

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Brigid's Primary School

52 Irrawang Street, RAYMOND TERRACE 2324

Principal: Marlene George

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 Strategic 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 we present the 2023 Annual Report for St Brigid's Primary School, Raymond Terrace. This report is an overview of the achievements and activities during the year.

St Brigid's is a large rural primary school, built on the land of the Worimi people, drawing enrolments from Raymond Terrace and the Port Stephens area. St Brigid's operates under the governance of the Catholic Schools Office in the Diocese of Maitland-Newcastle.

Together with St Brigid's parish community, we place high value on ensuring our school continues to be a place that is authentically Catholic, embracing the message of Jesus, and evokes an environment that is welcoming, supportive and faith filled.

Supportive relationships that are respectful, collaborative and restorative, underpin our wonderful school. We strive to ensure all members of the school community feel a sense of belonging and are valued and supported.

Our staff are committed to each child reaching their full potential in a culture of love, respect and understanding. We continue to strive for excellence in education, in partnership with families, and celebrate effort and achievements. We are blessed with a new contemporary learning hub and outdoor sensory area to further support our students. We pride ourselves on the quality of our Learning Support team, and value and respect Aboriginal cultural as we continue to learn together.

Parent Body Message

2022 was a successful year of change for St Brigid's. We welcomed Marlene George as Principal and Martina Walsh as Assistant Principal. We also started the year with a vote amongst P&F attendees to move from a P&F to a Parent Engagement Group, PEG for short. The PEG model removes all hierarchy, is a much more relaxed and welcoming environment, and we also implemented the added benefit of hybrid online or in-person meetings to suit a variety of family life.

The PEG allows for specialised groups to run different events instead of one person having to commit to a job for the entire year. With the implementation of the PEG, we have seen an increase in attendance at meetings and volunteers which in turn has allowed for many successful events, including:

- Preparing the Easter raffle with over 150 prizes going home to families.

- Running Mother's Day and Father's Day stalls, including wrap nights for both, where over 1200 presents were wrapped and lovingly selected by students.
- Organising and supervising the disco.
- Helping with Kinder orientation, running tours, helping parents set up Qkr! and Compass.
- Arranging grade morning teas.
- A working bee and gardening group and so much more.

St Brigid's is truly a wonderful school with such an amazing community that deserves all the support we can offer. Marlene and Martina have excelled in their new roles; their communication and willingness to listen and solve any problems that arise has led to successfully bringing the community back to our school after all the disruptions caused by Covid. Thank you to all St Brigid's families for supporting the efforts of the PEG members and volunteers. We encourage all families to continue their involvement and support of the PEG and our wonderful school staff as we move through 2023 and into a Spring Fair year.

Student Body Message

At St Brigid's, we have a student leadership team that makes up our Parliament. Parliament members have portfolios through which they carry out duties to fulfil our mission as a Mercy Charism school. We raise money for missions, St Vincent de Paul, and our school throughout the year. We ensure that all students feel they belong and have a voice in what should happen in our school.

Year 6 students are also responsible for being Mighty Mates to our Kinder students. We help them settle into school and show them where to play, how to play, and help them understand our school rules and responsibilities. In our classrooms, our teachers help us to understand why we are learning what we learn and how we can move forward with our learning. We are encouraged to become independent learners and problem solvers. We have 4 very simple rules to follow at our school, St Brigid's...Wear our uniform with pride...Put our best effort in our work...Be respectful always...and...Be kind.

School Features

St Brigid's is a Kindergarten to Year 6, double-streamed primary school, catering for a wide range of interests and abilities. We are part of the North Region, in close proximity to St Nicholas Early Education, Raymond Terrace. Our Year 6 students are encouraged to transition to Catherine McAuley Catholic College, Medowie, or St Bede's Catholic College, Chisolm.

