

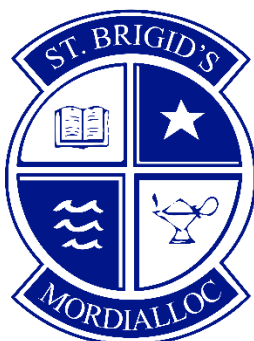


ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST BRIGID'S PRIMARY SCHOOL
MORDIALLOC**

2018

REGISTERED SCHOOL NUMBER: 0923



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	6
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	12
Child Safe Standards	15
Leadership & Management	17
School Community	20
Future Directions	Error! Bookmark not defined.
School Performance Data Summary	22

Contact Details

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PRINCIPAL	Mr Michael Russo
PARISH PRIEST	Fr Andrew Jekot
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E NUMBER	E1077

Minimum Standards Attestation

I, Michael Russo attest that St Brigid's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

Friday 24 May 2019

Our School Vision

St Brigid's Vision Statement:

We at St Brigid's Mordialloc are a Catholic Faith filled community. We recognise the importance of the safety, wellbeing and global development of the whole person. We accept the challenge to promote, encourage and develop positive attitudes to faith, life and learning.

St Brigid's Mission Statement

To ensure all students learn and experience success, we strive to:

- Support our community in faith development.
- Develop awareness of Christ's presence in the world and its people through compassion, service, wisdom, inclusiveness and love.
- Provide a consistently safe and positive learning environment.
- Foster a love of lifelong learning through a diverse and challenging range of experiences.
- Recognise and celebrate individual learning styles and abilities.
- Build resilience and a sense of wellbeing in all students.
- Empower students to participate in the world with confidence as globally responsible citizens.
- Be witnesses to the value and dignity of each person.
- Respect God's creation and commit to take action and provide environmental education while embedding sustainable practises.



School Overview

Our Motto: Omnia Vincit Veritas – Truth Conquers All

School Context

St Brigid's School is situated in the Peninsula Zone in Mordialloc 24 kms from the CBD. The school commenced as a two-room school in 1911 with three Brigidine nuns and thirty-three students. In 2018 the school has an enrolment of 254 students. There are 33 staff including teachers, integration aides, administrative, technical, cleaning and maintenance staff. We work together to provide a friendly, supportive and safe environment for all stakeholders in order to develop a sense of belonging and connectedness to the school. We promote a family friendly environment where our community is encouraged to actively participate in the life of the school. The students are encouraged to foster a sense of wellbeing and self-worth in themselves and others.

Parish Links

Fr Andrew Jekot is Parish Priest at St Brigid's and also at our partner parish, St Louis de Montfort's, Aspendale. He resides at St Brigid's Parish House and his office is located at St Louis de Montfort's Church. The school is located approximately 1 km from the church and we witness our faith to the wider community by walking to the church to celebrate mass.

School Environment

St Brigid's School is comprised of three main buildings providing 11 classrooms, Brigid Hall, Information Resource Centre, Art Room, Tuck Shop and Resource Rooms. Playground facilities include a Sacred Space at the front of the school, an adventure playground, asphalt games areas, vegetable gardens and grassed areas at the back of the school. The Parish land located opposite the school playground may be used by the school for outdoor activities. Throughout the year we worked towards the commencement of the building program funded by a State Government Grant of \$1.75M to go with our \$1M local contribution to redevelop our school and enact our whole masterplan. This will include a new office and admin area with staff amenities, 4 new classrooms, a multipurpose room, lift, additional toilets, modernising all remaining learning spaces and adding a staff carpark. Works will commence in January 2019.

Family Background

St Brigid's School community is predominately Anglo-Saxon, with Language Backgrounds Other than English (LBOTE) of 8.9%. The school has a Social Economic Status (SES) rating of 110 (up from 107 in previous years) with a classification as a middle income area. The percentage of families on Education Maintenance Allowance (CSEF) is 14% which is equal to like schools. Student Prep to Year 6 retention rate is 89.1% and 88.2% of Prep enrolments are Catholic. The structure of classes comprises one Foundation, three Year 1&2, four Year 3&4 and three Year 5&6 classes.

