



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST GREGORY'S PRIMARY SCHOOL

Queanbeyan, NSW

## 2012 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

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. Our school community has three rules and our participation in the School Wide Positive Behaviour initiative ensures a common language across the entire school. Our theme this year has been 'Act Justly with Love' which has been supported by our emphasis on focus values. The introduction of vertical grade program evaluation has enhanced our adherence to the Scope and Sequence of the various Key Learning Areas and encouraged regular professional dialogue.

### Community Council Message

Parents new to St Gregory's joined the School Community Council this year bringing with them fresh initiatives and ideas. The members of the Council met twice every term and appreciated the opportunity to be informed of the undertakings of the school. As in the past the various sporting and cultural events enjoyed tremendous parental support, indicating strong parental involvement in all aspects of the school. The highlight of celebrations this year was without doubt, the official opening of the new St Gregory's School Hall. This impressive building is a source of great pride for all. The School Community Council acknowledges the hard work and dedication of all staff at St Gregory's.

## 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 635 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 49% male and 51% female students; 2% indigenous students; and 6% Language Background other than English (LBOTE).

The school employs 51 staff comprising 37 teachers and 14 non-teaching staff, the latter being employed in a variety of capacities including front office, bursar, library assistant and learning support assistants.

St Gregory's is a two campus school with K-2 on one site and K-6 on the other site. This year the official opening of the School Hall was held. This hall now provides our school with a facility in which we can all gather for assemblies, in the past whole school assemblies had to be held in a local community hall. One feature of particular interest is our heritage listed St Gregory's church which was constructed in 1859. This beautiful building is the venue for many of our spiritual celebrations. 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*. Our theme for 2012 was 'Act Justly with Love' a reference to a passage of Scripture in Jeremiah. The full school community gathered for 10 Assemblies throughout the year where the content focussed

on the particular value of focus for that time. We continue to focus on the ongoing development of staff spirituality dedicating one staff meeting per term for this endeavour. Staff also participated in an overnight retreat. The facilitator spoke of her experiences with refugees on Christmas Island. The Sacramental program is parish based, school supported. This year the teachers for each sacramental class were released in order to spend a time of reflection and planning with the parish priest Fr. Troy Bobbin. This was a very successful initiative and will continue. In school professional development workshops were held dedicated to the preparation of assessment tasks and associated rubrics in Religious Education.

## 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

<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	415	414	424	395
<b>School</b>	435	420	395	425	402

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	493	476	494	490	488
<b>School</b>	504	477	472	474	471

### 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%	95%	94%	93%	94%
<b>School</b>	98 %	99%	98%	98%	100%
<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	92%	93%	90%	93%
<b>School</b>	92%	95%	90%	92%	96%

### 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>	30%	7%	13%	23%	8%
<b>Band 5</b>	24%	47%	15%	24%	29%
<b>Band 4</b>	21%	24%	33%	25%	33%
<b>Band 3</b>	17%	17%	24%	15%	23%
<b>Band 2</b>	5%	3%	13%	10%	7%
<b>Band 1</b>	2%	1%	2%	2%	0%

<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>	15%	4%	4%	11%	8%
<b>Band 7</b>	25%	18%	18%	9%	4%
<b>Band 6</b>	21%	28%	29%	30%	31%
<b>Band 5</b>	28%	34%	22%	16%	35%
<b>Band 4</b>	4%	11%	16%	26%	19%
<b>Band 3</b>	<b>8%</b>	<b>5%</b>	<b>11%</b>	<b>8%</b>	<b>4%</b>

The above tables show that our students continue to achieve pleasing results in Reading. Spelling is an area of concern with results that are disappointing. Numeracy results do not show the improvement that we had anticipated particularly given the whole school focus in establishing Numeracy Blocks. Another apparent trend that will require our focus is the results from Years 3 to 5. In all areas there is a decrease in overall performance. Staff have analysed NAPLAN data and have identified Spelling and Numeracy as areas of focus.

## 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 either office. All families seeking enrolment are invited to meet with the principal. Prospective applicants are invited to visit the school at any time and school tours can be arranged upon request.

## **Attendance Policy**

There are several procedures in place that enables us to monitor and encourage school attendance as outlined in the Attendance at School Policy. Attendance is monitored by classroom teachers any absence for longer than 5 days is investigated and where appropriate the principal is notified. Parents are contacted by the principal when ongoing unexplained absences are identified. 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 with absentee notes. Exemption certificates are issued by the principal for planned absences from school; applications for exemption are available on the school website.

## **Behaviour**

St Gregory's is a School Wide Positive Behaviour School. All students are encouraged to behave in ways that are safe, respectful and fair. Students that demonstrate behaviour that is representative of our three rules are acknowledged and congratulated. Students are encouraged to develop self-control and to value personal accountability. Consideration of specific needs and circumstances of individual students is highly valued.

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.

## **PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS**

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### **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 inservices, meetings and conferences.

The school held five whole staff days in 2012. The content of these days was as follows: Term One Religious Education Accreditation A. Term Two Senior First Aid including CPR, Asthma and Epi-Pen training. Term Three, Understanding by Design incorporating elements of the Quality Teaching Framework. Term Four whole staff overnight Spiritual Retreat focussing on the refugees of Christmas Island.

All the teachers also had professional development and learning on the following topics: Running Records, effective feedback, numeracy blocks, IT, Grammar, analysing NAPLAN data, Discrimination and the Disability Act, Wellbeing and Safety Plans.

