



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Patrick's Parish School Cooma

Cnr Vale & Murray Streets, Cooma 2630

Phone: 02 6452 1721

Email: office.stpatscooma@cg.catholic.edu.au

Website: www.stpatscooma.nsw.edu.au

Principal

Mrs Frances Robertson

Section One: Message from Key Groups in our Community

Principal's Message

This 2016 Annual Report outlines the progress and achievements of St Patrick's Parish School's. It also provides an overview of our priorities for 2017.

"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 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.

For over 135 years, learning has been our core business. The school provides a high standard of education which promotes the academic, spiritual, personal, social and physical development of each student. We recognise that each student is unique and has different needs. Our school is undergoing significant change in the learning space and we are proud to be providing relevant, rigorous and rich learning experiences, both inside and beyond the classroom.

As a Catholic community, we encourage and support one another in the growth and practice of our faith. We educate one another to be witnesses to the teaching of Christ in our daily lives.

Parent Body Message

St Patrick's values the partnership between home and school. This last year has seen a lot of change. The representative parent body has moved from separate P&F and School Board structures to a combined Community Council.

It is with much gratitude that, on behalf of the Community Council, we acknowledge parents who have previously served on the P & F and School Board. A great example of this high level of support is the fit-out of the new Design Building to allow the new building to become a place of learning and inspiration. On-going fund-raising is critical to enriching all of our learning spaces.

The Community Council is in its infancy. With change comes new opportunities to make our parent body one that can work within the demands and constraints of being a parent today. The goals of the Council in the coming year are to promote community building events and to include members of our Parish in our activities. There is also the careful development of the processes that will allow the Community Council to succeed.

The parent community thanks the staff who give so much and make St Patrick's a place of learning and opportunity.

Student Body Message

St Patrick's Parish School gives students a great opportunity to grow and learn. We are given direction and modelling by the Principal and the teachers who encourage and facilitate interesting learning and other activities. The school expects each student to do his or her best at all things. There are many opportunities to do lots of different things at St Patrick's, not just in the classrooms, but in areas such as debating, public speaking, choir, TOM, daVinci Decathlon and a live Shakespearean performance. On the sporting domain, we are able to access a wide variety of opportunities ranging from snowsports to mountain -biking, as well as the more traditional sports.

2016 was a productive year with the events showcasing the enthusiasm of students for community service and outreach programs. The Student Leadership Teams in both Primary and Secondary were instrumental in designing and undertaking initiatives to promote a sense of community, lift the esteem of the students and to support fund-raising for a variety of charities, especially St Vincent de Paul.

Student voice and leadership are valued and growing within the school.

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 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 130 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.

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 NESA timeline.

Our school works hard at providing opportunities for our students in a Christ-centred environment. These opportunities in 2016 have included school camps in Stage 3, 4 and Stage 5, public speaking and debating, regular instruction in Music and French for all students from Kindergarten to Year 8, 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 sacramental program and fundraising efforts for Caritas and St Vincent de Paul.

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

Religious Education is the core learning area in our Catholic school, where the goal is to enable young people to understand, explain and justify the Christian message from the Catholic church. The Religious Education program K-10 assists our students to study and reflect on the teachings of Christ.

We express our identity as a Catholic School through the careful choice of a faith formation theme for the year that then is embedded in our teaching and our Liturgies and Masses. In 2016 this theme was *Into the Heart of Mercy*, following the Papal Year of Mercy.

The living ethos of our school is expressed in our Catholic school community by having a focus on *head, heart* and *hands* in our religious education, where we ask students to learn, understand and do what we are given in the Gospels.

St Patrick's School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. We are seeking ways within this curriculum to embed current educational practices outlined in *Principles of Pedagogy* and further the use of inquiry based learning in Religious Education.

We have a strong focus on social justice within our Religious Education Curriculum. Students learn the importance of advocacy for those less fortunate than themselves. All students from K-10 are encouraged to give time to community volunteer projects. For students in Years 7-10, this is a requirement of meeting growth outcomes at our school, and forms part of the way students can achieve our Altitude Award.

