



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Patrick's Parish School Cooma

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Principal

Mrs Frances Robertson

Section One: Message from Key Groups in our Community

Principal's Message

This report outlines St Patrick's Parish School's progress and highlights our achievements throughout 2015. It also provides an overview of our priorities for 2016.

"Strength in Gentleness" is our school motto. It signifies the core understanding of our place in our community, our relationship with our families and all of our interactions at school. The credo goes one step further and declares that we are a 'School with Altitude' and with that comes 'fresh air thinking' and the desire to strive.

Learning is our core business and this comes with our commitment to deliver quality educational outcomes for all students. With highly dedicated and professional staff, our students participate in wonderful learning experiences through dynamic classroom environments and varied extra-curricular activities.

Our emphasis is on working *with* the students to achieve at an individual level, striving to do their best. Our teachers monitor and provide clear and explicit guidance and feedback to students so that they can achieve to the best of their ability in a safe, respectful and responsible environment. We pride ourselves on working closely with our students, their parents and with each other.

Parent Body Message

Parents are encouraged to be involved in their children's education at St Patrick's Parish School in many ways. These include: Parent/Teacher/Student Conferences (held at least twice a year); individual appointments to discuss student or school concerns at a mutually convenient time; volunteer support work in classrooms, the canteen and at fund-raising events; attending events like liturgies, information tours, support evenings, assemblies, carnivals, parades and awards presentations; and, through the two bodies, the P&F and the School Board.

There is also the second hand uniform shop, school banking and a large variety of fund-raising events where parents can be involved and support the school. These include catering for the Cooma Show and Races, the Art Show and Bazaar Fair, as well as the Mothers and Fathers Day stalls. The staff assistance at our fundraising functions is a great help. We are very fortunate to have a fantastic band of parents and friends who are willing assist at our fundraising functions and events.

We are very appreciative of all staff (teaching and support) for their dedication and professionalism over the past year.

Student Body Message

At St Patrick's, students are welcomed into the school community. With our smaller class sizes and helpful teachers, learning is made fun and easy. Our school provides us with many opportunities to extend our learning outside the classroom and this is what makes our school a great community.

During 2015 at St Patrick's, the students were given many opportunities to participate in school activities in both the academic and sporting arenas. Academically, we participated in the da Vinci Decathlon, debating and Tournament of Minds; and in sport, we proudly represented our school in dragon boating, cross country, athletics, swimming, equestrian, snow sports and mountain biking. The drama class presented Shakespeare's *A Midsummer Night's Dream*, with music provided by our students. Our talented artists also had the opportunity to contribute to the school's very successful art show.

We were also given many opportunities to participate in fund-raising events throughout the year such as the soup days and the Year 10 winter sleep-out. We continue to seek ways to support others in the community, as we grow in our faith and apply social justice principles to real life experiences.

Section Two: School Features

St Patrick's Parish School is a Catholic systemic Co-educational School located in Cooma.

St Patrick's Parish School is a Catholic Central School located in Cooma. The school caters for students from Kindergarten – Year 10, and has a current enrolment of approximately 300 students.

Students attending this school come from a variety of backgrounds and nationalities. The school employs approximately 40 staff, including administration and clerical support, learning support, technology support and teacher assistance. There are also part-time canteen, maintenance and cleaning staff.

St Patrick's Parish School enjoys a rich tradition of 129 years of providing a holistic Catholic education to students on the Monaro. A qualified, dedicated staff ensures the best possible teaching and learning is complemented by an extensive extra-curricular program. A very supportive parent body, guided by the School Board and the Parents and Friends' Association, works tirelessly to ensure all aspects of the school are equitably resourced.

The school's curriculum provides a comprehensive program at all levels – to stimulate, inspire, motivate and push the boundaries of the students' cognitive, affective and physical abilities. The Australian Curriculum for NSW is being implemented according to the BOSTES timeline.

Our school works hard at providing opportunities for our students in a Christ-centred environment. These opportunities in 2015 have included school camps in all years from Year 5 onwards, public speaking and debating, regular instruction in Music and French for all students from Kindergarten to Year 7, and a wealth of opportunities for intellectual enrichment through the Da Vinci Decathlon, creative writing workshops and Tournament of Minds.

Our spiritual enrichment is found in the Parish Masses and liturgies, a Parish based sacramental program and fundraising efforts for Caritas and St Vincent de Paul. Staff spirituality was enhanced through the on-going participation in professional learning around the theme of *Called to our Faith*. This was undertaken by all staff during twilight sessions, as well as on a full pupil-free day.

