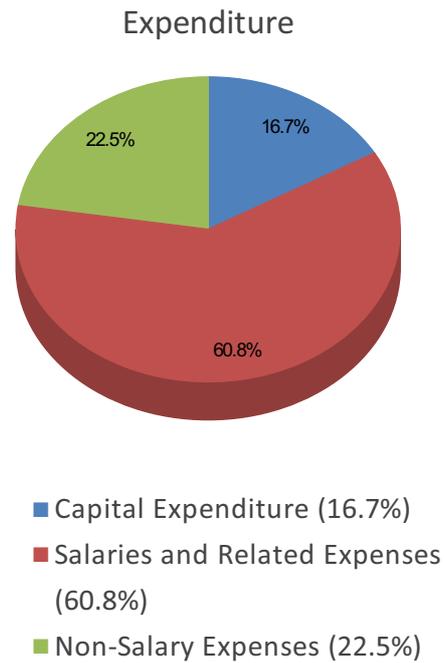
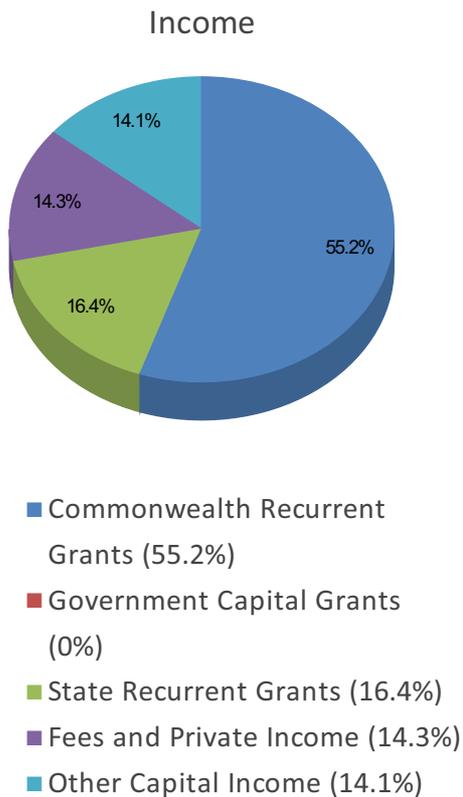
### Student Satisfaction

The student satisfaction survey was undertaken in November 2015. Invitations containing a link to the on-line survey instrument were sent to all students in Years 3-6. The survey remained open for fourteen days. Students who had not completed the survey were sent a reminder three days before the survey closed. Students were asked to express their satisfaction response to 18 statements by scoring between a 0 (Strongly Disagree) to a 4 (Strongly Agree). There were eight statements where the average score response was three and above and nine statements where the average score response was two and above. Interestingly the lowest average score response was in response to the statement - Students behave well at this school. The responses that recorded the top three average scores were - I am getting a good education at this school, my Maths skills are improving at this school and my teachers care about me. The most common responses to the question - the best thing about his school was about school camps, sporting opportunities, excursions and great friends.

### Teacher Satisfaction

The staff satisfaction survey was undertaken in November 2015. Invitations containing a link to the on-line survey instrument were sent to all staff. The survey remained open for fourteen days. Staff who had not completed the survey were sent a reminder three days before the survey closed. Staff were asked to express their satisfaction response to 23 statements by scoring between 0 (Strongly Disagree) to a 4 (Strongly Agree). There were thirteen statements where the average score response was three and above and the remaining ten statements was two and above. The statement - I get feedback that helps me to be a better teacher was ranked the lowest with an average score of 2.2. The two statements that were ranked equal highest with an average score of 3.5 were - this school is a good place in which to work and I believe my work at this school is important. In response to the question about one thing that could be done to improve the school the most common answer was in relation to additional resourcing. The best thing about working at our school was in relation to the strong sense of community and the positive relationships that exist.

## Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,915,198
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,163,761
Fees and Private Income <sup>4</sup>	\$1,017,342
Other Capital Income <sup>5</sup>	\$997,921
<b>Total Income</b>	<b>\$7,094,222</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,319,313
Salaries and Related Expenses <sup>7</sup>	\$4,817,796
Non-Salary Expenses <sup>8</sup>	\$1,783,661
<b>Total Expenditure</b>	<b>\$7,920,770</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.