

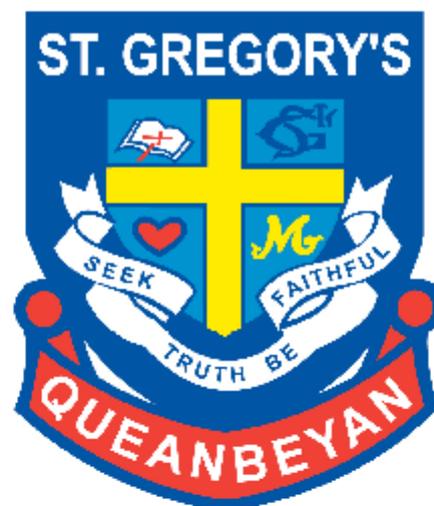


Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST GREGORY'S PRIMARY SCHOOL

Queanbeyan, NSW

## 2014 Annual Report



## SCHOOL CONTACT INFORMATION

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This report was prepared by:

Claire Frazer

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **Principal's Message**

Our theme this year has been 'Share the Spirit'. In unpacking this theme the community focused on the spirit of generosity, the spirit of forgiveness, the spirit of fair play and the place of the Holy Spirit in our lives. Every month there was a focus on particular values that formed the basis of the Whole School Focus Assemblies presented throughout the year. I acknowledge with deep appreciation the support of the St Gregory's Parish particularly their financial contribution towards the building of three new classrooms replacing the demountable classrooms.

### **School Council Message**

The most significant undertaking of the Council this year was the introduction of the Parent Contacts for each class. The purpose of the Parent Contact is to help foster good communication in the school and to assist in the development of the school community. It provides another means of uniting the school community and enhances the quality of relationships within the school between staff, parents and the children. The parent community hosted a very successful Trivia Night with proceeds being shared between the school and a local charity – HOME of Queanbeyan. The other fundraising initiative was the Walkathon. Funds raised have contributed to the installation of additional playground equipment.

## SCHOOL FEATURES

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St Gregory's is a Catholic Primary School located in Queanbeyan. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 646 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 316 male and 330 female students; 17 indigenous students; and 46 from a Language Background other than English (LBOTE).

The school employs 62 staff comprising 48 teachers and 14 non-teaching staff, the latter being employed in a variety of capacities including office staff, Library assistant, learning support assistants, groundsman, IT technical support and canteen manager. No staff identify as Indigenous.

St Gregory's is a two campus school; Kindergarten and Year 1 are located on one site with Years 2 – 6 on the other site. Catholic education began in Queanbeyan in 1850 and over the years there have been a number of Catholic School sites. It was in 2003 that the present two-campus school was formed.

St Gregory's employs speciality PDHPE, Italian and Music teachers. There is a long established school camp program for Year 4 (Murrumbateman), Year 5 (Jindabyne) and Year 6 (Sydney).

Every year the Year 5 students participate in Wakakirri. This is a National Festival that celebrates learning via the creation and sharing of stories. Wakakirri aims to teach children about themselves and others through the creation and sharing of stories and ultimately

improve students educational outcomes, environmental and community awareness. In 2014 St Gregory's won the ACT Best Story Award with their presentation – A Viking's Story.

The school's website can be found at [www.stgregsps.nsw.edu.au](http://www.stgregsps.nsw.edu.au)

## RELIGIOUS EDUCATION

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

There is a strong link between St Gregory's primary school and parish. School and Class Masses and Liturgies are celebrated regularly. Parents and visitors are invited to join us for these celebrations and the time of prayer is usually followed by an informal social gathering. There is a well-established parish based sacramental program which involves the teachers from the school and the school of religion spending day of retreat with Fr. Troy our parish priest. The teachers assist the parish priest in conducting the parent information nights that are a vital part of the sacramental program.

## STUDENT ACHIEVEMENT - NAPLAN

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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

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	419	402	412	426	402
<b>School</b>	402	373	380	401	381

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	501	468	498	504	487
<b>School</b>	495	481	475	499	484

### Proportion of students at or above the National Minimum Standard

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	94%	93%	94%	95%
<b>School</b>	97%	96%	94%	95%	96%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	93%	90%	93%	93%	93%
<b>School</b>	99%	94%	93%	98%	98%

#### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	23%	4 %	11%	22%	8%
<b>Band 5</b>	15%	19%	19%	23%	20%
<b>Band 4</b>	25%	25%	24%	16%	24%
<b>Band 3</b>	15%	28%	5%	22%	30%
<b>Band 2</b>	19%	19%	34%	13%	14%
<b>Band 1</b>	3%	4%	7%	5%	4%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	9%	4%	4%	13%	6%
<b>Band 7</b>	21%	16%	20%	28%	8%
<b>Band 6</b>	26%	34%	31%	18%	46%
<b>Band 5</b>	26%	29%	22%	27%	26%
<b>Band 4</b>	18%	11%	17%	11%	11%
<b>Band 3</b>	1%	6%	7%	2%	3%

The growth of our Year 5 students in Writing highlights an improvement in teaching pedagogy at St Gregory's. A number of initiatives have impacted on these results. These include, the professional learning in effective writing strategies by Educational Consultant, Wendy Bean, in 2013; the implementation of the NAPLAN Marking Criteria Guide to assess student writing; the professional learning on effective spelling strategies by Misty Adoniou, a lecturer at the University of Canberra in 2014.

