

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Brigid's Primary School

52 Irrawang Street, RAYMOND TERRACE 2324

Principal: David Palmer

Web: <http://https://www.mn.catholic.edu.au/schools/region-map/north/raymond-terrace-st-brigids-primary-school/>

About this report

St Brigid's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with pleasure I present the 2019 Annual Report for St Brigid's Parish School, Raymond Terrace. This report is an overview of the achievements and activities during the past year.

St Brigid's Parish School has a proud history of educational continuity and tradition, serving the community of Raymond Terrace and beyond since 1850. The school is housed on a site mixed with heritage listed, and modern buildings. These buildings are surrounded by a garden setting.

St Brigid's Parish School is a Catholic co-educational year K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is the foundation of all we aim to achieve. At St Brigid's we try to nurture every child towards achieving their full potential, recognising that education is a life-long process. This is spelled out in our Vision Statement:

"St Brigid's Parish School is a vibrant community, committed to providing quality teaching and learning in an authentic Catholic environment"

During 2019 the culture of St Brigid's Parish School continued to evolve. The partnership between home and school was healthy and very visible. The attitude of students to '*do their best*' was evident in all aspects of school life. These attitudes and desire to do well have maintained St Brigid's excellent reputation in the Port Stephens community.

Throughout 2019 St Brigid's Parish School has had close and frequent ties with the local parish. This relationship through liturgies and the school Spring Fair acknowledge this positive partnership.

The parent body, particularly the P&F Association, continued to support St Brigid's. Their support made educational projects a reality.

The staff of St Brigid's again, were the driving force behind the excellence and improvements this year. Their passion and commitment to Catholic Education at St Brigid's School is very noticeable and appreciated.

This document is a summary of a self evaluation of St Brigid's for 2019.

Parent Body Message

P&F President Report

I would like to say that being P&F President for 2019 has been wonderful.

The P&F had a highly successful year with all our fundraising efforts.

It started with a fantastic Grandparents Day and finished with our annual Christmas ham raffles.

This year my daughter also graduated in Year 6, but I will be here for at least another 7 years as my son will be starting kindergarten in 2020.

I love St Brigid's School and the family feel it offers. I also love being a part of our P&F and working with many amazing people.

So, thank you for all of your help and efforts over the last year. I look forward to another great year with St Brigid's P&F.

Skye Dendle - P&F President

Student Body Message

The school parliament consists of twelve (12) Year 6 children who have an individual focus around St Brigid's. The areas of focus are Technology, Environment, Sport, Health & Welfare, Fundraising & Entertainment, and Communication. The school parliament, as well as other Year 6 students, carried out various civic responsibilities such as: conducting assemblies, attending official functions, and welcoming visitors.

The school parliament of St Brigid's supports the Principal and teachers, providing a link between the staff and students, and setting a good example.

School Features

The first Catholic school was built in Raymond Terrace in 1850. In 1890 St Brigid's was then established and administered by the Singleton Sisters of Mercy. Since that time extensions to the building site took place in 1920 and then a major building development of five classrooms occurred in the 1950's.

During the 1990's the school was further developed and expanded due to the demand in the area for Catholic education. During 2010 the relocation of classes from the hall side to the church side was completed. The new hall was completed early in 2011.

The foundation stones of the first Catholic school are preserved in a wall in the current school library.

St Brigid's is a co-educational primary school in the Diocese of Maitland-Newcastle. We service the community of Raymond Terrace and Port Stephens. The school is housed in a garden setting with many open playgrounds. The buildings are a mixture of heritage listed and modern designs.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 188 | 201 | 40 | 389 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 91.46%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 93.30 | 92.50 | 90.90 | 91.00 | 92.00 | 91.00 | 89.50 |

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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

| | |
|------------------------------------|----|
| Total number of staff | 43 |
| Number of full time teaching staff | 16 |
| Number of part time teaching staff | 11 |
| Number of non-teaching staff | 16 |

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

During 2019 all staff had the opportunity to participate in Professional Development under the funding model of the Professional Practices and Development Programme. Funding from the Catholic Schools Office helped release staff to achieve whole school, team and individual goals to satisfy the Teacher Accreditation requirements. The staff did thorough planning as a whole school and stage groups, by regular collaboration to set goals for the year. These professional learnings undertaken are documented on each teachers Professional Practice and Development Action Plan.

