



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



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

We are pleased to report on the priorities and significant progress in learning that has taken place of the last year at St Patrick's Parish school.

Our school aims to provide high quality educational opportunities that are seated within a very supportive and relational school culture. We serve the Catholic community of the Monaro region under the auspices of the Archdiocese of Canberra and Goulburn. We place students' wellbeing and student expectations at the centre of learning and teaching.

We continue to look at ways to actively collect and use information about student learning to support and develop their ability to become confident, independent learners, respectful citizens and creative and critical thinkers.

We also understand that innovative ways of using school resources can help maximise student learning. We offer a number of co-curricular activities which includes a range of in-school and representative sports, developmental opportunities for all, including Tournament of Minds, a school musical, daVinci Decathlon, academic competitions and enrichment activities.

As a Catholic community, we encourage and support one another in the growth and practice of our faith.

Parent Body Message

St Patrick's Parish School values the partnership of home and school and encourages parents to attend meetings and social events, as well as being involved in the local Parish community. The newly formed Community Council undertook to focus on community building in 2017. This began with a family picnic and social activities, such as an evening dinner for volunteers.

The Community Council contributed significant funds to the fit-out of the new Design Building and began working towards the project of the refurbishment of the Secondary playground.

There has been a deliberate focus on including members of our Parish in our activities. We encouraged parents and supporters to choose only one activity to support, as we wished to share the load and the enjoyment that comes with participation.

The parent community thanks the staff who give so much and make St Patrick's a place of learning and opportunity. We are blessed at St Patrick's to have an engaged community and, as the demands of life ever increase, the challenge for the Community Council is to continue to evolve and encourage parents to participate in all aspects of their children's learning.

Student Body Message

This school is held in high regard by the students and we are proud to be here and participate in all that is offered. We feel that there is a sense of connectedness and belonging to the school. Students can identify the quality of relationships that are based on trust, respect and care (particularly those experienced with staff). These are a significant factor in enhancing the quality of our learning and contributing to our sense of wellbeing.

We love the special events that are organised with us and these include year camps, the Colour Day, Liturgies, guest speakers, sporting events, visits to interesting places of learning (such as Questacon, the War Memorial, other places of faith, the Canberra Theatre, the National Zoo, Birrigai) and the list goes on.

We think it is positive to be part of the community through our community service program and we are proud of the fund-raising that we have done this last year, especially for St Vinnies.

We loved being part of a major musical as well.

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 that has been located in Cooma since 1887, originally by the Brigidine Sisters. The school carries the Brigidine charism, especially in its motto 'Strength in Gentleness'.

The school is closely linked to the St Patrick' Parish in Cooma and is well supported by the Parish priests and community. The Parish priests are actively involved in the school's Sacramental programs, the Year 7 Welcome Retreat, Liturgies and classroom visits. Parishioners are invited to, and enjoy school functions.

The school caters for students from Kindergarten – Year 10, and has a current enrolment of approximately 250 students. Students attending this school come from a variety of backgrounds and nationalities. The school employs approximately 35 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 more than 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.

Within the classrooms there are excellent facilities that support the learning and teaching. Students from Year 6 to Year 10 are part of the 'Bring Your Own Device' program and good connectivity to the cyberworld allows for classrooms to be more than physical spaces: they become places of virtual learning.

Although there are strong traditions, the school is well-placed for contemporary learning.

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 community continues to provide staff and students with many opportunities to experience their faith. Students lead our prayer each assembly. Whole-school Eucharist is celebrated at the opening and closing points of the school year and prayerful Liturgies are lead by students to commemorate significant days such as St Patrick's Day, ANZAC Day and Mothers' Day and Fathers' Day. Each class prepares and attends Mass once a semester.

During 2017, the school-based Sacramental program continued for students to be prepared for the Sacraments of Reconciliation, Eucharist and Confirmation. This is supported with an annual sacramental retreat day, which includes students from nearby State schools undergoing instruction through the Parish's catechist program.

St Patrick's actively supports the Catholic outreach mission through support for Caritas' Project Compassion, complemented by supporting the St Vincent de Paul Winter and Christmas appeals.

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.