### **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 2012 was 97%.

The teacher retention rate from 2011 to 2012 was 86%. Three teachers moved to other schools, two are now working for the Catholic Education Office and one returned to the school as a casual teacher.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2012 was 94.37%.

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

**Attendance rates by Year group**

Kindergarten	94.63%
Year 1	93.24%
Year 2	93.52%
Year 3	94.46%
Year 4	95.35%
Year 5	96.24%
Year 6	93.21%

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

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24 parents completed the online survey. In response to the questions regarding the commitment, enthusiasm and creativity over 90% felt that the teachers' performance was very positive. Generally the responses to questions in relation to the opportunities and support offered to the students was agree or strongly agree. The final question dealt with the overall satisfaction of parents for our school and 96% responded with agree or strongly agree.

85 students completed the online survey. 90% of the respondents felt that the teachers cared about them and that they help them with their work. 91% of the students agreed or strongly agreed that their teachers expected them to try their best and they were encouraged to improve the standard of their work by the teachers. 95% of the student responses agreed or strongly agreed that the teachers put a lot of energy into teaching, with 90% agreeing that teachers are well prepared. Nearly all respondents agreed that the school expects them to act responsibly.

30 staff completed the online survey. 90% agreed or strongly agreed that they felt like a professional at work and felt supported by their colleagues. Over 90% of the respondents agreed or strongly agreed that their workplace has a positive ethos.

## PRIORITIES AND TARGETS

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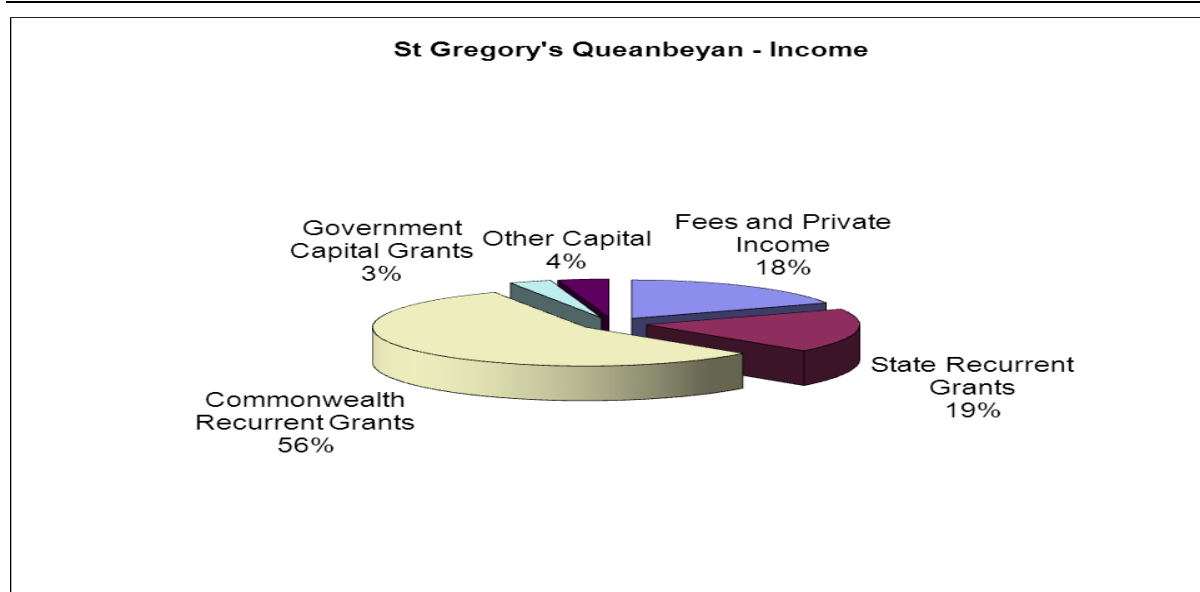
School priorities for 2012 included the introduction of personalised spelling lists as an agreed practice. Whilst this target was achieved it is agreed that further fine tuning of the process of creating personalised lists is desirable. The Numeracy Contact teacher supported staff with Numeracy Blocks in various ways; providing resources, team teaching and inviting colleagues to observe Numeracy lessons in her classroom. The Numeracy Contact person facilitated professional learning opportunities focussing on the Gradual Release of Responsibility model. The Learning Support team assisted teachers one on one so that authentic differentiation was evident in programming documentation. Elements of the Quality Teaching Framework were identified during the end of term vertical grade program evaluation meetings. Unfortunately due to poor internet access we were unable to introduce LIFE a website interface.

Priorities for 2013 include:

1. Professional learning opportunities in workshop format conducted during school time to focus particularly on spelling, punctuation and grammar in the context of writing. Wendy Bean an education consultant who is a specialist in the area of Literacy has been engaged to work with staff during Terms One, Two and Three.
2. Student engagement one of the elements of the Quality Teaching Framework will be the focus for all teachers. The Literacy and Numeracy Contact teachers will be visiting and observing lessons in order to provide feedback in relation to student engagement and thus improve teacher performance.
3. STAR an online secure student data platform will be introduced. This will enable staff to record assessment, parent teacher interview notes, awards and anecdotal notes directly online. The system will be customised to suit our local needs.
4. Introduction of LIFE as an interface for students, teachers and families to access specific content, including Web2.0

## FINANCIAL INFORMATION

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### St Gregory's Queanbeyan - Expenditure