Our school was founded by the Sisters of Mercy and their Charism inspires our Catholic culture. We endeavour to live out the values of Mercy; Compassion, Courage, Hospitality, Service, Justice and Respect. We maintain close ties with our parish of St Brigid's, Raymond Terrace, with the original Church still standing alongside our school buildings.

St Brigid's school is built on the lands of the Worimi people, in a garden setting, with a mixture of heritage listed and modern buildings. 2022 saw the completion of a contemporary Learning Hub and 'Sensory Room' for our Learning support team. This included an outdoor learning area. A memorial garden was also designed and built, made even more special by the presence of the grandson and family of Harold Howard Maher. Our students researched Harold as part of the 'Finding Them, Remembering Them: Creating Citizen Historians program'; adding to their understanding of service in World War 1 and the struggle of Aboriginal and Torres Strait Islander soldiers on their return from war. This garden includes a dedication to long-time supporters of our school ANZAC Day services. Our Year 6 students are now researching all conflicts of war, which will be added to our garden to make this an interactive outdoor learning space.

At St Brigid's we offer a variety of co-curricular programs to cater to the needs and interests of our students. These include public speaking and debating, writing and maths competitions, the Premier's Reading Challenge, spelling bees, choir, Year 5 leadership camp, Year 6 excursion Canberra, excursions across all grades to enrich units of work, Learning Hub lunchtime activities, a morning sport program, sports gala days, representative sport opportunities, Mini-Vinnies organisation, Harmony Day activities, kilometre club, and swimming and athletics carnivals. Throughout all activities we encourage the participation of as many students as possible. Their enthusiasm and willingness to 'have a go' make these events memorable to all in our community.

We have recently moved to a Parent Engagement Group which not only focuses on involvement in traditional ways, such as fundraising, but also on informing and involving parents in teaching and learning within our school. We actively encourage parent involvement in our canteen, gala days, and excursions as we strive to rebuild a vibrant community after the impact of the restrictions of the past few years.

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
199	192	42	391

* 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 [Enrolment 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 2022 was 86.64%. 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
86.88	86.53	88.32	88.08	87.77	85.80	83.09

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 2022:

Total number of staff	42
Number of full time teaching staff	18
Number of part time teaching staff	10
Number of non-teaching staff	14

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 2022 staff completed Professional Development in the following areas:

- Reimagining the Vision and Mission of our school community
- Leadership Training 'Leading Learning Collaborative' using the work of Lyn Sharratt
- The use of digital Technologies to enhance learning
- Cybersafety for children - Staying safe online
- Anaphylaxis e-training CPR & Emergency Care
- Introducing the new K-6 syllabus in Mathematics and English for K-2 staff
- Staff spiritual formation retreat focussed on aboriginal spirituality
- Regular collaboration in stage teams for Case Management Meetings

Three staff are currently undertaking further formal study; two in a Masters of Religion and one in a Masters of Education (Teacher Librarianship). Another staff member is studying for a Graduate Certificate Highly Accomplished at university level.

One member of staff received an Emmaus Award in the category of School Support which was a fitting acknowledgement of her excellent work and significant contribution to our school.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Over the past 12 months we have been re-imagining our Vision and Mission. Students, staff, parents and parishioners were consulted throughout the process. It was important to all that this was a statement centered on Jesus and able to be understood and articulated by all in our community. We look forward to building on this statement as foundational to all we do at St Brigid's:

Vision:

As followers of Jesus, we live, learn and play.

Mission:

Our mission, as a St Brigid's community, is to:

LIVE by:

- Welcoming everyone.
- Sharing our faith and gifts in service.
- Caring for country.

LEARN to:

- Be brave and persist.
- Strive to do our best.
- Celebrate achievements and diversity.

PLAY through:

- Nurturing positive relationships.
- Honoring our motto of truth and trust.
- Valuing fairness and compassion.

