



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST GREGORY'S PRIMARY SCHOOL

Queanbeyan, NSW

2010 ANNUAL REPORT



Welcome to our School

Welcome to St Gregory's, a two-campus Catholic Primary School that serves the city of Queanbeyan and the surrounding region. We guide the students in the Catholic tradition and reinforce Christian values with the expectation that they will leave our community with a sense of hope and confidence.

The school's Vision: Flowing in Faith to Our Future; we nourish our spirituality, we nurture authentic relationships, we strive to reach our potential, is interwoven through a school-wide pedagogy that targets the individual needs of a diverse student population.

Information and communication technology, gifted and talented, learning support and other important programs are integrated into the Key Learning Areas. A strategic plan for maintaining and increasing the capacity of the school's technology is reviewed regularly. Literacy and Numeracy have a major emphasis at St Gregory's, with a Literacy and Numeracy Focus Teacher employed within the school. Life-long learning is promoted for all staff and students. Recent professional development for teachers has focussed on current research pertaining to Brain-Based learning in Numeracy. A numeracy intervention program for individual students during 2010 has supported the school-wide agreed practice for curriculum differentiation within the classroom.

A successful school re-registration process confirmed the high standard of educational offerings at St Gregory's. Our school is active in the parish and the wider Queanbeyan community and is regularly represented in local, regional and national religious, cultural and sporting celebrations and events!

Highlights of the Year

2010 has seen the usual high level of involvement, challenge and opportunity continue at St Gregory's. Some of the highlights and achievements were:

- Successful and affirming process for the Re-Registration of the school was completed in August.
- Policy documents for curriculum and administration updated through the Registration process
- Major focus on Numeracy in the school as a result of 'National Partnerships' funding from the Australian Government. A Numeracy Intervention Program (NIP) was introduced for individual support for students.
- Quality Professional Development in Numeracy and Brain-Based learning was presented.
- A Learning Support Innovation was implemented aimed at increasing differentiation within the curriculum, to cater for all learners.
- School-Wide Positive Behaviour program introduced into the school in second semester and was well received by staff and students
- P21 component of the Federal Government's Building the Education Revolution (BER) initiative has begun - the building of a multi-purpose hall began in October.
- Grassed play areas provided at Lowe St to improve the environment.
- Installation of Interactive whiteboards - all classes Kindergarten - Year 2 now have an IWB.
- High level of student representation in a variety of sports at local, diocesan, regional and state level.
- Students from Years 3-6 participated in UNSW academic competitions registering a number of distinction and credit awards. Students across the school participated in Premier's Reading challenge and MS Readathon.
- Continued parental involvement in classrooms, excursions, reporting processes.
- Ongoing support from the School Community Council members through special fundraisers such as the Walkathon, along with annual community events including Mother's Day stall and Father's Day breakfast.

School Overview

Parent Satisfaction – More than 60% of parents elected to respond to the survey. Responses to the survey were generally positive. Parents were very satisfied with the safe environment provided for their children in our care. Parents also appreciate the many opportunities provided for parental involvement and felt that teachers were approachable. Less than 6% of respondents indicated areas of concern.

Teacher Satisfaction – 82% of staff submitted completed surveys. Overall staff responses indicated a positive response in most areas. Staff are very satisfied with the school's attempts to provide a learning environment conducive to learning. Staff indicated a high level of trust in leadership of the school.

Teacher Absence – Average teacher attendance in 2010 was 96%. The number of days in the school year was 204.

Teacher Retention – Of the 46 teaching staff at St Gregory's in August 2009, 39 or 85% were still at the school in August 2010. Of those staff not retained four have taken up teaching positions in other schools, one has taken up full-time study, one has retired and one has taken up a position outside teaching.

Teacher Qualifications – All teaching staff are qualified as required by the relevant State bodies.