Teaching and Learning

Our curriculum was based on the Victorian Curriculum and specialist programs include e-learning, Visual Arts, Performing Arts, Physical Education and Korean (LOTE). During 2018 we worked towards embedding the Victorian Curriculum. Tuition is also offered in voice, keyboard and orchestral instruments. Students may join the senior and junior school choirs.

We are committed to providing a comprehensive and inclusive curriculum taking into consideration students' individual needs and learning preferences. Underpinning all programs is the development of the social and emotional wellbeing of our students and we use a number of resources to develop skills and strategies. In 2018 we continued with the implementation of the Kidsmatter program and maintained our eSmart accreditation with the Alannah and Madeleine Foundation.

Out of School Hours Care

Camp Australia operates before and after school care programs. The program offers quality care for students in a safe environment and provides a range of activities to suit all ages. The program is hosted by Mordialloc Beach Primary School which is situated just a short walk from St Brigid's School.

Accountability

School policies and procedures are guided by those provided by Catholic Education Melbourne (CEM) and Catholic Education Commission of Victoria (CECV).

Data

In 2018 surveys prepared by InsightSRC were distributed to parents, students in Years 3-6 and staff. A total of 29 staff, 71 students and 49 parents completed the surveys. Data was supplied by Catholic Education Victoria Network (CEVN)

Plans for 2018...

In 2018 we aimed to:

- Strengthen the school's Catholic Identity as perceived by teachers, students and parents.
- To embed contemporary learning pedagogies with a focus on developing a contemporary, challenging and stimulating learning environment.
- Develop strategies to strengthen student/teacher, student/student and school/family relationships and promote connectedness of students to their learning.
- Enhance strategic leadership capacity across the school based on shared vision, collaborative decision making, strong teamwork and supportive leadership.
- Build sustainable relationships and partnerships within the parent community, local community and beyond in order to enhance student learning.
- Maintain compliance with the Child Safe Standards.

Principal's Report

In writing the Annual Report to the Community I would like to commence by thanking all those associated with St Brigid's School for their contribution to school life. St Brigid's has a dedicated and committed staff who work collaboratively in teams and value the opportunity to improve their own skills, knowledge and performance. Our students feel a connectedness to their school and to their peers and are motivated to achieve personal success. Parents are supportive and enthusiastic to assist the school in many ways and work with the staff on school improvement.



The Annual Report is an opportunity to highlight the 'value added' and 'achievements' that have been the result of fulfilling the intended outcomes of our Annual Action Plan.

The Faith Development Team working across two parish schools, St Brigid's and St Louis de Montfort's implemented a combined sacramental Program – Reconciliation, Eucharist and Confirmation. This brought staff, students and parents together in a spirit of co-operation to develop their faith and bring a sense of connectedness across two faith communities.

This year staff continued to work with our Learning and Teaching Team to strategically plan professional learning for the year. We embedded our Vision for Learning and Teaching and our Principles for Effective Learning and Teaching. A major focus on literacy and numeracy formed our learning and development in pedagogies around number, reading and writing. Our staff also worked through a process of refining our approach to the Inquiry Process. Working towards embedding the Victorian Curriculum was a major priority. We published Plain English academic achievement reports for each semester, which were available online to families and digital learning portfolios using SeeSaw.

We held our school's bi-annual Visual Arts Show, with the theme of *"Alice in Wonderland."* Our students had the opportunity to display their amazing works of art early in term 4. Our Korean Drummers wowed audiences at the Korean Festival here in Melbourne where they opened the event at Federation Square in May. We also had students represent our school at the Mentone RSL on ANZAC Day and Remembrance Day. This year we also participated in the Junior Mayor competition conducted by the City of Kingston. During term 3, our school undertook its quadrennial review using the ACER NSIT process. We also had a VRQA audit at this time.