In 2014 there was some marked improvement in all areas, though our Reading results in Year 5 and Year 3 were below the national level. NAPLAN results were analysed in Term 4 this year to inform and guide the direction for future improvements. Our aim for 2015 is to have a greater proportion of students in Literacy and Numeracy moving from the middle to the top bands.

## SCHOOL POLICIES

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### **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 from the school office or from the school website. All families seeking enrolment are invited to meet with the principal. These meetings provide an opportunity for parents to discuss any specific needs or requirements. It also is an opportunity to welcome families to the school and outline the vision and mission of the school. Prospective applicants are invited to tour the school on a nominated Open Day or by appointment. A Kindergarten Information Session is held in October and in November prospective Kindergarten students participate in an orientation program over two consecutive mornings.

### **Attendance Policy**

There are several procedures in place that enable us to monitor and encourage regular school attendance as outlined in the Attendance at School Policy. Attendance is monitored by classrooms teachers and for any unexplained absence longer than five consecutive days the principal is advised. Referrals to external agencies are made at the discretion of the principal. All students arriving late or leaving early are required to be signed in or out by a parent/guardian. These slips are retained by the school with the absentee notes. Exemption certificates are issued by the principal for planned absences from school. Applications for exemptions are available at the school office or on the school website.

### **St Gregory's Wellbeing Policy incorporating Behaviour Guidance**

At Gregory's we believe that students need guidance in order to manage their own behaviour. To that end we rely almost exclusively on Restorative Practices when addressing behaviour issues at the school. During 2014 the Wellbeing Team in consultation with staff, parents and students developed a Student Behaviour Guidance Process that will be fully implemented in 2015. We maintain our links to the School Wide Positive Behaviour model where students are recognised when they follow our three school rules – Stay Safe, Be Fair and Show Respect. Consideration of special needs and specific circumstances of students is of high importance, we believe that equality is not created by treating all students equally.

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 revised Wellbeing Policy will be available on the school website or from the Front Office when in final format.

### **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

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During 2014 there was an emphasis on Literacy and Numeracy with the implementation of the NSW Australian Curriculum in English and Mathematics. During Terms 1 and 3 staff meetings were predominately linked to various aspects of teaching and programming Literacy Blocks using the NSW Syllabus incorporating the Australian English Curriculum. The main priority for this area for 2014 was ensuring that each class had a one hour reading block and a one hour writing block at least four days a week. The Literacy Contact teacher has observed Literacy Blocks in every classroom and provided feedback to teachers focussing on a goal established by the teacher prior to the visit.

The Reading Recovery Program was continued during 2014 targeting students in Year 1. The reading recovery teacher has used the significant expertise that she has gained during the process to workshop with teachers to build capacity in conducting and analysing running record reading assessments of individual students.

During Terms 2 and 4 the staff meetings focused on the various aspects of teaching and programming Numeracy Blocks. The staff meetings allowed the teachers to become familiar with the new Numeracy Framework.

The Numeracy Intervention Program (NIP) continued during 2014 targeting students of Year 2. The Numeracy teacher has observed each classroom during a Numeracy Block and has provided feedback to the teacher in regards to prior established areas of focus.

The Curriculum team have been working on the preparation of the Core Document for Teaching and Learning. This document will be ready for launch at the beginning of 2015.

During 2015 St Gregory's will engage in the Registration process hosting a panel visit during May. This will be an opportunity to celebrate our successes and develop a clearer focus for our future plans.

## PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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### **Professional Learning**

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

The school held six whole staff days in 2014. The content of these days was as follows:  
Disability Discrimination Act and Code of Professional Conduct  
Staff and Student Wellbeing  
Kidsmatter Initiative Component 2

Making Jesus Real program  
First Aid, CPR Refresher, Anaphylaxis and Asthma Training  
Working Memory and Spelling

### **Teacher Qualifications**

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

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2014 was 89%.

The teacher retention rate from 2013 to 2014 was 88%.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2014 was 94%.

