



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## 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

Pope Francis provided the theme for this year when he declared 2016 to an Extraordinary Jubilee Year of Mercy. The gospel story of the Prodigal Son was the key focus for the assemblies as we reflected on the amazing mercy and compassion of our God.

The gradual introduction of nonnegotiable aspects of the Literacy Block was a significant achievement. By the end of 2016 in every classroom students were engaged in 20 minutes of sustained silent writing and 20 minutes of sustained silent reading. During these periods of silence teachers engage in one on one conferencing with students identifying achievements and goals in reading and writing. This provides teachers with data that guides programming and assists in differentiating teaching goals for students. The second year of a two year professional learning program targeting formative assessment strategies was undertaken by teaching staff which I had the privilege of facilitating.

St Gregory's hosted the NSW Catholic Primary Schools Basketball Challenge which involved 130 teams from 23 schools playing more than 300 games across 4 venues. An amazing collaboration between school and parents.

### Parent Body Message

I am sure it is obvious to all involved that we are very proud of our school. A week never goes by where teachers, staff, the parish, parents and carers are not working collaboratively to enhance the learning and engagement of St Gregory's students. Regular Masses, Liturgies, Whole School Assemblies and Sacramental programs are all well attended. Years 4, 5 and 6 attended their respective camps and St Gregory's was always well represented at the usual sporting carnivals.

Particular recognition is given the Year 5 students and their teachers who placed first in their division in the ACT Wakakirri performances and members of the choir who achieved 2 first places at competitions and overall champion at their first ever Eisteddfod.

The hosting of the NSW CPS Basketball challenge brought together a wide cross section of people with a vested interest in our school to ensure that this event ran smoothly.

The School Community Council was in a position to assist in the purchase of chrome books for each Year 6 student with plans underway to extend this to all Year 5 students next year. These purchases ensured greater access for students of Years 3 and 4 to technology.

### Student Body Message

Message from the School Captains,

Overall St Gregory's is a great school that encourages everyone to be who they are, welcomes new students and creates great memories. If I was going to give advice to younger students I would say work hard, keep listening to your teachers try your best at everything and don't drop your standards throughout the year.

This year has definitely been one out of many most memorable and enjoyable years of my primary school life. I have worked to improve my understanding of all concepts taught this year. I believe one of the reasons I have succeeded throughout my primary education are the teachers, they have helped so many students and I am proud to say that I am one of those students. There have been so many amazing things that have been a part of my life this year including camp, excursions, using Chrome books and my Confirmation.

It has been an amazing privilege to be a captain of this great school.

## Section Two: School Features

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

The school is located across 2 campuses on either side of the Queanbeyan River. The Lowe Street Campus caters for students of Kindergarten and Year 1 in 8 classrooms. There is a library, music room, learning support room, multi-purpose room also on site. There is a canteen that operates 2 days a week. The Macquoid Street Campus caters for students from Years 2 - 6 in 17 classrooms. There is a library, music room, multi-purpose hall, learning support room on site. There is a canteen that operates 4 days a week.

The students come from a wide variety of cultural backgrounds representing 36 countries of origin from Angola to Zimbabwe. There is also a diverse range of socioeconomic backgrounds represented.

The school has very strong links with the local parish. Many of the staff are parishioners and are active participants in the life of the church in such ministries as eucharistic minister, reader, acolyte and children's liturgy.

There are 3 frameworks that overarch the school's determination to provide a safe, caring and supportive environment. Kidsmatter is a mental health and wellbeing initiative that assists staff, parents and carers to work together to create settings that better support social and emotional wellbeing. School Wide Positive Behaviour is an evidence based approach used in many schools. The basis of this framework is creating a common language for all staff around the 3 school rules - Stay Safe, Be Fair, Show Respect. Making Jesus Real is a framework that provides the focus for our assemblies with a new focus each month.

Parent involvement is a strong feature. There is a proactive School Community Council that is supported by a network of Parent Class Contacts. This provides an important channel for parent communication - parent to parent and parent to school.

There is a strong culture of teacher collaboration in planning and providing effective learning opportunities for all students. Teachers meet usually fortnightly to program for the grade level and to moderate assessment criteria.

The students enjoy the extra-curricular opportunities that are available to them including a variety of sporting events, choir, public speaking, library monitor, book clubs, school newspaper, music and interest clubs. The camps for Years 4, 5 and 6 are always a highlight for the students. The year 5 cohort always look forward to their participation in the Wakakirri competition. The Annual Walkathon, Book Week and Feast Day celebrations are well supported by all members of the community.

## 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 Catholic religious identity of St Gregory's is clearly articulated in our vision statement which is on display in the entrance foyer.