Students participate fully in the spiritual life of the school, with a range of retreat experiences offered. Each significant excursion or camp has a spiritual experience built into it. Retreat experiences support transition times in the school, such as our Welcome to the Class of 2021 (for the Year 7 students) and also our sacramental program (for Year 2, 3 and 6).

Our Sacramental Program is largely school based, with support given to children in our neighbouring government schools through the Catechist Program. The learning program for Sacraments includes class based lessons that are supported by a targeted separate retreat day for all students in Years 3 and 6. This is focused on celebrating and building a community of children receiving the Sacrament.

Prayer is a significant part of the daily routine for the staff and students. Liturgy celebrate and commemorate important events and part of the Church calendar.

Faith Formation is at the core of what we do at St Patrick's and this is evidenced by the number of families who sought reception into the Catholic Church in the last year and families who are currently working towards this.

Our school is a place of learning, safety and belonging and our Religious Education and Faith Formation are an important cornerstone in achieving this goal.

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 2016:

Girls	Boys	LBOTE*	Total Students
141	151	4	292

* 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 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	91%
Year 2	94%
Year 3	90%
Year 4	90%
Year 5	96%
Year 6	95%
Year 7	92%
Year 8	90%
Year 9	88%
Year 10	87%

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 transition to senior studies. Twenty one students took up this option.

Three students had an School Based Apprenticeship in operation in Year 10 and this continued after leaving this school.

Two students went to boarding school and two students attended to the local state high school.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
45	15	60

* This number includes 14 full-time teachers and 31 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

Staff professional learning is a strategic element of the school's plan for continuous improvement. Many staff completed their Professional Learning Plan.

There was regular input during the year at professional learning meetings, within the learning communities and there were dedicated full days to focus on:

- learning intentions, growth mindsets and success criteria
- integrating ICTL capabilities for good pedagogy
- building the capacity for developing a STEM course
- designing programs from new syllabus documents
- restorative practices
- faith formation for all staff.

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	50%	49%	27%	11%
	Writing	41%	49%	5%	6%
	Spelling	32%	46%	23%	12%
	Grammar and Punctuation	41%	52%	9%	10%
	Numeracy	32%	36%	23%	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	26%	35%	17%	15%
	Writing	9%	17%	24%	18%
	Spelling	6%	30%	18%	18%
	Grammar and Punctuation	29%	36%	26%	15%
	Numeracy	6%	29%	12%	17%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	27%	27%	27%	18%
	Writing	21%	16%	46%	27%
	Spelling	21%	28%	25%	16%
	Grammar and Punctuation	25%	27%	32%	20%
	Numeracy	26%	31%	15%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	8%	21%	20%	21%
	Writing	0%	12%	52%	38%
	Spelling	8%	22%	24%	23%
	Grammar and Punctuation	8%	16%	40%	28%
	Numeracy	16%	22%	20%	18%

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 2016

1. *An explicit improvement agenda* was demonstrated by:
 - Communication of student learning data and the corresponding plan for improvement to students and parents
 - Transformation of assessment to improve learning
 - 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* was demonstrated by:
 - Establishing/using a systematic electronic method for collecting data on academic progress
 - 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* was 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

Priority Key Improvements for 2017

Using the National School Improvement Tool, we will continue to focus on:

1. An explicit improvement agenda
2. Building an expert teaching team
3. Analysis and discussion of data

The strategies will include:

- Being explicit about lesson learning intentions, so student know the *purpose* of learning experiences and how these contribute to the overall focus of their learning progress.
- Members of the Leadership Team taking part in weekly 'Instructional Learning Walks' throughout the school to identify patterns of practice, as well as identifying needs across the school as a whole.