Teacher Participation in Professional Development – Professional Development undertaken by all teaching staff in 2010 included:
Staff Spirituality - overnight staff retreat

- Christian meditation.
- National Partnerships - Numeracy
- Brain Based learning introducing prime time model
- D Souza's research
- Team Leadership for School Improvement
- Quality Teaching Framework
- Spelling (CEO)
- School Wide Positive Behaviours
- Code of Conduct
- Music in Religious Education Classes Michael Mangan.

A summary of Professional Development undertaken by individuals/small groups of staff members during 2010 includes:

- Primary Numeracy (CEO)
- Positive Partnerships (CEO)
- Count Me In Too (CEO)
- Early Stage 1 and Stage 1 Assessment (CEO) including Aboriginal Perspectives Across the Curriculum (CEO)
- Genre Based Writing - Persuasive Texts
- Gifted and Talented workshops
- Criterion Based Marking of Writing - NAPLAN
- Early Career Teachers and Mentoring Days
- AP, REC Network Meetings
- Learning Support Focus Days.

Workforce Composition The teaching staff consisted of 39 females and eight males. Five teachers were in their first two years of teaching.

Principal's Report

In the second full year of living out St Gregory's new Vision - 'Flowing in Faith to the Future' Spirituality, Relationships, Potential - we have witnessed this in action across many aspects of the school. Value based focus assemblies, led by class groups have provided regular, pertinent reminders of the values on which our community is built. Our Year 6 leaders, whether as an 'eco-warrior' caring for our environment, as a 'spirit' team member assisting those less fortunate in our community or representing the school at Queanbeyan /Canberra Community events, strive to set a good example for all the students in the school. The Year 6 leadership program continues to encourage initiative and school pride. The introduction of a School-wide Positive Behaviour program has provided a consistent focus and common language to support all students in their behaviour choices, with very pleasing results.

Instead of a building project as the focus this year, we were able to put our collective energy into the updating of curriculum and administration documents for the school Registration process. An external panel reviewed the workings of St Gregory's in August, providing a very affirming report acclaiming that the Spirituality, Relationships and Potential of St Gregory's is truly present and working in the school. The learning environment continues to be improved and the staff has regularly participated in targeted professional development, to ensure students are challenged with current research-based educational experiences which will prepare them for the world of the future.

Our Principal, Ms Claire Frazer has been absent since April, receiving treatment for her illness. Claire has maintained her close relationship with St Gregory's and her return in 2011 is eagerly awaited.

It was with extreme sadness that we received the news of the sudden death of Parish Priest, Fr Mietek Markowicz, in September. The school community greatly misses his interaction with the children through Mass, Liturgy and the sacraments; along with his visits to the classrooms. May he rest in peace.

My thanks goes to all members of the St Gregory's community, for their ongoing support and trust in the leadership of the school, given the many changes that have occurred.

Judy Walsh
Principal - Acting

School Community Report

I am pleased to report on behalf of the St Gregory's School Council for 2010. This year was the third year of the amalgamation of the previous Board and P&F Committees. The aim of this has been to try and ensure that parental involvement continued, but at a level that was conducive to a more friendly family / work life balance for both the participating parents and the broader school community. Over the year we have seen many new faces at the large number of school activities, functions and celebrations, and so in terms of success – I would very much say that it has been another promising step.

In a school this size we always seem to have something on the go and in 2010 this has been the same. Whether it is work around the school or the changing of staff, it's never quiet. Work was completed on the School Pride Program of the Building the Education Revolution (BER) with upgrades to facilities at the Lowe Street campus and work has now commenced on the construction of our own school hall which is due for completion during 2011.

The resilience of the staff, students and school community has been highly tested this year with significant health issues affecting key personnel over the course of the year. To the eternal thanks of the School community, the School Executive has continued to steer the school through these tough and uncertain times with a minimum of fuss. It is a credit to them.

The school successfully completed its Registration process this year with the result being that the school is continuing to deliver high quality educational outcomes for the students in a manner that was very highly commended. The School's path and direction for the future is now confirmed.

The School Council is continuing to initiate and implement new ideas and programs that enhance the children's learning and engagement as well as activities for the parents to continue to engage with the School and these are planned to continue in 2011.