Finally, I would like to express my thanks and gratitude to all the families of St Brigid's School for the contribution they have made to life of our school. The discussion and advice on school matters provided by the School Board, the social and fundraising events and activities organised by the class parent reps and committee members and those from the wider community who have enriched the teaching and learning. Our Parish Priest, Fr Andrew Jekot provides spiritual leadership to us all and is a great source of guidance and support to both his school communities. This is greatly appreciated and make St Brigid's a wonderful place of learning, laughter and life!

Michael Russo
Principal

Education in Faith

Goals & Intended Outcomes

Goal:

- Strengthen the school's Catholic Identity as perceived by teachers, students and parents.

Intended Outcomes:

- That the school RE curriculum will build a stronger perception of Catholic Identity within the school community
- That the staff and students demonstrate the school's Catholic Culture in all aspects of school life.
- To build the capacity of staff in the teaching of contemporary RE

Achievements

Religious Education is the key learning domain unique to Catholic schools. The course content is outlined in documents produced by the Religious Education Department of the Catholic Education Office, Melbourne and further developed by staff at St Brigid's.

The Religious Education program is based on 'To Know, Worship and Love' however many resources are used to complement class programs. This year saw us move towards embedding our RE curriculum through the inquiry mode of delivery using the pedagogy of encounter model.

While students learn the doctrine and traditions of the Catholic faith, they are also provided with many opportunities to participate in its practice.

Liturgies are planned and celebrated to mark major Church seasons, events and celebrations. Sacraments are an integral part of the story of who we are as Catholics. Our Sacramental Policy aims at bringing the practices of St Brigid's and partner school St Louis de Montfort's into alignment by working together to support families in the faith education of their children.

VALUE ADDED

Faith Development Team

- Working with parish priest Fr Andrew Jekot and the Religious Education Teams from the two partnered parishes (St Brigid's and St Louis de Montfort's) to plan and implement a sacramental program for Reconciliation, Eucharist and Confirmation
- Preparation of the sacraments is the joint responsibility of the family, school and parish community. This involves attendance at: Parent Faith Education nights, Commitment Masses at weekends, Family Activity nights, Journey Masses at weekends, Sacramental Reflection days and the celebration of the Sacraments
- Shared responsibility of all team members to plan the yearly schedule for both schools, lead monthly meetings, prepare prayer sessions, conduct Parent Faith nights and write reflections for the Parish Bulletins

Catholic Perspective

- Daily classroom prayer, induction of student leaders, student led prayers and reflections at assemblies, Prep to Year 6 support of sacramental programs, visual displays throughout the school appropriate to the seasons of the church and sacraments, staff support of sacramental programs and significant school celebrations, gospel and prayer reflections at weekly staff meetings,
- Religious perspective on school and class newsletters, school newsletter available to parishioners
- Scope and Sequence to guide teaching of Religious Education, storytelling of gospels within Religious Education lessons.

Faith development for staff which included Meditation, Inquiry Planning, Enhancing Catholic School Identity and Understanding the Gospels in a Contemporary World.

Parent Partnership

- Parent and staff planning level Sunday masses together
- Parent participation in level masses
- Adult Faith Nights
- Parent/student Workshops

Masses and Celebrations

- Staff Commissioning Mass, Beginning of the School Year Mass, attendance at St Patrick's Day Mass and Mission Mass, Ash Wednesday Prayer Service, week day and weekend level masses, Holy Week Paraliturgies, Masses for the Feast of the Annunciation, Feast of the Sacred Heart, Missions and Assumption of Mary, Paraliturgy for Feast of All Souls/Saints, Year 6 Graduation Mass, Christmas Paraliturgy and End of Year Mass.