Other areas undertaken were:

Teacher Accreditation, Child Protection, National Schools Improvement Tool, Early Learning, STEM, CPR/Emergency Care, COSI Validation, National Consistent Collection of Data, Teaching and Learning Expo, Learning Progression, LNAP - State Action Plan, Student Wellbeing - Zones of Regulation, HSIE, Facilities, WHS, Compass, ICT Sharepoint, Gifted & Talented, Spelling, Staying Well - Mental Health and Wellbeing, Compliance E Workbook, NAPLAN Analysis.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Religion is taught daily through a wide variety of strategies such as dance, drama, research group work (incorporating information technology), art and music. Teaching and learning in Religious Education at St Brigid's follows the Diocesan guidelines. The teaching programs are based on the Diocesan Units of Work. Consistent with other subjects within the curriculum, the program is outcomes-based and seeks to ensure a breadth and depth of content from Kindergarten to Year 6.

St Brigid's has continued to have a rich liturgical life. The school year began with an Opening School Liturgy. New students, parliamentarians, staff and parents were welcomed and blessed for the journey throughout the year. Our school theme for 2019 was 'Dream'. The school celebrated as a faith community, and these celebrations included Ash Wednesday, Lent, Harmony Day, Holy Week, Easter, St Mary MacKillop, Catholic Schools Week, Mission Week, Year 6 Farewell, and the Closing School Liturgy. Our ANZAC Day Liturgy has particular meaning as some of our parents at St Brigid's are involved in active military services overseas. Once again, this year the school wore poppies knitted by our grandparents and friends. Two of our staff members attending the Holy Land Pilgrimage led by Bishop Bill. The Year 5 students were involved in a Leadership day. This day involved training for the Mighty Mate Program.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within the school community so that each person is empowered and challenged to become lifelong learners with optimism and hope for the future.

Quality teaching is provided by exceptional educators at St Brigid's and we are very well resourced in terms of equipment and support personnel. St Brigid's provides Learning Support services and intervention programs. These programs include 'The Secret Agents Society' for students with Autism Spectrum Disorder (ASD), 'MiniLit', a reading intervention program, 'Zones of Regulation' for students with behavioural needs and 'Brave' Program for students with anxiety. Our teaching staff also comprises a Literacy and Numeracy Action Plan (LNAP) Leading Teacher who delivers specific and measured intervention across K-2.

Through the Literacy and Numeracy Action Plan (LNAP) we integrate the key priorities throughout our School Improvement Plan (SIP), our Professional Practices & Development (PP&D) model and our Professional Collaboration Teams. From here we align our School, Stage and Individual goals. This creates a thread through the school giving staff, students and parents clear expectations in teaching and learning goals.

Other opportunities available to students at St. Brigid's include the Infants and Primary choirs. The choir also helped Father Joyce celebrate his Silver Jubilee as a Priest by singing at the special Mass. Diocesan and Lion's Club public speaking and debating, Harmony Day is celebrated with a liturgy, traditional dress and special multicultural literacy and numeracy activities.

ANZAC Day is commemorated with a special liturgy. Students follow the commemorative garden which leads to the liturgy and we wear hand knitted poppies made for us by parents and friends of St. Brigid's School.

Student Performance in Tests and Examinations

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 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 48% | 57% | 12% | 11% |
| | Reading | 40% | 53% | 14% | 11% |
| | Writing | 38% | 51% | 6% | 6% |
| | Spelling | 32% | 48% | 14% | 13% |
| | Numeracy | 35% | 40% | 8% | 12% |
| NAPLAN RESULTS 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 24% | 34% | 18% | 17% |
| | Reading | 36% | 37% | 9% | 12% |
| | Writing | 9% | 17% | 18% | 19% |
| | Spelling | 27% | 34% | 11% | 14% |
| | Numeracy | 24% | 29% | 7% | 14% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Our approach at St Brigid's is basically to be proactive rather than reactive. We base our policies and procedures around Restorative Justice which focuses on 'Rights, Rules, Responsibilities and Routines'. The children in each grade develop their own rules and responsibilities from these. As well, we have the 'You Can Do It' programme with the key concepts of confidence, communication, getting along, and persistence reinforced. We also have various awards, reward days and stickers to help motivate the children each day. The underlying concept to all these programmes is building resilience in the child.