School Council Chair

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	34%	27%	8%	25%	11%
Band 5	19%	31%	33%	31%	24%
Band 4	25%	26%	20%	16%	18%
Band 3	12%	13%	21%	14%	31%
Band 2	8%	4%	11%	5%	11%
Band 1	2%	0%	7%	9%	5%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	12%	6%	4%	10%	0%
Band 7	16%	7%	13%	23%	16%
Band 6	20%	35%	21%	13%	27%
Band 5	23%	28%	30%	29%	37%
Band 4	18%	22%	23%	17%	17%
Band 3	11%	2%	9%	7%	4%

The above tables show a high proportion of students in the top three bands for Year 3 students in Literacy, with the exception of the top band in Spelling; a school spelling program is now in place. Continued focus on Numeracy skills should extend the students further. Year 5 results indicate a need to ensure differentiation within the curriculum is occurring to extend or support the students in the top and bottom bands.

Student Wellbeing and Engagement

The student population currently consists of 329 girls and 312 boys, including 17 Indigenous students and 22 students who are registered as speaking English as a second language.

The population of 460 families draws from a range of socio-economic backgrounds. St Gregory's is the only Catholic school in the geographic area including the greater Queanbeyan area, Jerrabomberra estate and a number of surrounding rural settlements stretching as far as Bungendore.

Last year, the 'Habits of Mind' strategies for thinking and acting for success were introduced to the students. These explicit strategies equipped the students with a common language for acting and reacting positively. They encouraged self-management and taking responsibility for one's actions.

In support of these strategies, the School-Wide Positive Behaviour Program (SWPB) has been introduced in the latter part of this year. This program is based on 'catching them doing the right thing' and providing positive reinforcement. Once again specific behaviours are being explicitly taught in the classrooms and a system of rewards is in place for those who carry out the appropriate behaviours. The students have responded favourably to this system, resulting in a greater awareness from the students of how they should behave in certain situations. The use of consistent terminology created by staff and students has successfully supported the School Wide Positive Program approach.

Student Satisfaction – Overall students indicated a high level of satisfaction in all areas of school life. The students found their teachers to be approachable and interested in them as individuals. Students appreciated the various extra-curricular opportunities that were made available to them in sporting, cultural and social service arenas.

Student Attendance -

Average attendance rate for Kindergarten was 94.2%

Average attendance rate for Year 1 was 93%

Average attendance rate for Year 2 was 94.5%

Average attendance rate for Year 3 was 96.5%

Average attendance rate for Year 4 was 93.8%

Average attendance rate for Year 5 was 94.6%

Average attendance rate for Year 6 was 96.4%

This represents an overall attendance rate of over 94%.

School Based Policies

Management of Non-attendance – St Gregory's has a number of procedures in place that are listed in our Encouragement of Children to attend School Policy. This policy was updated as part of the School Registration process and a copy is available at the front office.

Enrolment – In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Catholic Education Office website:
www.cg.catholic.edu.au

Behaviour – Our Student Welfare and Management Policy aims to: develop positive relationships within the school community; guide our students towards self control and personal accountability; promote an atmosphere of mutual support and reinforce positive behaviours and develop self-esteem. With the introduction of School Wide Positive Behaviours, school wide implicit teaching of rules has become a regular part of the school program.

Complaints and Grievances –To ensure justice and equity for those making complaints, Complaints and Grievance Resolution Policies have been developed and can be accessed on the Catholic Education website
www.cg.catholic.edu.au

Priorities and Targets

School Registration this year has provided the platform for evaluating and up-dating programs and policies across the school. Incorporated into this process was a school-based evaluation of our integrated programming process; the development of a school wide agreed practice for Spelling; implementation of the Numeracy Intervention Program funded by the Federal Government's National Partnerships Program; professional development in aspects of Numeracy including the development of an agreed practice for programming using the Souza model; and professional development in, and implementation of, the Quality Teaching Framework.

