



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Brigid's School

129 Albert Street, MORDIALLOC 3195

Principal: Wendy Sullivan

Web: [www.sbmord.catholic.edu.au](http://www.sbmord.catholic.edu.au)

Registration: 923, E Number: E1077

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## Principal's Attestation

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I, Wendy Sullivan, attest that St Brigid's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Mar 2024

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## About this report

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St Brigid's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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**

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 practices

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## School Overview

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***Where every child is known, challenged and supported to be lifelong learners.***

St Brigid's School is located in the Parish of St Mary of the Cross, Mordialloc situated in the Peninsula Zone 24 kms from the CBD. It is one of two Parish schools, the other being St Louis de Montfort in Aspendale. The student body is drawn from the surrounding area of Mordialloc.

St Brigid's opened in 1911 as a two-room school with three Brigidine nuns and thirty-three students. In 2023 the school had an enrollment of 175 students. There are 30 staff including teachers, Educational Support Officers, administrative, technical, cleaning and maintenance staff. Our teachers have varying experience ranging from graduate level to over 30 years' experience. We have 6 specialist teachers who teach Physical Education, Language other than English (Italian), ICT, Performing Arts, Visual Arts and Science, Technology, Engineering and Mathematics (STEM).

St Brigid's School consists of three main buildings providing 14 classrooms, Brigid Hall, Information Resource Centre, Art Room, Tuck Shop and Resource Rooms. We have 10 classes consisting of 1 Foundation class, 1 x Year 1 class, 2 x Year 1/2 classes, 3 x Year 3/4 classes, 1 x Year 5 class and 2 x Year 6 classes. Playground facilities include a Sacred Space with a lovely sensory garden at the front of the school, asphalt games areas, vegetable gardens and grassed area at the back of the school. The Parish land located opposite the school is used by the school for recess and lunch, sport lessons and other outdoor activities. In 2019, we had a Building Program and in 2020 we moved into 4 new classrooms, new staff and administration facilities and a new carpark.

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.

Where every child is known, challenged and supported to be lifelong learners.

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## Principal's Report

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During 2023 we focused on our school improvement goals which came from our School Review which we had in 2022. The goals for 2023 were to focus on building teacher capacity to use data and evidence to plan for effective teaching for all students. This goal linked in with our priority of building up the teachers capacity to reflect, collaborate and give feedback in order for them to have a clear and disciplined focus on continual improvement. The other main focus we had this year was to continue to build up relationships with our local community and to make visible the connection between life, faith and wellbeing. We continued to embed our Vision for Learning and Teaching and our Principles for Effective Learning and Teaching.

I would like to thank our School Improvement Team (SIT) who worked tirelessly in this area to continue to improve outcomes and student engagement.

One of the biggest highlights of the year has been the increased sense of community, with high levels of spirit and engagement of both our students, teachers and parents - from our sport days, Cross Country, Swimming Sports to our Biannual School Performance just to name a few. I am fortunate to work in an educational setting that is extremely community focused and I would like to express my gratitude to the parents who value education so highly and work closely with the school to help our students achieve their best. On this note I'd also like to acknowledge all of our wonderful Parent Helpers. Each year our school depends on parents to join committees, make donations, support classroom programs and the like. Whether you assisted in the classrooms, were a Classroom Rep, or contributed to the success of fundraising events such as our Mother's and Father's Day Breakfast, our Parent Social night, Easter Raffle and the many more events I thank you for the support.

### **Snapshot of 2023**

- Student Leadership Model: Students in Year 6 developed their leadership skills through planning and running assemblies, liturgies, sustainability days, a fortnightly student newsletter and sporting events.
- Diverse range of lunchtime clubs: e.g. Lego, colouring, art, computer and library clubs.
- Our Bi-Annual School Production - Brick to the Future. What a wonderful display of our children's talents from singing and dancing to the performances of our actors! . Many thanks to Stomp for creating the school production, Jodie for liaising with them to make sure it worked for our school, Charlotte for her work with the cast, Sigi for the displays and the classroom teachers who practised diligently with the children.
- The use of data and building up of teacher capacity to ensure differentiation occurred to target the needs of all students.