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

**Attendance rates by Year group**

Kindergarten	91%
Year 1	96%
Year 2	94%
Year 3	95%
Year 4	94%
Year 5	94%
Year 6	93%

## **PARENT, TEACHER AND STUDENT SATISFACTION**

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Parent, student and staff satisfaction surveys were undertaken in October 2014. Respondents were given links to an on-line survey and the survey remained open for fourteen days. Respondents were asked to express their satisfaction in a response to a number of statements with score from 0 (Strongly Disagree) to 4 (Strongly Agree).

### **Parents**

One hundred and sixty two 270 parents who were sent links completed the survey and the 60% completion rate is considered excellent. The parents responded to 22 questions the lowest average score was 2.8 and the highest average score was 3.4. Some comments in response to the question in regards to the best thing about this school included: friendly atmosphere, the school spirit, the support of the school and community, communication and quick resolution of issues as they arise, my kids love going to school where they are challenged and the environment is safe and caring staff.

## Students

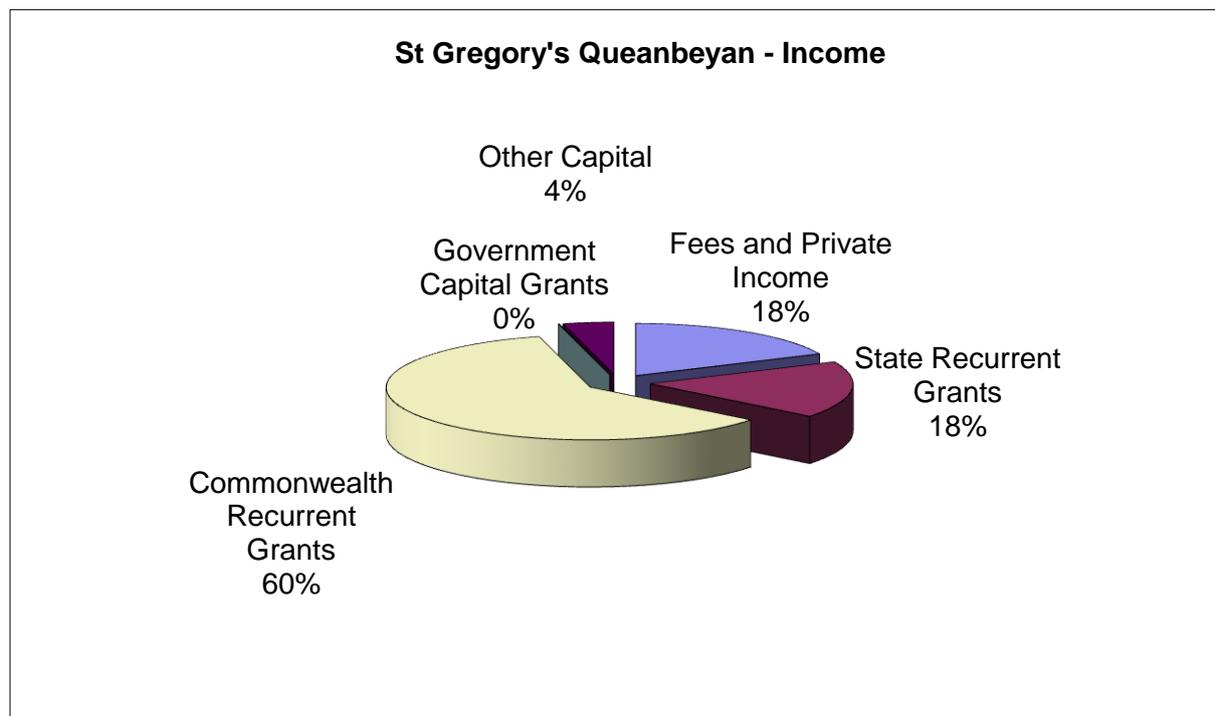
Two hundred and forty five of the 250 students invited to participate completed the survey and the 98% completion rate is considered excellent. The students responded to 18 questions. The lowest average score was 1.8 in response to the statement – we have interesting homework. The highest average score was 3.1 which was in response the following statements – I like being at school, I am getting a good education at this school, my literacy skills are improving at this school, my maths skills are improving at this school, this is a good school I would recommend it to others, My teachers try to make lessons interesting, my teachers tell us what we are learning and why and my teachers care about me.

## Staff

Forty of the 56 staff completed the survey and the 71% completion rate is considered excellent. The staff responded to 23 questions. The lowest average score was 2.5 in response to the statement, our staff meetings are productive. The highest average score was 3.7 in response to the statement, the school provides access to professional development that helps me to perform my role well. There was strong agreement also from staff in response to the statements, this school is a good place to work, I believe my work at this school is important and I get a lot of satisfaction from working in this school.

## FINANCIAL INFORMATION

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### St Gregory's Queanbeyan - Expenditure