Updating the facilities, especially in the Secondary department has become a priority. In 2014, a successful Block Grant Authority application meant that building of the new TAS/Visual Arts building commenced in 2015. We also continued to address WHS issues and improve ICT facilities.

At our heart is a school spirit that inspires a shared sense of pride among our students in their own and others' achievements and motivates them to strive for excellence. We also promote a strong sense of community to welcome others into the school and foster a strong partnership between home and school.

The school's website can be found at www.stpatscooma.nsw.edu.au.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Patrick's Parish School is, first and foremost, a Catholic school.

This living ethos is expressed in this Catholic school community by: ☐

- bringing about an integration of faith, life and culture through education of the whole person ☐
- being a place of faith, hope and love expressed through the Catholic faith tradition ☐
- a commitment to the charisms of St Patrick and the Brigidine Sisters in its everyday activities.

All assemblies, Home room activities, meetings and parent gatherings commence with a prayer. This is augmented by individual class prayer services and meditations. Throughout the year the school community celebrates a range of liturgies including those for the opening school liturgy, St Patrick's Day, ANZAC Prayer Service, Ash Wednesday, Holy Week, Easter, All Saints' Day, Advent and the school's Thanksgiving Mass.

St Patrick's Parish School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. All parts of this curriculum are designed to ensure that the students know, understand and value the living faith tradition and mission of the Catholic Church. The curriculum recognises the essential educational partnership of home, school, parish and Archdiocese, and sees classroom-based Religious Education as one significant component of a broader education in faith. The aim of this curriculum is to meet the needs of all students and develop the whole person, inspiring a vision of peace, social justice and community spirit, as well as promoting solidarity and a keen interest in learning. *Treasures New and Old* organises the content and key values into four strands which incorporate Sacramental and liturgical content where appropriate.

The content strands are as follows:

- God and God's Creation
- Jesus and Discipleship
- Church in the World
- Prayer and Celebration

Our goal is to encourage students, through their exposure to Christian teachings, to explore issues of faith, spirituality and values. Secondary students participated fully in the *NET* Ministries' visit and students have actively supported social justice issues, thus gaining valuable knowledge about themselves and the world at the same time.

In addition, faith and Pastoral programs are designed to enable students to develop and appreciate the important place that integrity, respect, acceptance and compassion have within the context of a modern society. They are encouraged to see the central role of faith as the fundamental commitment that gives shape to all of life.

In the parish, the Sacraments of Initiation are family-centred and parish-based. These are supported by the school.

Faith formation is core to what we do at St Patrick's and this is within an educational environment which in its organisational structure, pastoral care and teaching programs is authentically Christian.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 10. 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
158	177	5	335

* 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 93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	91%
Year 2	96%
Year 3	96%
Year 4	93%
Year 5	94%
Year 6	93%
Year 7	94%
Year 8	94%
Year 9	90%
Year 10	88%

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.

Student Post Year 10 Destinations

The establishment of a Catholic pathway to St Mary MacKillop College in Canberra for Stage 6 in 2014 has been successful and, with the support of the College, we have continued this into 2015. Twenty two students took up this option. Four students went to a boarding school for Stage 6, due to their geographic isolation. Eight students went to Monaro High School. One student took up a Traineeship in child care.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
28	12	40

* This number includes 6 full-time teachers and 22 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Staff professional learning is a strategic element of the school's plan for continuous improvement, as improved teacher effectiveness, in turn, considerably enhances students' learning outcomes.

This year we have continued to consolidate the implementation of the BOSTES' Australian Curriculum for NSW into our school. There was considerable focus on aligning assessment as part of the teaching cycle. We used the strategic plan to address other areas, such as student management. All staff undertook the Non-Violent Crisis Intervention training.

Many staff completed their Professional Learning Plan.

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	50%	48%	12%	11%
	Writing	42%	47%	0%	7%
	Spelling	46%	41%	17%	15%
	Grammar and Punctuation	42%	52%	12%	11%
	Numeracy	29%	34%	21%	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	59%	34%	21%	18%
	Writing	14%	19%	17%	18%
	Spelling	28%	33%	17%	15%
	Grammar and Punctuation	28%	36%	10%	17%
	Numeracy	28%	28%	21%	16%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	28%	19%	0%	15%
	Writing	14%	16%	8%	29%
	Spelling	25%	31%	17%	16%
	Grammar and Punctuation	47%	29%	8%	19%
	Numeracy	14%	26%	8%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	26%	21%	31%	23%
	Writing	9%	13%	37%	39%
	Spelling	14%	24%	37%	22%
	Grammar and Punctuation	14%	17%	37%	29%
	Numeracy	21%	24%	29%	17%

Section Seven: School Review and Improvement

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

There were three key areas for improvement in 2015: *A call to faith, building teacher capacity and improving pedagogy to maximise students' learning outcomes.*

This meant that we continued a social justice focus as an example of faith in action and consolidated opportunities for students in all years to show leadership through service. The first steps in collaboratively revising the whole school Pastoral Care and Behaviour Management Plan have been taken with professional learning for staff on restorative practices.