- Continue to build on our community relationships - e.g. Year 4 students going to Kilbreda College to participate in STEM activities. Reintroduction of visits (in small groups) to Nixon House and the local pre-school.
- Staff refined practices and pedagogies in relation to: PLT's, Inquiry learning, Learning Diversity, child safe standards, reportable conduct, data analysis, mandatory reporting, anaphylaxis, asthma, CPR and first aid training.
- Year 5/6 Camp to Waratah Bay Camp in Gippsland and the Year 4 Urban camp
- Embedding of the 'camping' experiences for the F- 3 students.
- Lifesaving for Year 5/6 students and Swimming Lessons for F-4 students.
- Faith based activities to build up staffs faith formation
- Sacrament of Reconciliation, Confirmation and Eucharist.
- Child Safe Compliance in response to Ministerial Order 1359.
- Whole School excursion to Healseville Sanctuary

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 the life of our school. The discussion and advice on school matters provided by the School Advisory Council, the 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 who provides spiritual leadership to us all and is a great source of guidance and support to both school communities. This is greatly appreciated and makes St Brigid's a wonderful place of learning, laughter and life!

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

- To make visible the connection between life, faith and wellbeing at St Brigid's.

#### Intended Outcome

- That staff are supported to build their knowledge and skills of the RE framework using the Pedagogy of Encounter across the curriculum.

#### Key Improvement Strategies

Staff to have PL on Pedagogy of Encounter

Within our Inquiry make the connection between the Inquiry topic, our faith and how it connects to our community and lives

Staff to build up their capacity to allow the students to have a voice in recognising the connections and then implementing an action

### Achievements

#### Achievements

Sacraments have been celebrated throughout the year. Term Two our Year 4's received First Eucharist, Term Four our Year 6's celebrated Confirmation with Bishop Tony Ireland and our Year 3's received Reconciliation. Family nights occurred back onsite for the Sacraments of Eucharist, Confirmation and Reconciliation.

The Catholic identity of St Brigid's has been lived out and expressed through the many liturgical celebrations (number planned by our Liturgy and Community Leaders) and faith formation activity nights which have resumed including the Year 5 Spirit Filled night with a special guest speaker from COTS (Christmas on the Streets) Year 1 Baptism night, Year 2 Pre- Sacrament and Foundation Prayer in Pyjamas.

There have also been many social justice activities (fundraising and awareness) that have occurred throughout the year- Project Compassion, Mission Month and the St Vincent De Paul food drives.

As a staff, we have continued to deepen our knowledge of the Renewed Religious Education curriculum through our Professional Learning Team meetings. There has continued to be a focus on integrating Religious Education with Inquiry using the Pedagogy of Encounter.

Across the school, there has also been an increased awareness of the importance of the First People's perspectives in our world and their connection to the land through Inquiry learning, incursions and excursions and liturgies such as National Reconciliation Week and NAIDOC week

## **Value Added**

### **Faith Development Team (FDT)**

- Working with the parish priests Fr Andrew Jekot and Fr Ignatius Tan, and the Religious Education Teams from the two schools within the parish to plan and implement a sacramental program
- Together adapting the sacramental program and liturgical celebrations to continue

### **Catholic Perspective**

- Integration of RE with Inquiry
- Daily prayer
- Twice weekly whole school meditation
- Liturgy and Community Year 6 leaders
- Increased understanding of First Nations people and spirituality

### **Enhancing Catholic Identity**

- Staff preferred stance is a recontextualised school

### **Masses and Celebrations**

- Beginning of the School Year Mass, Ash Wednesday Liturgy, Holy Week Reflections (through song) Anzac Day Liturgy, Feast of Sacred Heart, National Reconciliation Week Liturgy, End of Year Mass and Graduation liturgy

### **Catholic Social Teaching**

- Project Compassion, St Vincent de Paul Appeals and celebration of National Reconciliation Week, Anzac Day and Remembrance Day

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## Learning and Teaching

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### Goals & Intended Outcomes

#### **GOAL:**

To establish a professional learning culture that has a clear and disciplined focus on continual improvement, performance and development underpinned by reflection, collaboration and feedback.

To build teacher capacity to use data and evidence effectively in planning for teaching.

#### **INTENDED OUTCOMES:**

That the school community fosters a culture of learning.

That the culture of learning fosters collaboration within teams, levels, specialists and across the whole school.

That staff, through rigorous professional learning, will build their capacity to understand the purpose of data and how to use it with a priority on spelling.

### Achievements

During 2023 staff worked throughout the year with Madeleine Kelly (MACS) on our Priority 1 goal: 'To establish a professional learning culture that has a clear and disciplined focus on continual improvement, performance, and development underpinned by reflection, collaboration and feedback. Through these sessions, the staff wrote professional learning goals connected to our School Wide Improvement Forum (SWIF) goal of Spelling - "For teachers to develop increasing skill and knowledge to teach spelling to students." After personal goals were set, staff worked through a process of videoing their lessons to share and reflect upon using the Classroom Practise Continuum.