We are distinctly Catholic, living out the values of Mercy through our daily interactions with one another, and in our liturgical life. Sacred spaces are evident in our classroom and office spaces and daily prayer occurs as a whole school and in class groups. Each class decorates a prayer cloth that is usually based on the yearly theme. These are used as a sacred focus for class prayer, and are displayed for school liturgies. Classes have a family prayer kit that each student has the opportunity to take home and share with their family. They are encouraged to write a prayer and share it with their classmates.

Religion is taught through a wide variety of strategies such as dance, drama, research group work, art and music. Teaching and learning in Religious Education at St Brigid's follows the Diocesan guidelines. Kinder and Year 1 are implementing the new Diocesan Religious Education units of work, with all grades following as units are finalised. As with other subjects within the curriculum, the program seeks to ensure a breadth and depth of content from Kindergarten to Year 6 to develop the religious literacy of students and staff.

In normal circumstances, students celebrate the weekly Friday mass with their fellow parishioners, and we look forward to this recommencing in 2023 with the easing of restrictions. In 2022, our Year 5 students were involved in a Leadership Day, including training for the Mighty Mate Program, and Year 6 students participated in a retreat day in their last week of school. Two staff members joined with Fr Joyce and members of the parish to represent St Brigid's parish and school in the Diocesan Synod process. This began in 2021 with wide consultation in the form of questionnaires, and evolved into ongoing opportunities to listen to others at a school and parish level throughout 2022. The Pope described this as an opportunity to become a "listening Church" and a Church of "closeness, compassion and tender love". (Address of his Holiness Pope Francis for the Opening of the Synod, 9th October, 2021).

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. We foster the wellbeing of all within the school community so that each person is empowered and challenged to become a lifelong learner with optimism and hope for the future.

Our teaching staff integrate the key priorities outlined in our School Improvement Plan (SIP), into our Professional Practices & Development (PP&D) plans, and our Professional Collaboration Teams. We align our School, Stage and Individual goals to create a focused approach to improvement, giving staff, students and parents clear expectations in teaching and learning goals.

Students across Kindergarten to Year 2 have achieved positive results with targeted implementation of interventions, particularly the MiniLit program, to address individual learning needs. Intervention programs are also tailored to individual need across Years 3 to 6 with a focus on reading fluency and writing skills. Our active Learning Support team provide programs to improve student learning, but also to support the development of social and emotional learning skills. These programs include *The Secret Agent's Society* for students with Autism Spectrum Disorder (ASD), *Zones of Regulation* for students with behavioural needs, *BeYou* modules for staff professional development, and *BRAVE* Program for students with anxiety.

Our Aboriginal & Torres Strait Islander teacher supports our indigenous students in researching and understanding their history and improving academic results. She assists staff to embed an Aboriginal and Torres Strait Islander perspective into the curriculum. With her leadership, our students have designed and driven a school-wide sustainability program which recognises our Stewardship of Creation and obligation to care for country. Progress in sustainability at St. Brigid's has resulted in community awards:

- Winner of NSW Banksia Foundation Sustainability award – Minister's Young Climate Champions
- Finalists in 2 categories in the Keep Australia Beautiful Tidy Towns awards (presented in March 2023)
- Finalists in Kreative Koalas in 2020 and 2022
- Guest speaker at the international Global Learning in Agriculture Creates (GLAG) spotlight.

Programs focused on sustainability, such as the *Marine Estate Agency (pilot program)* and sponsorship of the Hunter River Turtle, are incorporated into the teaching and learning in all grades. The *Culture Strong* program for boys, and *Rite of Passage* for girls have been implemented for our Stage 3 students as well as introducing the Gathang language across the school.

Our ICT lead teacher has supported staff to improve their use of digital resources to enhance

student learning. She has facilitated the development of school wide 'Agreed Practices' and a scope and sequence of skills to be expected across each stage. Our ICT leader works collaboratively with staff to source relevant professional development opportunities and support the introduction of *SeeSaw* across grades K-2 and *Microsoft teams* across grades 3 to 6.