Plans were put in place for the introduction of a system for on-going networking, mentoring and coaching with colleagues for self-directed professional growth.

We set out to improve the IT experience for students to enhance their learning, and laid the foundations for BYOD program.

There was a significant move to more closely monitor and analyse student learning data to inform instructional teaching

Differentiating the curriculum became a stronger focus, so there is extension and enrichment for more able students and support for those who need it. We also increased the STRIVE style strategies and assessment in more classrooms through mentoring with colleagues.

Priority Key Improvements for 2016

For our 2016 Strategic Plan, we agreed to focus on:

1. An explicit improvement agenda would be demonstrated by:
 - *Communication* of student learning data and the corresponding plan for improvement to students and parents
 - Transformation of *assessment to improve learning*
 - Opportunities to *seek best practice* to improve student outcomes (within and beyond the Archdiocese)
 - Specific *provision for* improved educational outcomes for *very capable students*
 - Transformation of the *relationship between the school and the parish*
2. Analysis and discussion of data would be demonstrated by:
 - Establishing/using a *systematic electronic method* for collecting data on academic progress and pastoral matters
 - Establishing *time* for the exploration, analysis and reflection on data, identifying *growth, improvement and trends*
 - Discussing data as the *basis for 'next step teaching'*
3. Effective pedagogical practices would be demonstrated by:
 - Time for collaborative planning and networking with other teachers/schools

- *Feedback* on teaching practices from students and colleagues
- Clear evidence of program and assessment *differentiation*
- Using *feedback and 'feed forward'* to support and develop student learning

Section Eight: School Policies

Student Welfare Policy

St Patrick's Parish School is a place of *learning, safety* and *belonging*. The school focuses on a culture of mutual respect as the basis of the processes to deal with and resolve issues relating to off-task behaviour and matters relating to bullying or harassment. The principles of *Restorative Justice* guide the practices used to manage everyday events when interactions between students impact of their learning and relationships.

A review of the Pastoral Care and Student Management Policies continued in 2015. The Pastoral Care program included working with students to establish and maintain respectful relationships, including information about anti-bullying and anti-harassment expectations encompassing online behaviour and social media.

Expectations of students are outlined in each classroom and in the student diary. Each class negotiates a classroom agreement about the ways to best ensure happy, productive, successful learning.

The school's discipline policy and associated processes follow the guidelines of Catholic Education and aim to enhance learning, resolve problems, restore relationships where necessary, and achieve positive outcomes.

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 Patrick's Parish School is committed to having positive and open processes that promote the resolution of complaints and grievances, in a fair, equitable and prompt manner. As such, the school has clear and effective policies to deal with, and resolve complaints and grievances raised by students, parents and staff. These policies incorporate principles of procedural fairness.

Complaints which may involve reportable allegations (Child Protection complaints) must be resolved in accordance with [Child Protection](#) policy.

While parental complaints are to be dealt with at school level initially, in situations where no resolution is achieved, or where the concern is in regard to systemic policy or practice, a complaint can be made in writing to the Director of the Catholic Education Office. Reasonable processes for record-keeping and documentation of the complaint, procedures followed and resulting resolution will be followed. All correspondence and records of the complaint will be retained by the Principal.

The school's Complaints and Grievances Policy and associated processes follow the Catholic Education policy as listed on the CE website.

Section Nine: Community Satisfaction

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

St Patrick's Parish School displays a positive attitude and strong community engagement which is evident in the school spirit, community involvement and leadership. There is good engagement in school activities by parents, extended family and parishioners.

On Grandparents' and Grand-friends' Day, we conducted a *Learning Forum* to gather information about learning in the past, in the present and for the future. This substantial amount of data contributed to the 2016 Strategic Plan for the school.

In particular, there was a strong indication of the value of continuous improvement in the areas of technology use and having high expectations for academic growth.

The school received many positive comments regarding the education and holistic approach provided. These compliments come from correspondence and verbally from parents and local community members to the Principal and school staff. A common theme from parents has been on the sense of community and the response from the school when there are concerns. Community members frequently comment on the involvement of the school in community service.