In-house Professional Development focused on exploring the pedagogy of Spelling and establishing a scope and sequence for Spelling.

Year 1/2 staff, supported by the Mathematics Leaders, participated in the 2nd year of the Early Number and Algebra project (ENA). This was the continuation from 2022, where the project focused on the Foundation students, which was consolidated in 2023 in Foundation.

The children were assessed using a new online rubric called Mathematics Online Interview (MOI). Through these sessions Year 1/2 staff participated in professional development with MACS Mathematics leaders, focusing current best practice and analysing the data to assist with planning for effective teaching and learning.

All Junior levels also began testing using the English Online Interview (EOI).

Both the MOI (Counting and Place Value) and EOI will be mandatory for all Foundation and Year 1 students at the beginning of 2024.

Our Assessment Schedule for Literacy and Mathematics was revisited with staff and Leadership with the aim to streamline it for 2024.

Staff also received in-house professional development in using the Student Performance Analyser (SPA) for triangulating students data, including using the data collected from the Performance Achievement Tests (PAT) and the PAT Resource centre to support them to plan effective learning experiences.

In Semester Two, all staff were led through a process of becoming familiar with the Mathematics 2.0 Curriculum. They identify new curriculum outcomes and those that have changed within their current year level. Due to the nature of the Mathematics 2.0 curriculum staff worked on creating learning units that showed clear cross strand links. It is important to note that the Mathematics 2.0 has 6 strands, - Number, Algebra, Measurement, Statistics, Probability, and Geometry, compared to the combination of three strands. New Yearly Overviews were created for each level allowing for more in depth teaching of all Mathematical concepts over the year.

## **Student Learning Outcomes**

NAPLAN was completed in Term 1 2023 and for the first time the Year Three and Five students completed Reading, Writing (Year Five only), Spelling, Punctuation, and Grammar and Numeracy online, with the Year Three's completing the Writing offline. Our results indicated that the students were above the National and State Means for Year Three Grammar and Punctuation, Reading, and Numeracy. The Year Five data showed that the students were above the National and State means for Numeracy and Writing and above the National mean for Reading. It is important to note that new standards were introduced this year to coincide with the move to March for the testing window. From this point on Proficiency standards will be used to provide clear information on student achievement. There are 4 proficiency levels: Exceeding, Strong, Developing, and needs additional support. The 2023 results cannot be compared to results from 2008 to 2002. Throughout the year students have also completed the Progress Achievement Test (PAT) Spelling and PAT Grammar (Years 3-6), and whole school PAT Reading, and PAT Mathematics. These assessments combined

with pre and post-classroom assessments give the teachers valuable data to set goals for individuals and groups of students.

Reading Eggs (whole school) and Fast Phonics (F-3) were purchased for students to use within the classroom. Students completed a placement test within the Reading Eggs program to allow for differentiation when using the program.

Student engagement has been supported by highly engaging activities such as our whole school excursion, school concert, camping activities, Book Week, Story Dogs, incursions and excursions as well as differentiated targeted learning activities and school community programs, such as LitSTEM with Kilbreda.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	438	77%
	Year 5	480	50%
Numeracy	Year 3	420	77%
	Year 5	501	78%
Reading	Year 3	444	87%
	Year 5	500	94%
Spelling	Year 3	403	58%
	Year 5	477	61%
Writing	Year 3	416	84%
	Year 5	521	94%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal:

To make visible the connection between life, faith and wellbeing at St Brigid's.

#### Intended Outcomes:

That the school builds an environment that acknowledges, explores and celebrates the faith journey and wellbeing of all people connected to the St Brigid's community.

### Achievements

A positive sense of wellbeing provides students at St Brigid's a solid base for rich and diverse learning needs that enables young people to flourish. We work collaboratively with all members of our school stakeholders to develop optimistic, resilient young people of faith, ready to be effective members of a community that will contribute to and enrich the world around them. Below are some of the many initiatives that have taken place at St Brigid's in 2023.