The community participates regularly in high quality and meaningful rituals. During Whole School Focus assemblies there is emphasis on creating the sacred space which the students do using a prescribed format. This includes bringing forward in procession cloths, candles, the Word, a cross, a symbol of the focus and aboriginal clapping sticks. Music plays an essential element in our liturgical celebrations and the Religious Education Coordinator, Choir Director and teachers who play instruments work collaboratively to create a selection of songs to be used throughout the year. All classroom teachers have access to the music selection which allows for students to rehearse and therefore actively participate during liturgies.

The faith formation of our staff is supported through our program of teacher retreats in grade levels facilitated by our parish priest. The Sacramental Preparation parent information sessions are prepared by and presented by the parish priest, members of the parish and teachers. The emphasis is on sharing personal faith experiences as well as practical preparations.

At least one staff meeting per term is designated to Catholic Identity and Faith Formation and may be facilitated by staff or by visiting guest speakers. The Religious Education Coordinator regularly alerts the staff about professional learning opportunities available that will assist building their capacity as religious educators.

The school is involved in various social action opportunities. The students donate to the St Vincent De Paul Winter and Christmas appeals. Each week a group students prepare sandwiches for a local halfway house. Year 6 students assist at a local nursing home and we fundraise throughout the year for Caritas.

Throughout the school there are symbols of our catholic tradition some contemporary and some conventional. Each classroom has a designated prayer space and each day begins and ends with prayer.

## 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 2016:

Girls	Boys	LBOTE*	Total Students
325	300	48	625

\* 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 2016 was 94.65%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	95%
Year 2	96%
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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
53	18	71

\* This number includes 22 full-time teachers and 31 part-time teachers.

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

The main focus for professional learning was building teacher capacity in the teaching of Literacy. Adjunct Professor Kaye Lowe visited the school on a number of occasions. During these visits Kaye provided a number of professional learning opportunities - staff meeting, class observations, demonstration lessons and individual and small group workshops with teachers.

The teachers participated in a series of 9 workshops around embedding formative assessment strategies.

Several staff are completing Master degrees in a variety of areas.

### 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	56%	49%	12%	11%
	Writing	30%	49%	16%	6%
	Spelling	41%	46%	21%	12%
	Grammar and Punctuation	55%	52%	9%	10%
	Numeracy	35%	36%	9%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	35%	35%	22%	15%
	Writing	17%	17%	23%	18%
	Spelling	26%	30%	27%	18%
	Grammar and Punctuation	30%	36%	19%	15%
	Numeracy	19%	29%	17%	17%

## 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 2016

Improvement of practice and pedagogy in Literacy. Teachers introduced 20 minutes of sustained silent reading and 20 minutes of sustained silent writing as key elements in the daily literacy block. Teachers from K-3 were provided with professional learning and mentoring to plot each student on the NSW Literacy continuum. Teachers conference with individual students about improving reading and writing strategies.

Inclusion of a multi-stepped problem solving activity in weekly mathematics program. Workshop based staff meetings explored problem solving techniques as a means to teach a visual approach to multiplicative thinking and proportional reasoning.

Improved parent engagement through the provision of online video tutorials. Provision of parent workshops to improve literacy development and supporting their children in learning at home.

### Priority Key Improvements for 2017

Improve student engagement and a sense of wellbeing. Wellbeing coordinator to conduct workshops with a group of identified students who demonstrate anger management issues. The focus will be on social and emotional learning. Establishment of a Student Representative Council and Student Action Teams. Renewed focus of the 3 School Rules ensuring that they are visible throughout the school. External consultant to conduct an audit of the School Wide Positive Behaviour program and provide feedback to the school including areas for development.

Ensure teachers use student data to inform teaching and learning. Review and develop a clear assessment schedule for K-6. Provide professional learning around the collection and analysis of student achievement data.

As a phase 2 NSW Literacy and Numeracy Action Plan (LNAP) 2017-2020 school the implementation of the key elements of the Action plan. Using diagnostic assessment, providing differentiated teaching and tiered interventions and capacity building and professional learning.

## Section Eight: School Policies

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### Student Welfare Policy

We hold as our highest priority the dignity of each individual within our community. The affective wellbeing of our school community is closely linked to the behaviour of our students. We seek to encourage individuals to become effective and contributing citizens and we recognise the importance of developing self-awareness and self-discipline. The 3 school rules are Stay Safe, Be Fair, Show Respect.

The aim is to guide student behaviour and provide opportunities for students to develop effective communication and conflict resolution skills. The Behaviour Guidance Policy outlines a 3 step process that is designed to provide a consistent approach across the school. Step 1 is about 'Keeping it Green' - communicate and make it right. Step 2 the 'Orange Zone' - is about teacher self-reflection. Step 3 the 'red zone' is about the plan to move forward.

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 in 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>.