St Patrick's is committed to listening to the views and expectations from our community.

Student Satisfaction

The goal of St Patrick's is to ensure that every student is well-known, academically and pastorally. Students in Years 5,6,9,10 were surveyed in writing about their views on successful learning. During subsequent class discussions, other aspects of the school were explored, including providing a safe and caring environment, school expectations, Catholic education and co-curricular activities.

A strong message was to increase student voice in school activities, continue to improve Secondary facilities and to offer alternative strategies for learning, including using technology. There was considerable praise for the overall quality of teaching and the sense that teachers cared about the students.

The feedback from these surveys greatly assisted the school with its operational and strategic planning and its determination to continually improve the school's educational experience for the students. A detailed survey on all aspects of the school experience is planned in 2016.

There is a large number of students enthusiastically involved in co-curricular activities. There is a high attendance rate at carnivals and school events. Students are keen to participate in the leadership program.

Teacher Satisfaction

All teachers at St Patrick's are a part of the ongoing cycle of planning and improvement. In 2015, the school undertook a substantial survey on the strategic direction and engaged its staff centrally in this process. The National School Improvement Tool was used to assess progress in all areas. Each area of school life was rated. Staff had the opportunity to contribute their views. Collaborative planning on the 2016 improvement plan resulted.

The Leadership Team regularly invites feedback for whole school improvement.

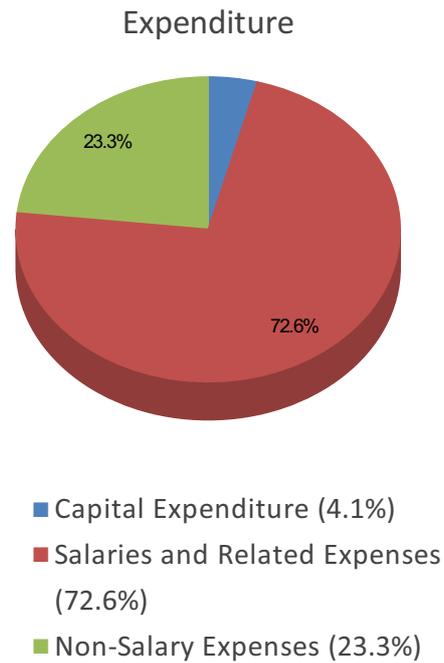
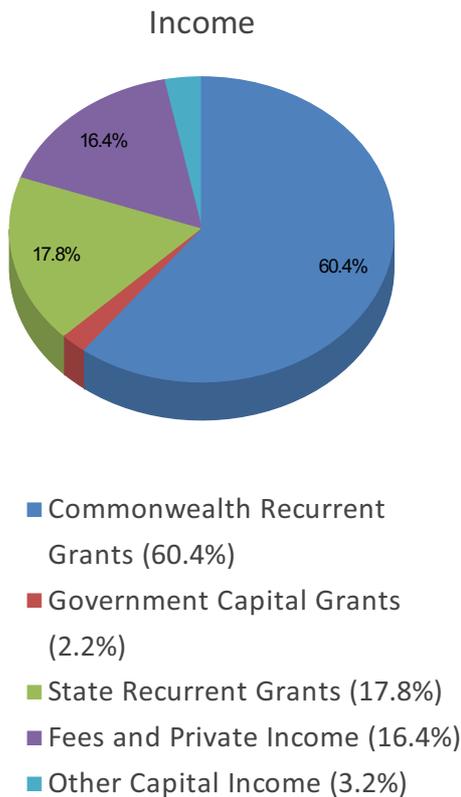
Staff members are encouraged to reflect on their professional learning and development through staff evaluation and professional growth models. The first round of Professional Learning Plans

was completed by many staff.

Staff retention is high. There is a strong sense of identity with the school and good involvement in school and parent organised functions. Staff are involved in a wide variety of extra-curricular activities with students.

Staff completed a 'satisfaction survey' to gauge staff perceptions of our school and its functioning. This also contributed to improvement plan for 2016 the Strategic Plan.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,805,624
Government Capital Grants ²	\$102,359
State Recurrent Grants ³	\$827,977
Fees and Private Income ⁴	\$760,133
Other Capital Income ⁵	\$146,873
Total Income	\$4,642,965

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$192,988
Salaries and Related Expenses ⁷	\$3,394,133
Non-Salary Expenses ⁸	\$1,088,442
Total Expenditure	\$4,675,563

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.