- Annual ACER Social and Emotional Student Survey that measures students' feelings, behaviours; internal strengths
- Integrate the Respectful Relationships Schools Program
- Yoga and mindfulness whole school incursion
- Student Wellbeing Representatives authored, illustrated and published the St Brigid's Child
- Safe Policy and Students Responsibilities and Rights book
- Student Wellbeing Representatives have also produced an electronic version of the St Brigid's Games Expectations which included all student voices through feedback and suggestions
- Regular, documented Child Safe Team Meetings
- Provide access to parenting and family support and education programs covering a range of topics through the school newsletter
- Provide professional staff development meetings, articles and resources related to student and staff wellbeing
- Provide professional staff development meetings related to the diversity of our students
- Implemented annual Body Education sessions for parents/carers and students
- Produced data stories related to attendance of the Body Education sessions and Playground Tracking
- Harmony Week Activities and Paraliturgy

- Funding for and participation in eSmart evidence based digital license program
- Funding for and participation in eSmart connect workshops for all year levels
- Onsite GATEWAYS IGNITE Day Program in Term 1 and Term 3 with a Science then Literacy Focus
- Gender stereotyping information posters
- Enhancement programs across Writing, Reading, Creative and Critical Thinking and Mathematics
- Sustainability students coordinated collection and promotion of Writing Instruments, Batteries; Bread Bag recycling program
- Establish and maintain professional working relationships with external allied health providers to support families
- Connect with more external community based resources to inform families of additional supports available

### Value Added

- We continue to focus on student wellbeing in the students' learning experiences at St Brigid's.
- We have extended on meaningful, mutually respectful relationships between the home and school setting. In addition to an increased shared understanding of the challenges, constraints and potential for benefit to student/teacher, student/student and school/family for all members of our school community.
- We are making visible programming links across all areas of the curriculum with the aim to develop the knowledge and skills to enable students to build personal and social capabilities. They are witness to understanding and participating in how relationships are developed and using personal and interpersonal skills to establish and maintain respectful relationships.

### Student Satisfaction

This year, our Yr 2-6 students took part in an evidence based wellbeing survey. The survey targets three areas; Overall Social and Emotional Wellbeing, Feelings and Behaviours and Internal Strengths. The survey provided baseline data that is not only comparative to other schools, but measures the success of existing programs while identifying specific needs in each year level. 42% of our students' overall social wellbeing rated as highly developed or very highly developed. In the Feelings and Behaviours domain, 50% of our students rated as highly developed or very highly developed. The results for the Internal Strengths domain show that 32.3 % of our students rated as highly developed or very highly developed. Overall the de-identified data, however positive, provides evidence to motivate and warrant the ongoing focus in the area.



Our MACSSIS Student data showed improvement by more than 10 percentage points from our 2022 data in the domains of School Engagement, Teacher-Student Relationships and Catholic Identity; and improvement by 5 or more percentage points in the domains of Rigorous Expectation, School Climate, Learning Disposition, Enabling Safety, and Student Voice.

Students' end of year reflective comments were honest and positive. Students identified areas of challenge, strengths and their hopes for the upcoming year. Thoughts that give merit to their developing sense of self, the world, their faith and their place in it as a valued member of our St Brigid's school community.

**Student Attendance**

St Brigid's 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 2024. 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.1%
Y02	88.6%
Y03	89.1%
Y04	92.2%
Y05	86.3%
Y06	92.7%
Overall average attendance	90.0%

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## Leadership

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### Goals & Intended Outcomes

#### GOAL

To establish a professional learning culture that has a clear and disciplined focus on continual improvement, performance and development underpinned by reflection, collaboration and feedback.

#### INTENDED OUTCOMES

That the school community fosters a culture of learning.

That all staff have a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning

That all learners have a voice, choice and ownership of their learning.

That the professional learning culture has a clear focus on self-reflection and feedback and includes strategies such as learning walks, mentoring and coaching.

That the culture of learning fosters collaboration within teams, levels, specialists and across the whole school.

### Achievements

Leadership continued to offer Professional Learning to staff within their sphere .

#### Teaching and Learning Leader continued to:

Support, manage and extend the teaching and learning at St Brigid's

Organise and lead Professional Learning Team Meetings in line with the school priorities outlined in AAP and SIP

Collaborated with staff during planning

Collaborated with leaders and staff to work on the Annual Action Plan for 2024

Facilitated a Professional Learning Day with Selena Fisk to enhance our understanding of Data Storytelling

**The ICT/DATA Leader continued to:**

Support staff in planning

Lead staff in the professional development of the use of ICT tools eg Google Classrooms, SeeSaw

Lead staff in understanding how to use triangulation of data

Lead staff in the use of data to differentiate the teaching

Lead staff in improving their understanding of how to analyse data

Manage the reporting process

Lead alongside the Teaching and Learning leader the introduction of the Adaptive PATR, PATM and NAPLAN

Support staff in the implementation of NAPLAN online.