The school follows the Catholic Education Policy as listed on the CE website when receiving and managing complaints. A complaint can be made about any aspect of the service provided by the school or the behaviour of staff and about policies, practices or procedures. Any persons with a relevant interest or connection to the school can make a complaint including a student, parent, caregiver, a community member, any employee, contractor or volunteer.

Complaints are managed in a professional, timely manner with regard to the principles of transparency, confidentiality and procedural fairness. Persons receiving the complaints must be respectful and helpful, give the person full attention, not be defensive or apportion blame, remain positive and avoid perceiving anger as a personal attack. Positive resolution of a complaint aims to seek resolution at the level at which the complaint is made, consider all relevant information and views of all parties, consider CE policies and legal requirements and assist in improving service outcomes for the school.

## 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 August 2016. Invitations containing a link to the on-line survey instrument were sent to the parents who provide email addresses. The survey remained open for 14 days, and parents who had not completed the survey were sent a reminder 3 days before the survey closed.

152 of the 252 parents completed the survey, a 60% completion rate that is considered excellent. Parents were asked to express their satisfaction in response to 24 statements with responses scored as strongly disagree - 0 to strongly agree - 4. Average scores ranged between 2.4 The School Community Council is effective to 3.3 My child's teacher is approachable.

The sense of community was the area most mentioned in response to the best part of this school as was the strong sense of pastoral care for the students. In response to the one thing that they would change about the school there were a number of responses in relation to the playground requiring updates and the class sizes. Improving communication continues to be an area identified by parents.

### Student Satisfaction

The student satisfaction survey was undertaken in August 2016. Invitations containing a link to the on-line survey instrument were sent to all students in Years 4-6. The survey remained open for 14 days, and students who had not completed the survey were sent a reminder 3 days before the survey closed.

191 of the 248 students completed the survey, a 77% completion rate that is considered excellent. Students were asked to express their satisfaction in response to 20 statements with responses scored as strongly disagree - 0 to strongly agree - 4. Average scores ranged between 2.1 Student behaviour is well managed at this school to 3.7 I know and understand the 3 school rules.

The sense of community, access to Chrome books and attending school camps rated well in response to the statement the best thing about this school. In response to the one thing I would change the toilet facilities and keeping the playground cleaner were common responses.

### Teacher Satisfaction

The staff satisfaction survey was undertaken in August 2016. Invitations containing a link to the on-line survey instrument were sent to all staff. The survey remained open for 14 days, and staff who had not completed the survey were sent a reminder 3 days before the survey closed. 46 of the 58 completed the survey, a 79% completion rate that is considered excellent. Staff were asked to respond to 29 statements with responses scored as strongly disagree - 0 to strongly agree - 4. Average scores ranged between 2.3 Our staff meetings are productive to 3.5 for 2 responses Literacy is important at this school and There is a strong partnership between the parish and this school.

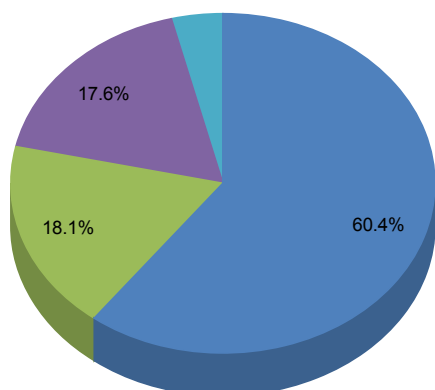
The sense of community and the strong sense of camaraderie amongst the staff was mentioned the most in response to the statement the best part about this school. The staff at St Gregory's are a wonderful and supportive group of people. Conversations are always

professional and inspiring. There is a wealth of knowledge to be tapped into among our teachers.

In response to the statement the one thing I would change there were several responses regarding extra support in dealing with challenging behaviours.

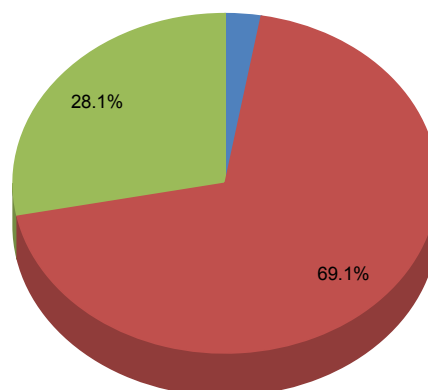
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (60.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (17.6%)
- Other Capital Income (3.9%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (69.1%)
- Non-Salary Expenses (28.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,059,904
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,216,739
Fees and Private Income <sup>4</sup>	\$1,184,832
Other Capital Income <sup>5</sup>	\$262,951
<b>Total Income</b>	<b>\$6,724,426</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$188,606
Salaries and Related Expenses <sup>7</sup>	\$4,779,797
Non-Salary Expenses <sup>8</sup>	\$1,943,864
<b>Total Expenditure</b>	<b>\$6,912,267</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.