

2023

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 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. During 2023 our canteen was refurbished, providing excellent facilities and service to our families. 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

2023 at St. Brigid's was a testament to the incredible spirit and dedication of our staff, students, and families. It was a year filled with joy, success, and memorable moments. Together, we have created a nurturing and inclusive environment where every member thrives.

The return of our Spring Fair surpassed all expectation, raising an impressive \$35 000 for the enhancement of our playgrounds. This event not only showcased the unity and vibrancy of our school but also the enduring support of our community.

Highlights from our fundraising include the Easter Raffle, Mother's Day and Father's Day stalls, along with our 'wrap' nights, and of course, the school disco.

Our PEG meetings were enriched with educative sessions, including insights from the 'Tell Them from Me' survey, innovative literacy and numeracy strategies, and the introduction of the new Religious Education curriculum. The inclusivity of both in-person and online meetings was particularly welcome, as it facilitated broader community participation and engagement.

We are deeply grateful for the ongoing support and involvement of our parents, whose dedication enriches the school experience for all. Their volunteering, fundraising efforts, and

active participation in school events contribute significantly to the success and vibrancy of our school community.

Student Body Message

During 2023, our Year 6 students were given the opportunity to share their leadership skills in various ways throughout our school. They set up activities for students during breaks, fundraised for Project Compassion, led tabloid sports days, organised and ran Mission Day, assisted with sporting events such as the cross-country, and represented the school at local community and diocesan events. A student leadership team were also elected to our school Parliament with portfolios to support our mission as a Mercy Charism school.

Year 6 students are encouraged to ensure that all students feel they belong and have a voice in what should happen in our school. They are responsible for being Mighty Mates to our Kinder students, helping them settle into school and showing them where to play, how to play, and helping 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 four very simple rules to follow at our school...Wear our uniform with pride...Put our best effort into 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. Our school was founded by the Sisters of Mercy and their Charism inspires our Catholic culture. We endeavour to live out the values of the Sisters of Mercy daily: 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. During 2023, the outside of our administration building received a refurbishment, while still maintaining its heritage charm. We were also fortunate to have our canteen upgraded to incorporate a more open and functional design, with new appliances and fittings. We are fortunate to have parents and volunteers to support our canteen supervisor and provide this much needed service to our students and staff.

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, STEM challenges, 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.

Our Parent Engagement Group focuses on informing and involving parents in teaching and learning within our school, as well fundraising. In 2023 we held our Spring Fair, organised and run by our parent body. This successful community event was well attended and connected our school to the wider community. We actively encourage parent involvement in our canteen, gala days, and excursions as we continue to build a vibrant and connected community.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
199	194	42	393

* 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 2023 was 90.22%. 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
91.91	90.02	89.55	91.44	90.22	90.45	87.93

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 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 2023:

Total number of staff	40
Number of full time teaching staff	17
Number of part time teaching staff	10
Number of non-teaching staff	13

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 2023, staff development focused on writing, supported by our Pedagogical Mentor, and the addition of a Gifted Education Mentor. We have continued to regularly collaborate, implementing the new English, Maths, and Religion syllabus throughout Stage 1. Stages 2 and 3 began training for the K-6 syllabus in Mathematics and English, with Year 3 also training for the new Religious Education syllabus.

One member of staff graduated with a Masters of Education (Teacher Librarianship) and another received an Emmaus Award for Pastoral Care 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)

Our Mercy charism is reflected within our new school vision and mission statements. Following two years of planning, consultation and discussion amongst all stakeholders, we proudly launched these statements at our Grandparent's Day liturgy 2023. Over the past nine months, we have been working to fully embed and actively live our vision and mission within our school. We have articulated our vision and mission statement in a variety of ways; school newsletter, school Facebook Page, PEG meetings, banners and, more recently, through our school assemblies where students – as well as teachers and parents - are encouraged to discuss, unpack and articulate the meaning of our mission statements. Through such opportunities, we seek to deeply embed our vision and mission within our school and community.

Our school embraces our Catholic identity and responds to the vision of Catholic schools in our diocese, "At the heart of everything there is always Jesus Christ". We gather as a school and faith community to pray together each day, and prayer is also an important part of daily classroom routine. Throughout 2023 classes were able to attend and celebrate Friday Parish mass with our parishioners, our students taking an active role in these masses.

In addition, Year 5 students were involved in a faith formation day that explored the concept and model of "Servant Leadership." This day was aimed at modelling their leadership on a genuinely Christian approach, following the example of Jesus, who came "not to be served,

but to serve" (Mk 10:45). In 2023 several staff also participated in faith formation by undertaking a pilgrimage to the Holy Land and an Indigenous immersion experience in Moree.

It is our passionate goal and aim within our school to foster active and vociferous participants in building God's Kingdom through action for social justice and environmental stewardship. Our Mercy values of justice, respect and service are supported by our social justice framework. Our aim is to ensure that every student in our care is challenged, supported and encouraged to promote justice, equality and protect creation. In doing so we are "drawing on the rich tradition of Catholic social teaching to inform our actions in order to live just lives and work for peace in the world." (Thomas Groome's 8 Core Convictions of Catholic Faith).

To this end, our school has been involved in several environmental initiatives and projects throughout 2023 aimed at raising awareness of "care for our common home" (based on the encyclical letter "Laudato Si" of the Holy Father Pope Francis). These included our Myrtle Turtle Squad, Bee and butterfly garden and butterfly mural of winning art competition by a student as well as colour coded bins to support reduction of our waste.

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 and 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 of teaching and learning. Our SIP goal in writing has been aligned to our implementation of the new NSW English curriculum in K-2, also trialed across years 3 to 6 in 2023.