Implementation of the *Successful Foundations project* by our Kindergarten teachers has helped facilitate a smooth transition to school and provide an engaging and stimulating learning environment for Early Stage 1 students. This is combined with the new NSW English and Maths curriculum being implemented in K-2 and being trialled across years 3 to 6 in 2023

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	49%	52%	18%	12%
	Reading	45%	54%	13%	11%
	Writing	44%	50%	7%	7%
	Spelling	38%	48%	4%	15%
	Numeracy	30%	34%	18%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33%	31%	21%	14%
	Reading	33%	39%	15%	11%
	Writing	17%	25%	27%	18%
	Spelling	34%	37%	11%	14%
	Numeracy	23%	25%	18%	16%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

Initiatives promoting respect and responsibility

Our new Vision and Mission clearly articulates what mercy values look like in practice, and provides the basis of our pastoral, restorative approach to behaviour management. Our school rules, rights, and responsibilities are all focussed on building and maintaining positive relationships. At morning assemblies we include daily reminders to our students about always being respectful and kind to others. We reiterate the importance of putting your best effort into your work and wearing your uniform with pride.

We believe every student has the right to feel safe, valued and respected and endeavour to ensure everyone feels a sense of belonging in our school community. It is important that students, parents and teachers have the opportunity to discuss the impact of behaviour in our classrooms and wider school community as the basis for promoting respect and a sense of responsibility. 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. We have the 'You Can Do It' programme which reinforces the key concepts of confidence, communication, getting along, persistence, and resilience.

Students participate in a number of social justice activities in support of Project Compassion, Catholic Mission and the St Vincent de Paul Society. St Brigid's Mini-Vinnies group embody the values of respect and responsibility through service. They meet regularly to organise activities to raise money and awareness for those in need. They also work with our Year 6 students to promote our annual Mission Day, which supports the work of Caritas.

Our school leaders participate annually in a morning tea with our local minister and student leaders in local schools. The focus of this day is on leadership through service. It is a wonderful opportunity for our students to connect with the wider community. We also

participate annually in our local ANZAC day march and service. All students are welcomed and encouraged to participate.

Students are also learning to respect our environment through taking responsibility for our school wide sustainability project. They organise and manage nude food days, our bin system, which sorts and reduces waste, composting for our gardens, recycling of glue sticks, whiteboard markers, pens and textas, recycling of poppers bottles and cans, and rolling out recycled lunch order bags.

In collaboration with Hunter Local Land Services, the Hunter River Turtle has become our mascot and we support both the Hunter River turtle enclosure at Australian reptile park as well as Sea Shelter, a local marine animal rescue charity. Stewardship of Creation has become a focus area in our school and these initiatives promote respect and responsibility through collective action.

School Improvement

The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2022, our School Improvement plan (SIP) focused on:

- reimagining our school's Vision and Mission,
- continuing the work from the 'Leading Learning Collaborative', with a focus on Writing,
- upskilling staff in Information and Communication Technology (ICT) and embedding ICT across Key Learning Areas from Kindergarten to Year 6.

We embarked on a process of reflection with students, staff, and the wider community to determine what we most value at St Brigid's. Through a series of 'workshops' we were able to isolate the shared ideas and link these to our current school prayer. This became the basis for our new shared Vision and Mission.

Writing became a focus for our Pedagogical Mentor who engaged in team teaching to support the implementation of visible learning practices such as clearly articulated Learning Intentions and Success Criteria in classrooms. She also led the development of a school continuum in paragraphing which we use to compare writing samples from students and inform the direction of teaching and learning in this area.

We introduced the role of ICT lead teacher which improved the confidence and skills of staff in the use of digital technologies in the classroom. The ICT leader worked collaboratively with staff to develop professional learning opportunities, and support the introduction of SeeSaw across grades K-2 and Microsoft teams across grades 3 to 6.