A need for a review of the school-wide approach to Numeracy had been identified. The funding provided through the National Partnerships initiative supported the implementation of a targeted intervention program for individual students in Years 3 and 5. Increasing teacher capacity within the classroom was also a priority and was achieved through a series of staff professional development sessions, investigating Brain-Based learning, the Count-me-in-Too (CMIT) Framework and the 'Souza model' as an approach to be trialled in all classrooms. Further workshops, operating in small groups, then provided the practical components. These groups comprised staff members from across Kindergarten - Year 6, maintaining the integrity of the whole-school approach. Specific resources were also provided for each classroom. 'Mad Maths Monday' provided fun activities involving problem solving at lunch times. This focus on Numeracy was included in the school /home partnership through the inclusion of Maths puzzles in the weekly newsletter and the introduction of 'take home Maths bags' which contained games and maths task for the children to play with family members. These were distributed on a roster basis to ensure all students were included; they were well received by the parents.

Differentiating the curriculum within the classroom has been the focus of a funded Innovation program. Stage level workshops were held, adapting current programs to ensure all students' needs were considered.

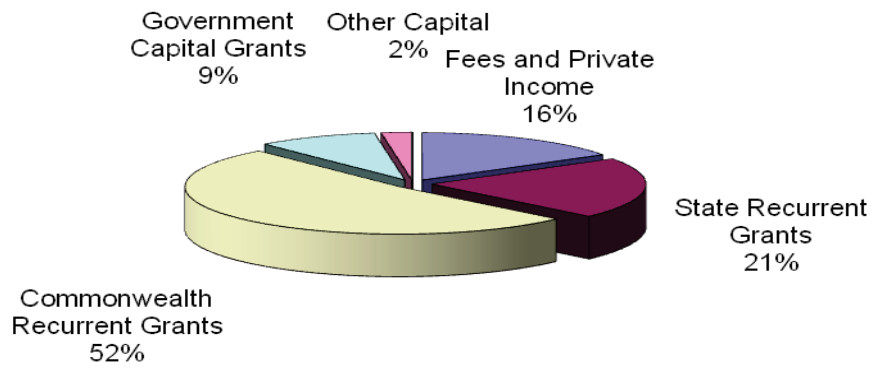
The building of our school hall under the Federal Government's BER P21 initiative has begun. This facility will provide many opportunities for the inclusion of creative arts and physical education programs that were previously impossible to offer. It is anticipated that the hall will be completed in 2011.

Literacy and Numeracy

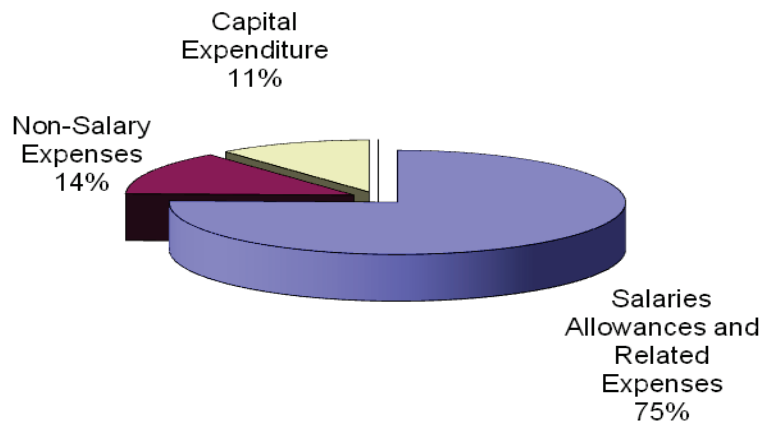
- Spelling agreed practice to be implemented and monitored - further professional development.
- Broaden the application of the Quality Teaching Framework.
- Re-visit application of First Steps writing within the classrooms.
- Maintain focus on Numeracy programs - evaluate model and format; continue professional development.
- Extend curriculum differentiation strategies employed - provide professional development and workshops.

Financial Information

St. Gregory's Queanbeyan - Income



St. Gregory's Queanbeyan - Expenditure



School Contact Information

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