Catholic Social Teaching

Job descriptions for student Religious Education and Social Justice Leadership Team, Project Compassion, St Vincent de Paul Appeals, celebration of Anzac and Remembrance Days, support for the RSL, Caritas Australia and Catholic Care.



Learning & Teaching

Goals & Intended Outcomes

Goal:

- To embed contemporary learning pedagogies with a focus on developing a contemporary, challenging and stimulating learning environment.

Intended Outcomes:

- That student outcomes in Reading (comprehension) and Spelling will improve.
- Increase student performance in Mathematics P-6 especially in the area of number.
- That students will be more responsible for and engaged in their learning.

Achievements

- Refining Inquiry Learning Planner and 2 year cycle for Science, History and Geography
- Reviewing Student Assessment Schedule and implementing changes
- Refining and embedding Victorian Curriculum: compliant Scope and Sequence for Literacy, Numeracy, Science and History
- Refined our Plain English Student achievement reports (compliant to all 28 points) available on line to families and also digital portfolios of supporting work samples using SeeSaw.
- Developing and refining our student led Family Conferences
- Excursions and incursions to support learning include: History Walk, Visit to Melbourne Aquarium, Immigration Museum, CSIRO Star Lab Incursion, Gallery for a Day, Instrumental Music Concert, Art Show, AFL & Soccer Clinics, Hooptime Basketball, Interschool Athletics Carnivals, Swimming Program, Life Saving including First Aid, Cross Country and Fun Run, Walk to School Day and Outdoor Education programs (Camps) for Years 3 to 6. Access to golf, rugby and tennis programs through the Sporting Schools initiative for all students from P- 6 took place. Our Year 5/6 students travelled to Canberra for 5 days and our Year 4's enjoyed an overnight activity at the Melbourne Urban Camp.

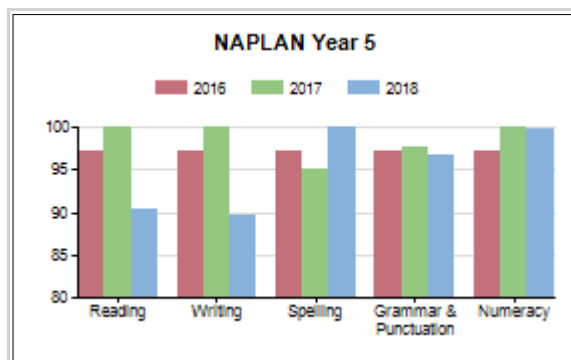
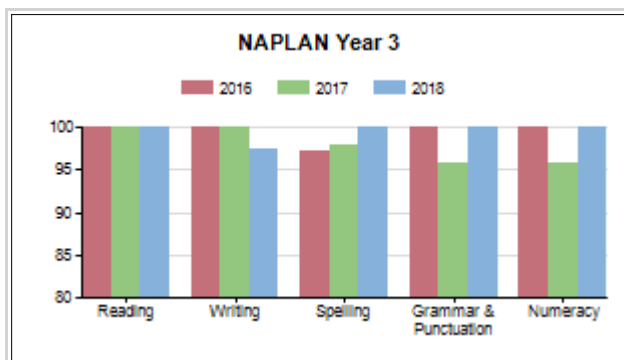
Professional learning to Support the Implementation of Victorian Curriculum

- Professional learning also included: Planning for and Preparing Children for Success, LFIM Maths, Success in Numeracy Education (SINE), School Improvement Mathematics (CEM), Literacy Assessment Project, Reading Recovery, Australian Curriculum (Mathematics, English, Science, History), Understanding Data, NAPLAN Analysis, On Demand Testing, Restorative Practice, Apple Learning Tour - Engage Students and Explore Apps, ACHPER Health Conference, Google Apps for Education, Hapara LMS, Child safety, Reportable Conduct, Jolly Phonics and Grammar.

Professional learning was delivered by CEM, staff from the Catholic Education Office, Moorabbin (regional office), specific consultants and members of staff.