- Redefining the role of the 7-10 Homeroom Teacher to be the 'student coach' that is based on a deep understanding of the background and ability of their students, their current and past levels of achievement and key local factors impacting on their academic progress.
- Time allocation each term for collaborative meetings for all K-6 staff with peers around the information gathered about students, matching data walls, planning.
- Allocated time and resources for teachers to track student progress through constant monitoring of student performance data, with follow-up time for planning.

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 to be refined in 2016. 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 that allow grievances to be aired and resolved in a timely and effectively manner.

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.

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, ensuring relevant information is accessible only to those with a genuine need to know.

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 is committed to listening to the views and expectations from our community. A satisfaction survey undertaken by parents mid 2016 revealed several key positive themes: St Patrick's is a safe school with a sense of welcome; the leadership team and staff are approachable; there is a balanced approach in providing an all-round education and the school has high expectations for the students.

Areas for further improvement include: seeking communication strategies that are timely, efficient and inclusive, especially for those without internet access; continuing to improve the facilities at the school, including the Secondary playground area.

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 and this is increasing.

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.

Student Satisfaction

An anonymous satisfaction survey with students in 2016 revealed their positive attitudes about receiving a good education at St Patrick's and their appreciation for the ability to access technology for their learning. There was a strong sense of being valued and having a significant contribution to this school and the wider community. Having their good achievements recognised and celebrated was also acknowledged. Aspects of homework were viewed somewhat negatively. Limited areas for free play were also commented upon by the students, with a desire to have access to more grassed areas.

In 2016, students in Years 5,6,8,10 were also 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.

The feedback from these surveys and forums has greatly assisted the school with its operational and strategic planning and its determination to continually improve the school's educational experience for the students.

Teacher Satisfaction

All staff at St Patrick's are a part of the ongoing cycle of planning and improvement.

In 2016, 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 2017 annual improvement plan resulted.

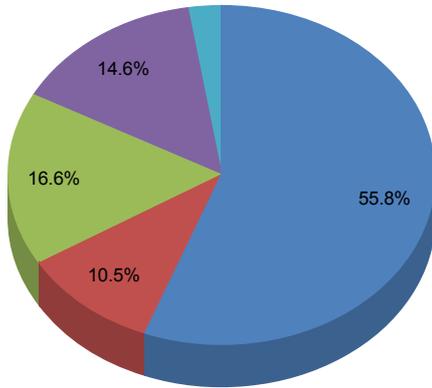
The Leadership Team regularly invites feedback for whole school improvement. A substantial satisfaction survey was also conducted with several key areas for improvement in 2017:

having adequate time for staff to gather and analyse information about students' progress, as well as time for collaborative planning. Overall, staff considered that their work at this school was satisfying and making a difference to the students.

Staff members are encouraged to reflect on their professional learning and development through staff evaluation and professional growth models. The Professional Learning Plans were completed by most staff.

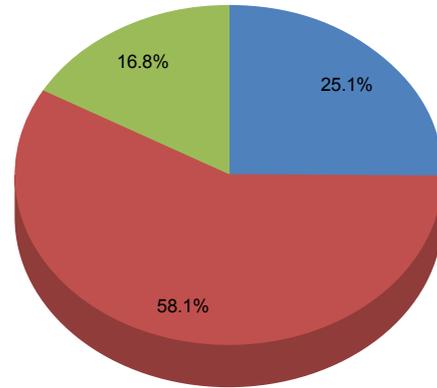
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (55.8%)
- Government Capital Grants (10.5%)
- State Recurrent Grants (16.6%)
- Fees and Private Income (14.6%)
- Other Capital Income (2.5%)

Expenditure



- Capital Expenditure (25.1%)
- Salaries and Related Expenses (58.1%)
- Non-Salary Expenses (16.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,793,984
Government Capital Grants ²	\$523,164
State Recurrent Grants ³	\$828,436
Fees and Private Income ⁴	\$731,324
Other Capital Income ⁵	\$127,496
Total Income	\$5,004,404

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,523,970
Salaries and Related Expenses ⁷	\$3,524,626
Non-Salary Expenses ⁸	\$1,017,623
Total Expenditure	\$6,066,219

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.