During 2019 the 'Warning Slip' programme was continued and revised. This programme directly impacts on negative behaviour. Fundamentally, it is to track the behaviour of children both frequency and specific area of concern. If a child receives 2/3 warning slips, parents are contacted. If a child receives 5 warning slips, they are placed on a Level 2 contract which monitors the child over one week. We also have a Level 3 contract for more serious incidences.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2019, a key focus for St. Brigid's, was working towards restructuring the teaching and learning of spelling to improve student outcomes. Staff engaged in professional development days with Dr Tessa Daffern PhD, which assisted us to review current practices in the teaching of spelling considering contemporary research and best practice. Dr Daffern provided us with demonstration lessons for each stage on the second day to model this contemporary practice and restructure programs for teaching staff. This professional learning has made an impact on class programming, agreed practices for the teaching and learning of spelling as well as daily teaching practice and the use of teaching strategies for phonological, morphological and orthographic word knowledge. From here, teachers use student data and formulate programs based on students' needs from this data and contemporary research for best practice.

St. Brigid's continues to focus on student wellbeing with the introduction of the BeYou Framework (which replaces Kids Matter) to support students' social and emotional development. Teachers engaged in professional learning with some teachers leading the implementation through leading the Zones of Regulation workshops. Supporting this framework work continued to develop and build creative playground spaces. Loose parts were gathered from the school community. The sandpit was improved with seating and equipment. In response to LNAP initiatives, homework in Kindergarten and Year 1 was reviewed. The focus changed, "to initiate and develop good reading practices" with no additional written homework to be distributed. Reading includes phonics, sight words, a variety of home readers and being read to. Reading material beyond that given by the class teacher was also highly recommended and included the school library, public library and

reading materials/books/eBooks at home. We implemented a home reading journal between teacher/parent/student to be completed and returned each week. Teachers noted consistent improvement in those students who engaged in reading daily. They also noted a considerable improvement in reading data for students who were completing reading at home daily or very regularly. Parents have embraced the new procedure, and this will now continue across K-2 for 2020.

Priority Key Improvements for Next Year

Employment of an Aboriginal Education Teacher to support Aboriginal and Torres Strait Islander students and raise achievement in literacy and numeracy. The role will also focus on supporting the growth of cultural knowledge of all students across the school.

Plans for a learning support room are being prepared to support students with additional needs who require withdrawal to meet their learning and wellbeing needs. Some planned resources for this space include; sensory areas to calm or stimulate needs, individual learning & IT pods, group intervention and a parent meeting area.

As a focus of the Literacy and Numeracy Action Plan, consistency in use of learning intentions and success criteria across K-6, will be explored during 2020, particularly in Mathematics. Teachers have begun to share and gather ideas for class and online use to focus and improve student outcomes. This is linked to teacher professional development and practices as part of ongoing teacher improvement.

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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain good constructive relationships. Regular communication that is both formal and informal is encouraged. We see good schools creating common goals, home and school, for the children to aim for.

Throughout 2019, St Brigid's had numerous opportunities for parents to be involved in the life of the school.

St Brigid's has a wonderful name in Port Stephens. Many students travel over 30 minutes to attend St Brigid's School.

Student satisfaction

St Brigid's is a happy place, where students are happy and feel safe. The caring, supportive nature of all staff is a feature.

At St Brigid's we have a mindset among the staff which is "we treat the children as if they were our own".

Teacher satisfaction

St Brigid's has a quality, happy staff. Very few staff have transferred over the years due to the positive culture present. Staff feel they are supported and given many opportunities to develop their skills.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

| Recurrent and Capital Income 2019 | |
|--|------------------|
| Commonwealth Recurrent Grants ¹ | \$3556123 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$1053563 |
| Fees and Private Income ⁴ | \$703683 |
| Interest Subsidy Grants | \$14390 |
| Other Capital Income ⁵ | \$210711 |
| Total Income | \$5538470 |

| Recurrent and Capital Expenditure 2019 | |
|--|------------------|
| Capital Expenditure ⁶ | \$4355 |
| Salaries and Related Expenses ⁷ | \$3976407 |
| Non-Salary Expenses ⁸ | \$1207932 |
| Total Expenditure | \$5188694 |

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.

END OF 2019 REPORT