Proportion of Students Meeting Minimum Standards in Years 3 & 5 from 2016 to 2018

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	95.7	-4.3	100.0	4.3
YR 03 Numeracy	100.0	95.7	-4.3	100.0	4.3
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.1	97.9	0.8	100.0	2.1
YR 03 Writing	100.0	100.0	0.0	97.5	-2.5
YR 05 Grammar & Punctuation	97.3	97.6	0.3	96.7	-0.9
YR 05 Numeracy	97.3	100.0	2.7	100.0	0.0
YR 05 Reading	97.3	100.0	2.7	90.3	-9.7
YR 05 Spelling	97.3	95.2	-2.1	100.0	4.8
YR 05 Writing	97.2	100.0	2.8	89.7	-10.3



STUDENT LEARNING OUTCOMES

The Literacy and Numeracy results for Year 3 indicate that students are performing at or above both the state and national average in 2016 in reading, writing grammar and punctuation and numeracy. This trend was also observed in all areas in 2018 except for Writing. However there was a slight dip in the spelling, grammar and punctuation and numeracy results in Year 3 2017. In 2018 we saw improvement in these 3 results with a rise in results to 100%. Our students continued their performance at standards above state and national averages.

The Spelling and Numeracy results in 2018 for Year 5 indicate that students are performing above both the state and national average. There was a drop in the Reading, Writing and Grammar and Punctuation results from 2016-2018 at Year 5. The consistency of results in these areas has been effected by the specific cohorts and the individuals with learning needs in these cohorts. Our staff have also forensically examined the data and are implementing pedagogical changes to support our students achievement.

NAPLAN results along with other assessment strategies are analysed by staff and the school leadership team. Teachers have been consistent in their approach to put strategies in place to address areas requiring further improvement. Staff professional development in the areas of Spelling, Grammar and Punctuation and Numeracy will continue. Our approaches to senior reading and writing programs are also underway.

Students requiring extra support have been provided with teacher directed focus groups, integration/teacher aides as well as input from the Learning Diversity Leader.



Student Wellbeing

Goals & Intended Outcomes

Goal:

Develop strategies to strengthen student/teacher, student/student and school/family relationships and promote connectedness of students to their learning.

Intended Outcomes:

- That student social and emotional learning skills are strengthened.
- That the school will demonstrate a consistent whole school approach to student management.

Achievements

Student Wellbeing aims to promote a sense of personal self-worth and respect for others so that positive relationships are fostered. The 'Start Up' Program conducted over the first 8 days of school focuses on developing positive attitudes to all aspects of school and launching the Values Program for the year – Manners, Conflict Resolution, Cooperative Learning, Respect, Leadership and Transition. St Brigid's holds the required information on background characteristics for each of students enrolled in 2018.

- **Personal and Interpersonal Domains**
Student wellbeing is embedded in learning and teaching, Individual Education Programs and Program Support Group Meetings with teachers and parents, integrating values education with Victorian Curriculum.
- **Restorative Practices**
Implementing social and wellbeing strategies across the school, professional learning in restorative conversations, intervention framework, student behaviour monitoring and individual behaviour plans, Circle Time, development of School Norms, visual presence of Restorative Practices around the school
- **Student Leadership**
Meetings with Student Wellbeing Reps (Prep to Year 6), planning of buddy and homework activities by Student Wellbeing Reps, development of Year 6 leadership groups with roles and responsibilities (Liturgy and Social Justice, School Community, Public Relations and Sports), Year 6 leaders hosting assemblies, welcoming visitors and conducting enrolment tours, student leaders with formalised roles in each class, attendance at community sponsored events i.e. Anzac Day, Remembrance Day, St Patrick's Day Mass, Mission Mass. The development of Staff WAT (wellbeing action team) and Kidsmatter Core team have been enhanced in 2018.