**The Literacy Leader continued to :**

Lead staff in the use evidence based curriculum/pedagogy using Pathways to Literacy with a focus on Spelling

Support staff in planning to differentiate the curriculum to target the needs of students

Work with staff to embed the strategies from Direct School Support in Reading comprehension

Support staff in planning Book Week activities for all year levels

Lead staff at Professional Learning Team meetings

Supported staff with moderation and report writing

Audited the Assessment Schedule

Ensure the Assessment Schedule was maintained

Created and supervised data walls for literacy and numeracy

**The Numeracy Leader continued to:**

Support staff in planning

Support staff in planning Numeracy week activities for all year levels

Audited the Assessment Schedule

Ensured the Assessment Schedule was maintained

Monitored staff with ENA (Early Numeracy and Algebra Program)

Reinforced the Mental Strategies

Created and supervised data walls

Led staff at Professional Learning Team meetings

Supported staff with moderation and report writing

**The Religious Education continued to:**

Support staff in planning using the Pedagogy of Encounter  
Assist staff in integrating Religious Education with Inquiry  
Facilitate whole school liturgies led by students  
Facilitate the celebration of Sacraments  
Facilitated and led Faith Family activity evenings.  
Attend Faith Development Meetings

**The Learning Diversity Leader continued to:**

Facilitate PSG meetings each term  
Facilitate Direct Instruction for students on Multi Lit  
Facilitated the Gateways program  
Create Enhancement lessons  
Liaise with the Tutor teacher to nominate students for intervention and feedback  
Support staff in planning

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Tertiary Education- Masters of Wellbeing RE Accreditation to teach RE in a Catholic School Mandatory Reporting National Consistent Collection of Data Child Safe Standards Disability Standards Modules Dynamiq online modules First Aid RE- Accreditation hours School Wide Improvement Framework RE network Planning for and returning to onsite learning procedures and protocol RE and Inquiry- Pedagogy of Encounter Data-SPA Naplan Adaptive Literacy Week Pathways to Literacy Core Modules Writing Moderation  Selena Fisk - Data Storytelling	
Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$2000.00

### **Teacher Satisfaction**

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

Anecdotal feedback from parents showed that the majority of our community were very happy with the communication, support and learning provided.

Staff felt supported by leadership in the day to day running and felt comfortable approaching leadership for support. Staff would continue to work on Feedback, Coaching and Mentoring to start to embed the practice within the school.

Fortnightly weekly communication with parents has shown an increase in a sense of community and trust between staff and parents.

MACSSIS data showed we were above the MACS average in all the domains.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	13.6%
Graduate	4.5%
Graduate Certificate	0.0%
Bachelor Degree	59.1%
Advanced Diploma	22.7%
No Qualifications Listed	0.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	18.2
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:**

To strengthen connections within St Brigid's and the wider community.

**Intended Outcome:**

That all staff continue to build educational partnerships with parents and students.

That all members of the school actively engage with a range of school programs within the wider community.

### Achievements

St Brigid's were involved in many and varied activities throughout the year to engage with our community.

School Production - Brick to the Future

Book week parade and class activities

Easter Bonnet Parade and raffle

Whole school excursion to Healesville Sanctuary

Assemblies - run by our Year 6 leadership team

Newsletters

Fortnightly student newsletters

Storytime for 2024 Preps

Get to Know You meetings with 2024 Foundation Families and Principal

Zoom Meeting information night for 2023 Prep Parents

Student led Conferences were offered onsite or by phone

School Advisory Council Meetings

Fortnightly communication from teachers to parents

Graduation

Visits to and from Mordialloc Pre School

Masses and liturgies

Sacraments

St Vincent de Paul Food Drives

Christmas Carols

Mothers Day Breakfast and Stall

Fathers Day Breakfast and Stall

Parent Social Night

Parent Helpers in the classroom

LitStem and Maths activities with Kilbreda

St Bedes created new garden beds

## **Parent Satisfaction**

Anecdotal feedback from parents showed that the majority of our community were very happy with the communication, support and learning provided to their children.

This year our community and parent social events were well attended and enjoyed by all. Our parents enjoy spending time together and have a strong sense of community which is evidenced by the amount of parents who attended our organised social events. Each year level have parent representatives who also organise social events (outside of our organised events) such as picnics, plays at the local park for the parents to gather together in an informal setting.

Our MACISS Survey for Families show we are well above the MACS average in all domains, and very high in School Climate and Communication.



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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sbmord.catholic.edu.au](http://www.sbmord.catholic.edu.au)