Students from 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 Learning Support team meet weekly. During this time, teachers discuss the needs of individual students, seeking ideas and support to assist each child to reach their full potential. In addition to academic support, we provide to programs to improve social and emotional learning for our students. These programs include The Secret Agent's Society for students with Autism Spectrum Disorder (ASD), Zones of Regulation for students with social and emotional learning needs, Friendship groups, and the 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 to benefit all students. 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. Our achievements in this area are the basis for a current application through Eco-schools Australia to become a 'green flag' school. In 2023, students researched and

created a bee and butterfly habitat garden, and each class hatched and released a butterfly. We participated in the Hunter river health check with Hunter Local Land Services and were runners-up in the Young Environmental Champions Award run by Action For Agriculture. We have continued our sponsorship of the Hunter River Turtle, and The Culture Strong program for boys, through Youth Express. Our Junior AECG (Aboriginal Education Consultative Group) have continued to be pivotal in the organisation of major event days throughout our school year and represent our school at the Youyoong AECG meetings with other schools within our area.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Brigid's Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	67%	54%
	Reading	71%	67%
	Writing	78%	76%
	Spelling	67%	61%
	Numeracy	71%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	64%
	Reading	74%	74%
	Writing	74%	66%
	Spelling	75%	69%
	Numeracy	70%	68%

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.

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 focused 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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 2023, our School Improvement plan (SIP) focused on:

- Launching and beginning to embed our school's Vision and Mission,
- Improved student outcomes in Writing (focus on paragraphing),
- Reviewing our whole school wellbeing practices in line with the Diocesan policy and framework.

An official launch of our Vision and Mission was held during our Grandparents Day celebrations. Banners and signs were placed around the school. A logo was developed with input from staff and students, which is now embedded across a range of documentation. Embedding our Vision and Mission in all that we do at St. Brigid's will continue into 2024.

With assistance from our Executive, Pedagogical Mentor and Gifted Education Mentor, staff analysed student writing data and used the paragraphing continuum to track student writing development. Case management meetings assisted in using this data to track and plan for improvement in student writing outcomes. Our Pedagogical Mentor, engaged in team teaching to support the implementation of visible learning practices, to support growth in writing knowledge and skills.

Plans were developed from our review of our wellbeing practices, which resulted in the new student leadership structure and student awards reflecting our Mercy values. This work will continue into 2024.

Priority Key Improvements for Next Year

During 2024, our School Improvement plan (SIP) will focus on:

Embedding and aligning our Vision and Mission with all areas of school life, and reflecting the CSO Wellbeing Framework . During 2024, this includes a change in the student leadership structure, a new awards structure to reflect focus on our Mercy values and review of our Behaviour Management processes in line with Vision and Mission. We will begin implementation of PB4L (Positive Behaviours for Learning). We will also continue to unpack, familiarise and live out our new Vision and Mission statements at St. Brigid's, including our students, staff and families.

Our learning focus is to improve student outcomes in Reading Comprehension. We begin the year with a focus on developing vocabulary knowledge and skills across Kindergarten to Year 6. A range of data will inform intervention programs, whole class and group teaching and individual support.

In 2024, 'Bring Your Own Device' (BYOD) will be an optional buy in for Stage 3 students, following meetings and information shared with the parent community during 2023.

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 focused 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 twice a term. Parents participated in a survey to assist with the review of our processes and practices to support student wellbeing. The survey results were incredibly positive. All sections were identified as areas of strength and covered areas pertaining to student support offered, students having a voice, feeling valued and included. Acknowledgment was also made of the school being an inclusive, positive learning environment, underpinned by authentic and respectful relationships. The survey reflected high satisfaction with the social and emotional support provided as well as learning growth.

Community events, such as whole school liturgies and carnivals, are well supported and attended by parents, with overwhelmingly positive comments to staff following 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

According to our students from participation in our wellbeing survey, students feel happy and safe, and feel supported in their learning and friendships. Students also indicated they felt their teachers listened to them, cared about them and were available to help when needed. Students feel supported and motivated in their learning, and supported to persist when activities are challenging.

The School-Wide Behaviour Management Plan 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.

Student leadership opportunities are evident. The playgrounds and learning hub provide a variety of different play options at break times. Our Year 6 students further supported our school community with lunchtime activities including chess club, Lego club, and a variety of mini sport competitions. These activities were well supported by our school community.

Teacher satisfaction

St Brigid's has a quality, dedicated staff. We have had no 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. Staff contributed with passion and commitment to the development of our Vision and Mission, as well as review of our wellbeing processes, they eagerly get involved in extra-curricula activities and offer their time in other areas of responsibility. They are passionate about teaching and learning and passionate about supporting their students. Positive and supportive staff relationships are a key feature of St Brigid's community, and collegial support is valued.

Teacher feedback in the Catholic Diocese of Maitland-Newcastle Engagement survey in August 2023 indicated that engagement, levels of job satisfaction and staff commitment to St Brigid's was high. The survey identified feelings of accomplishment in their work, feeling proud of our school, and wanting to continue to work at St Brigid's in the future. The wellbeing rating was in the moderate level, though 11% higher than across the Diocese, with increasing expectations in workload from outside the organisation being a factor. A high progress percentage was also evident in the survey, reflecting staff perceptions about St Brigid's organisational performance.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,577,859
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,306,529
Fees and Private Income ⁴	\$846,553
Interest Subsidy Grants	\$14,157
Other Capital Income ⁵	\$288,601
Total Income	\$7,033,699

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,694
Salaries and Related Expenses ⁷	\$4,555,595
Non-Salary Expenses ⁸	\$2,477,695
Total Expenditure	\$7,034,984

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 2023 REPORT