VALUE ADDED

Student wellbeing is embedded in learning and teaching, Individual Education Programs and Program Support Group Meetings with teachers and parents, integrating values education with Victorian Curriculum, enriching learning through RE, Kidsmatter, You Can Do It Education and Personal and Social Learning Strategies. We focus on developing a comprehensive extra-curricular program, family based social and wellbeing home tasks, student health management plans, lunchtime clubs (gardening, games, computer, dance, choir, lego), student wellbeing surveys, Onpsych counselling, regular newsletter articles relating to positive parenting, publication on the newsletter of support services, conferences and workshops related to positive parenting, photos of students engaged in school activities published on the newsletter, recognition certificates for students, professional learning in Emotional Intelligence, E-Smart, aspergers syndrome, asthma, diabetes, epilepsy and anaphylaxis.

STUDENT SATISFACTION

Responses to the InsightSRC 2018 survey were in the high range (75% to 100%) in Connectedness to Peers 85%, Student Motivation 90%, School Distress 77% (don't feel negative at school), Student Safety 82%, Teacher Empathy 79%, Learning Confidence 77% and Purposeful Teaching/Learning Focus 77%. Our results were indicative of the high level of engagement by our students at St Brigid's.

Average Student Attendance Rate by Year Level

Year 1	95.2
Year 2	93.5
Year 3	93.8
Year 4	93.4
Year 5	92.4
Year 6	93.5
Overall average attendance	93.6

The average student absences in Years 1-6 have increased slightly since 2017 by 0.6%. There are a number of families who take holidays outside the scheduled holiday period which is communicated to all families and discouraged. Families are made aware of the negative impact absences have on academic achievement and connectedness to peers. Overall average attendance has improved by 1% since 2016.

STUDENT ATTENDANCE

NON ATTENDANCE: St Brigid's Parish School follows up student absences with parents that are not within acceptable limits and notes 'days absent' on Semester 1 and 2 student reports. Days late were included on Semester 1 and 2 student reports this year and this will be continued in 2019. An attendance register is maintained for each class and attendance is recorded twice daily (morning and afternoon) including any reason for a student's absence.

The care, safety and welfare of students at St Brigid's is governed by policies in accordance all applicable State and Commonwealth laws. Staff are advised of their obligations under these laws, in particular, staff undertake the Mandatory Reporting online module during term 1.



Child Safe Standards

Goals and Intended Outcomes

At St. Brigid's Mordialloc we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies. All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.



Achievements

With the introduction of Child Safe Standards into schools in 2016 much work was done to ensure that St. Brigid's was compliant with these standards. As a result, the following happened in 2018:

- We were audited by the VRQA and were commended for our high level of compliance to all aspects of the Child Safe Standards.
- Professional learning for Principal, School Board and senior leaders.
- Presentation of material to all staff, teaching and non-teaching, parents and school board
- Implementation of Child Safety Policy in line with Child Safe Standards.
- Communication to parents and families through the School Board, Parents and Friends Association and newsletters.
- Consultation with our students.
- Signing of 'Safeguarding Children and Young People Code of Conduct by all staff.

Employment of new staff revised. All applicants to have signed the 'Child Safe Standards Declaration Form' when applying for a position. Specific questions relating to Child Safe Standards asked in the interviews.



Leadership & Management

Goals & Intended Outcomes

Goal:

- Enhance strategic leadership capacity across the school based on shared vision, collaborative decision making, strong teamwork and supportive leadership.

Intended Outcomes:

- To improve school climate through teamwork and supportive leadership.
- To improve professional learning through the development of empowerment, appraisal and recognition practices.