The school offers the core units of the Diocesan Religious Education (RE) syllabus, *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. The Religious Education staff have developed teaching and learning strategies to continue to enhance the religious literacy of students.

The staff meet each Tuesday (Primary) and Wednesday (Secondary) in the morning for staff prayer. Staff members recognise the importance of coming together as a group to pray. Within each term, professional learning around Spirituality was another opportunity to promote and enhance the faith development of staff throughout the year. Several staff undertook additional study to achieve relevant qualifications in theology. The Spirituality Day focused on developing knowledge and understanding of our year's special theme of 'Love one another'.

This theme also resonated with the students and was the focus of their Liturgies and fundraising activities, especially for Caritas and St Vinnies. The theme also formed the basis of shared artwork that was displayed on each campus.

St Patrick's seeks to continue to spiritually enrich our community, as well as celebrate our shared faith and Catholic heritage.

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 2017:

Girls	Boys	LBOTE*	Total Students
137	137	9	274

* 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 2017 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	93%
Year 2	93%
Year 3	90%
Year 4	93%
Year 5	95%
Year 6	92%
Year 7	91%
Year 8	94%
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 students took up this option in 2017.

Three students went to boarding school and three students attended to the local state high school for their senior studies.

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
46	14	60

* This number includes 15 full-time teachers and 31 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Each teacher developed an individual Professional Learning Plan (PLP) which reflected their learning needs and aligned with the Australian teaching standards and the school's Annual Improvement Plan.

Instructional walks and peer collaboration were actively supported. Data walls were created in K-2 to track and monitor students' literacy and numeracy progress and these were the focus of substantive professional conversations.

Some staff are continuing with their post Graduate studies or are engaging in personal action research projects.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	38%	52%	19%	10%
	Writing	29%	45%	24%	8%
	Spelling	29%	46%	33%	13%
	Grammar and Punctuation	33%	56%	33%	11%
	Numeracy	19%	40%	14%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	23%	37%	14%	15%
	Writing	9%	16%	9%	19%
	Spelling	27%	34%	5%	14%
	Grammar and Punctuation	27%	34%	27%	18%
	Numeracy	18%	28%	9%	15%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	27%	29%	5%	16%
	Writing	19%	17%	14%	28%
	Spelling	23%	33%	23%	16%
	Grammar and Punctuation	32%	29%	23%	19%
	Numeracy	18%	33%	27%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	15%	21%	5%	21%
	Writing	5%	15%	47%	37%
	Spelling	19%	22%	19%	22%
	Grammar and Punctuation	19%	19%	14%	25%
	Numeracy	0%	24%	10%	16%

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 2017

Using the National School Improvement Tool, in 2017 we focused on:

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

The strategies for success included:

- 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 Walks' throughout the school to identify patterns of practice, as well as identifying learning needs across the school.
- Redefining the role of the Year 7-10 Homeroom Teacher to be the 'student coach' who has 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 and planning.
- Allocated time and resources for teachers to track student progress through constant monitoring of student performance data, with follow-up time for planning.

Priority Key Improvements for 2018

Consultation with our community and addressing identified needs helped to develop the St Patrick's improvement plan for 2018.

Our goal is to effectively use all forms of assessment (formal and informal) to give timely feedback to students and to provide information on 'next step learning', especially in Literacy and Numeracy. Staff will participate in professional development to learn to effectively track and map students' progress using the ACARA Learning Progressions.

The Instructional Leaders will work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Professional learning communities will be developed to build understanding and efficacy to support active collaboration around instructional matters. These will be based on Stage teams and will be supported by a member of the Leadership Team.

We aim to continue to improve the levels of communication to ensure student learning is supported by positive relationships through various options of engagement with our school and wider communities.

We will continue to support student growth in their respective leadership roles and further develop community service options.

Section Eight: School Policies

Student Welfare Policy

St Patrick's Parish School is a place of learning, safety and belonging. We place student wellbeing at the centre of learning and teaching.

The school focuses on a culture of mutual respect as the basis of the processes to resolve issues relating to off-task behaviour and matters relating to bullying or harassment.