Priority Key Improvements for Next Year

During 2023, our School Improvement plan (SIP) will be based on:

- developing a greater understanding of our school's Catholic culture, and embedding this in practice that is linked to our new Vision and Mission statement,
- continuing to improve writing using our school developed paragraphing continuum and the National Literacy and Numeracy Learning Progressions,
- and reviewing our whole school wellbeing framework in line with the Diocesan Student Wellbeing and Pastoral Care Policy and Framework.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Maintaining positive relationships and a partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain connections focussed on the best outcomes for our students. Regular communication, both formal and informal, is promoted. Our parents are encouraged to have input to our Parent Engagement Group (PEG) who meet monthly, and they are surveyed annually through our Tell Them from Me Survey (TTFM). This survey enables students, parents and staff to respond formally to areas of school life.

Through TTFM, parents identified that 'Safety at school' was a strength of St Brigid's, with above average results in our region. They also ranked our support of positive behaviour, and a clear understanding by students about the rules and expectations, as being above average. Parents believe behaviour issues are dealt with in a timely manner and students are supported to create and maintain friendships. There was a positive increase in parents feeling welcome, and written information from the school is in clear, plain language.

Community events, such as whole school liturgies and carnivals, are well supported and attended by parents, with overwhelmingly positive comments to staff after these events. Our parents and families recognise and acknowledge the time and effort put into extra-curricular activities, resulting in written thanks through emails or notes to teachers. This is always appreciated by staff, who value the partnership and support of our families.

Student satisfaction

St Brigid's is a welcoming community, where students are happy and feel safe. This was again evident in our TTFM survey results. According to our students, there has been a significant increase in students experiencing a positive sense of belonging. The caring nature of all staff, and the focus on building relationships of trust and support, is a key contributing feature.

Our students also identified a decrease in identifying as 'Victims of bullying'. Our School-Wide Behaviour Management Plan (BMP) is an integral part of this for our students. The School-Wide BMP ensures our students are responded to in a pastoral manner that is individualised, predictable, consistent, positive, and recognises their effort and achievement. Students have clear pathways to follow to seek help with issues anywhere in the school. Our Learning Hub and Sensory Room are frequented by students from all grades and provide safe spaces to seek support with social, emotional or academic concerns.

For our students, a 'Positive learning culture' and 'Expectations for success' has maintained the same average over time and are on par with the TTFM norm. All teachers set 'Learning Intentions' at the beginning of each lesson and list 'Success Criteria', often co-constructed with students, to allow students to evaluate their own progress. We believe the continued use of these strategies will be an effective way to enable students to take greater responsibility for their learning, and deepen their understanding of the expectations for success.

Teacher satisfaction

St Brigid's has a quality, dedicated staff. We have had minimal transfers over the past few years due to the positive culture at St Brigid's and the opportunities to be involved in many areas of school life. Teacher feedback in the TTFM survey indicated above average satisfaction in all areas, including 'Technology', which showed the greatest increase in satisfaction over the past 12 months. This area was part of our School Improvement Plan (SIP), supported by a 12-month ICT lead teacher initiative.

Staff also noted the importance of our Catholic Culture, with 94% agreeing or strongly agreeing that Catholic beliefs and values are expressed in all school activities and policies. We look forward to further linking our new Vision and Mission statement to all areas throughout 2023.

The survey again identified collaboration as an area of strength, with teachers recognising the importance of talking to colleagues to improve student engagement. Regular time for collaboration has continued to give teachers the opportunity to meet and maintain consistent expectations in literacy and numeracy. The introduction of Case Management Meetings during Collaboration has also been seen as a valuable experience to support teaching practice and improve student outcomes. Positive and supportive staff relationships are a key feature of St Brigid's community, and collegial support is valued.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$4,521,186
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,308,283
Fees and Private Income ⁴	\$841,561
Interest Subsidy Grants	\$12,068
Other Capital Income ⁵	\$289,670
Total Income	\$6,972,768

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$753,312
Salaries and Related Expenses ⁷	\$4,493,230
Non-Salary Expenses ⁸	\$3,325,234
Total Expenditure	\$8,571,776

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 2022 REPORT