Achievements

Staff participated in a range of professional learning programs focussing on the goals, intended outcomes and strategies of the Annual Action Plan. These were conducted at the school, by the Catholic Education Office, external educational institutions and with educational consultants. We have a strong focus on improving learning outcomes of students and therefore commit to developing our own knowledge of contemporary pedagogy. PLT's were reintroduced this year enabling teachers to complete an action research project in teams, develop their pedagogy and measure the impact of this on student outcomes at the annual appraisal (ARM – Annual Review Meeting). The ARMs were conducted by the Principal and Deputy Principal. Our school was not selected to participate in National Sample Assessments in 2018.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Leadership Support:

PLT meetings timetabled for staff and curriculum meetings, revision of emergency management procedures, regular attendance at network meetings and feedback to staff (external meetings - principal, maths, literacy, inquiry learning, student services, ICT), leadership led internal meetings (school improvement, staff and curriculum, specialists, school board, parent reps), revision of policies according to four year cycle and the preparation of new policies.

Professional learning for staff included:

Building Leadership Capacity, Leaders as Coaches, Collegiate Teaching, Insight SRC Data Analysis, Spelling and Writing Strategies, Powerful Teams and Team work, Sustainability and Environment, Restorative Practice, Mandatory Reporting, First Aid including Anaphylaxis, Diabetes, Asthma, CPR, Teachers in Action Together, Cybersmart, Emergency Control Organisation (EmQ).

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

32

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$TBA

St Brigid's spent a total of \$56,118.00 in 2018 on professional learning at an average of \$1,753.69. Costs include professional learning fees, staff replacement costs and course materials. The total number of staff who participated in professional learning was 32.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.2%

Staff attendance is once again at an excellent level.

STAFF RETENTION RATE	
Staff Retention Rate	95.8%

The proportion of staff retained from the previous year was improved by 19.8%, which is well within the acceptable range. One staff member moved schools after many years of service.

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.1%
Graduate	22.2%
Certificate Graduate	0.00%
Degree Bachelor	77.8%
Diploma Advanced	44.4%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	26
FTE Teaching Staff	17.4
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	10.7
Indigenous Teaching Staff	0

St Brigid's Leadership Structure:

Leadership Team – Principal, Deputy Principal/Learning & Teaching Leader, Student Wellbeing/Special Education Leader, Religious Education Leader, Maths Leader, Literacy and Level Leaders (x3), Sustainability Leader and ICT leader.

Level Leaders (4) – one per level

Occupational Health and Safety Team (3) – Principal, Deputy Principal, 1 staff member

TEACHER SATISFACTION

The Cultural Climate as indicated by the 2018 InsightSRC survey shows positive responses (75% to 100%) in Individual Morale 75%, Ownership 76%, Teacher Confidence 80%, School Improvement Focus 75%, Student Management 76%, Respect for Students 86%, Student Behaviour 84%, Parent Partnership 75%.

All staff who work at St Brigid's are extremely dedicated and committed to their job and their combined efforts result in effective programs, positive learning environments and student wellbeing.

School Infrastructure

- All buildings, facilities and grounds comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.
- Our Educational facilities are suitable for the programs offered at the school and for the students' age levels.

Staff Employment

- The requirements of the Working with Children Act 2005 are complied with in respect of the employment of all staff and any others having direct contact with children at St Brigid's.
- All Teachers employed to teach at St Brigid's are registered or have permission to teach as per V.I.T. standards.

Annual Report to the School Community – 2017

- St Brigid's school published the required information about our school for 2017 on our school website on 22nd June 2018.

School Community

Goals & Intended Outcomes

Goal:

- Build sustainable relationships and partnerships within the parent community, local community and beyond in order to enhance student learning.

Outcomes:

- That the holistic development of students will be enhanced by way of a stronger parent and community connection
- To build learning relationships with the global community

Achievements

At St Brigid's we aim to create a welcoming community for families to feel a sense of belonging and connectedness. We encourage parents to get involved in school activities as this has benefits for students, staff, parents and the wider community:

- It helps build our sense of community
- Sends a message to the students that you value their education
- Engenders a sense of pride in our school
- Helps make our school a 'great place' to work rest and play
- Promotes our school and fosters a positive reputation in the wider community

Parental involvement includes:

- Support and help with class and school programs, class and school masses and celebrations, sporting events, camps, incursions and excursions
- The organisation and help with social and fundraising events such as mother's and father's day stalls and breakfasts, fathers' nights, tuck shop, uniform shop, class dinners, family nights, fundraising activities (children's disco, fun run, book club, footy pie day, bbq's, student banking, working bees, book fair, Grandparents days
- Major social events this year were: The Fete and our annual Family Fun Night. These were great fundraisers and excellent community events – even more fun with the Principal on the dunking machine at the family fun night!
- Participation in School Board Meetings, and other meetings which promote community involvement eg Class Parent Reps, curriculum information sessions conducted by staff, sacramental adult faith nights and parent/child workshops, Family Conferences, parenting workshops offered by the school and presented by consultants (eg Preparing Your Child for the 21st Century) or agencies (eg Alannah and Madeleine Foundation, Wonder of Living Program)
- Members of the parent community revised the Social and Fundraising Policy in consultation with the community.
- Feedback from parents through the School review process, School Board, surveys (Insight SRC, Catholic Identity and school based –eg Parent Information Sessions, Morning Arrangements, Wonder of Living, Family Conferences), workshops and meetings was sought and acted upon where required.

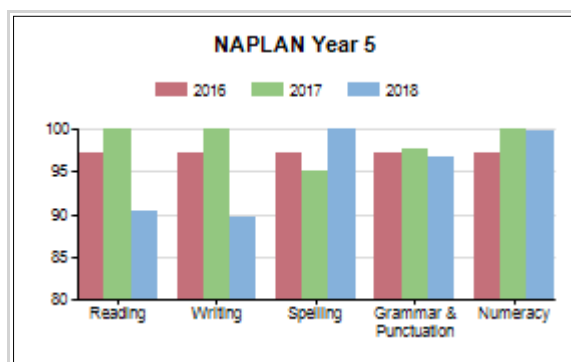
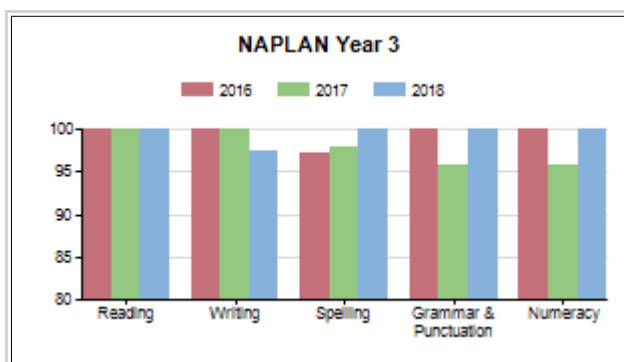
PARENT SATISFACTION

Parents' responses to the 2018 InsightSRC survey included Purposeful Teaching/Learning Focus 77.0%, Stimulating Learning 78.0%, Connectedness to School 81.0%, Student Motivation 77.0%, Connectedness to Peers 84.0%, Social Skills 81.0%, Student Safety 76.0%, Transitions 78.0%. All of these key indicators point towards a highly effective learning environment.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	95.7	-4.3	100.0	4.3
YR 03 Numeracy	100.0	95.7	-4.3	100.0	4.3
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.1	97.9	0.8	100.0	2.1
YR 03 Writing	100.0	100.0	0.0	97.5	-2.5
YR 05 Grammar & Punctuation	97.3	97.6	0.3	96.7	-0.9
YR 05 Numeracy	97.3	100.0	2.7	100.0	0.0
YR 05 Reading	97.3	100.0	2.7	90.3	-9.7
YR 05 Spelling	97.3	95.2	-2.1	100.0	4.8
YR 05 Writing	97.2	100.0	2.8	89.7	-10.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.2
Y02	93.5
Y03	93.8
Y04	93.4
Y05	92.4
Y06	93.5
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.2%

STAFF RETENTION RATE	
Staff Retention Rate	95.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.1%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	44.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	17.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	10.7
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au