Wellbeing and discipline policies are published on the school's website. Details of expectations relating to student management are included in the student diary and enrolment documentation, while regular updates and reminders are provided in the weekly newsletter, our school facebook page, student assemblies and parent evenings. Expectations of students are also outlined in each classroom where they negotiate a classroom agreement about the ways to best ensure happy, productive, successful learning.

Student management and wellbeing is underpinned by applications of restorative justice principles by all members of the school community when dealing with student management situations.

Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare 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 has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Office's policies and are available on the school's website. There were no changes to the policy during 2017.

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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.

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

Parents were invited to complete a Parent Satisfaction Survey in 2017. Invitations containing a link to the on-line survey instrument were sent to all parents. There was a 52% completion rate.

In every area, (learning opportunities, standard of facilities, quality of education, effectiveness of communication) parents' responses were either green or gold, indicating overall satisfaction. Parents acknowledged that the staff care about and take an interest in their children, and are very open to discussions about their progress. They appreciated recognition of children's achievements. They felt that change initiatives are well managed at this school but some parents wished to have a more explicit, clearly communicated school-wide map for improvement. Parents hope for continued improvement in the playground facilities in Secondary, but acknowledged the challenges of space.

The Catholic religious identity was recognised as a positive focus in this school and the strong partnership between the Parish and this school was valued.

The majority of parents feel welcome and a part of the school community and would recommend this school to others.

Student Satisfaction

A student satisfaction survey was undertaken in August 2017. Invitations containing a link to the on-line survey instrument were sent to all students in Year 3 to 10. The collation of responses from students indicate that, overall, they positively view the following aspects of the school: they liked being at the school and felt safe and supported; teachers encouraged them to do their best and helped them to set and achieve learning goals; staff are approachable and take their concerns seriously; learning is interesting and applicable to their lives; learning about Religious Education is well supported and relevant; the school encourages them to be a good community member and has community service programs to help them to see the wider world. The one area not favoured positively was the application and relevance of homework.

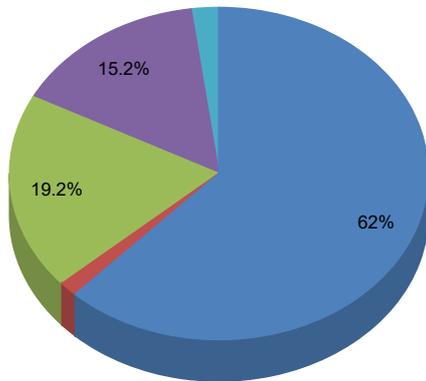
Teacher Satisfaction

Following consultation with our staff, we identified aspects of the school to highlight. These included: inclusion of all; friendly supportive colleagues; progressive education; the positive relationships between students and teachers and the strong sense of community. The staff recognised the students as real assets for the school.

The staff also acknowledged that the school needed to continue to upgrade facilities, seek ways to provide rich professional learning opportunities for their continued growth and time for collaborative planning. As a result of the consultation, the school will continue to build the communication at all levels.

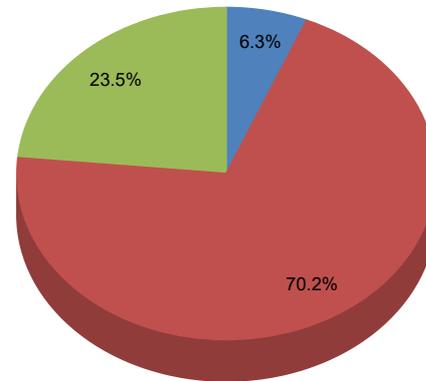
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62%)
- Government Capital Grants (1.4%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (15.2%)
- Other Capital Income (2.1%)

Expenditure



- Capital Expenditure (6.3%)
- Salaries and Related Expenses (70.2%)
- Non-Salary Expenses (23.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,975,654
Government Capital Grants ²	\$69,503
State Recurrent Grants ³	\$919,416
Fees and Private Income ⁴	\$729,878
Other Capital Income ⁵	\$102,137
Total Income	\$4,796,588

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$327,553
Salaries and Related Expenses ⁷	\$3,662,798
Non-Salary Expenses ⁸	\$1,224,614
Total Expenditure	\$5,214,965

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.