

***St Brigid's  
Catholic Parish Primary School  
Gwynneville***



***Annual School Report  
2011***

## About This Report

St Brigid's Catholic Primary School, Gwynneville is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

Further information about the school or this Report may be obtained by contacting the school:

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**Parish Priest:**

Bishop Peter Ingham DD

**Parish Administrator:**

Fr Ron Peters

**Principal:**

Mrs Jennie Werakso

**Date:**

2 December 2011

## **Vision Statement**

Our school vision is:

‘With Faithful Hearts, St Brigid’s School Community Strives to be an Authentic Catholic Community of Faith, Justice and Learning.’

Our school mission is:

‘To Develop Leaders of Faith, Justice and Learning.’

## **Message from Key School Bodies**

### **Principal’s Message**

2011 has been another memorable year for our Parish School community of St Brigid’s. Our heightened sense of community and pastoral care has pervaded every corner of our school and the connection between the school, home, Parish and the wider community has continued to be nurtured and has grown continuously throughout the year. Despite its small size, the school was again publicly successful in a number of areas including Sport and the Creative Arts.

The Parish School community has ensured that it’s mission of developing leaders of faith, justice and learning is embedded all it does. This has ensured sustainability and continuity in empowering students to become compassionate global leaders, who actively live their faith in a meaningful way so that they can change the world for the better; treat themselves, others and the world around them with respect and be independent, creative thinkers and problem solvers with a life long love of learning.

In the area of faith, many students participated in Parish based Sacramental Programs and received the Sacraments of Penance, Eucharist and Confirmation. In the area of justice the school focused on Indigenous education and raised awareness of issues affecting our Indigenous people, raised funds towards Indigenous education, composed a digital Acknowledgement of Country, as well as planning an Indigenous garden and permanent tribute to our Indigenous people. In learning the school continued its focus on quality Catholic learning and teaching and undertook implementation of The Leader In Me initiative into the classroom, which is aimed at bringing out leadership characteristics and skills in every student.

### **Parent Involvement**

St Brigid’s Catholic Primary School welcomed the involvement of parents in the life of the school and valued their contributions to the education and welfare of the students. There were a considerable number of parents who volunteered to work with children in the classrooms for both literacy and numeracy programs while over fifty parents worked on a voluntary basis in the school canteen. Parents also volunteered for sporting carnivals, clothing

pool, Book Club, and the design and publication of the 2011 St Brigid's Year Book. The Parents and Friends Association (P&F) held a few fundraising events throughout the year in order to provide resources for the students, including laptops, books, Smartboards, ipads and play equipment for the Infant Playground.

Parents also participated in the life of the school by attending the P&F meetings, which were held eight times throughout the year. These meetings provided an opportunity for parents to have an active role in school matters through discussion and sharing of information. Active organisation of functions further developed the community of St Brigid's. Some activities included, Mothers' & Fathers' Day stalls, Sausage Sizzles at Bunnings, school banking, Race Day, G'Day, Book Fair, P&F Welcome BBQ, Welcome Morning Tea for Kinder 2012 and the Year 6 Farewell. The P&F sees itself as an extension of the school and both provided and received the utmost support from the school.

*Parents and Friends Association, President*

### **Student Leadership**

School leaders were inducted at a special Mass at the beginning of the year and all Year 6 students received a badge of leadership. The Leaders of Faith encouraged students to be the best they could be and set a good example for students. The Leaders of Faith tried to leave the school a better place and were involved in organising Masses and special liturgies as well as leading prayer at morning assemblies. The Leaders of Justice strove to reinforce the school rules in a positive way and helped organise social justice awareness raising and fundraising for Indigenous education, St Vincent DePaul Winter Appeal and Blue Hoody Day. The Leaders of Justice tried to ensure that there is a positive climate and were proactive in enabling win-win situations. The Leaders of Learning encouraged a positive attitude to learning and the need to be life-long learners. The Leaders of Sport created a positive climate of fair play and sportsmanship and celebrated the many success of the school.

*School Leaders*

## **School Profile**

### **School Context**

St Brigid's Catholic Parish Primary School is a one-stream school founded by the Sisters of the Good Samaritan in 1951. Nestled in the foothills of Mt Keira the school is approximately five kilometres from the large urban centre of Wollongong. Students are generally drawn from the local village community and represent a variety of socio-economic and cultural backgrounds, which contributes to a good synergy and a strong sense of welcome and community. The school enrolment for 2011 was 227 students.

The school vision, 'With Faithful Hearts, St Brigid's School Community strives to be an Authentic Catholic Community of Faith, Justice and Learning' underpins our school culture and values. The school aims to develop compassionate global leaders who actively live their faith in a meaningful way so that they can: change the world for the better; treat themselves, others and the environment with respect; be independent thinkers and problem solvers and

develop a life long love of learning. The main role of the school is to support parents as the prime educators of their children, academically as well as spiritually, emotionally, socially and physically. The school therefore aims to provide quality learning and teaching within a Catholic culture and environment where the individuality and uniqueness of all its members are recognised and valued. At St Brigid's we have a strong focus on leadership and bringing out the best in each and every child. At St Brigid's leadership means being the best person we can be in everything, every time, everywhere, and being a positive influence for ourselves, others and the world around us particularly in faith, justice and learning. To support this, the school implemented 'The Leader In Me' initiative along with the School-wide Positive Behaviours for Learning (SPB4L).

### Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	114	113	227	8	74

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.sbgdow.catholic.edu.au](http://www.sbgdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

### Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	89.0%	95.7%	89.6%	94.6%	86.4%	88.2%

### Management of Student Non Attendance

For non-attendance at school, parents and carers are required to send in a note explaining the absence, detailing the date and reason for absence. Unexplained absences are followed up regularly with an 'unexplained absence note' to be completed by parents and returned to the school for updating of class roll.

### Staffing Profile

There are a total of 13 teachers and 8 support staff at St Brigid's Catholic Parish Primary School. This number includes 7 full-time, 6 part-time teachers.

### Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*\*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2011 was 96.42%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 100%.

### **Professional Learning**

During 2011, St Brigid's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Brigid's whole school development days involved 21 staff.  
These days focused on:
  - Indigenous Spirituality;
  - The Leader In Me;
  - 7 Habits; and
  - Australian Curriculum.
  
- B. Other professional learning activities provided at school level including CEO run courses:
  - School-wide Positive Behaviours for Learning (SPB4L);
  - Learning Technologies;
  - Learning for Leadership;
  - Numeracy;
  - Literacy;
  - Diocesan Learning and Teaching Framework;
  - 7 Habits Facilitator Training;
  - Anaphylaxis & Asthma Training;

- Personal Spiritual Retreats; and
- Non-Violent Crisis Intervention Training.

School based expenditure on professional learning in 2011 was \$1038. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per staff member was \$1037.

## **Catholic Life & Religious Education**

St Brigid's Catholic Parish Primary School is committed to its role as a Catholic educational community. All staff work toward promoting Catholic identity in classrooms, such as the use of sacred spaces, display of Catholic doctrine, and integration throughout all Key Learning Areas. All children participated in formal and informal prayer situations within the school. The school assembled each morning to pray together using the school prayer or a prayer relevant to feast days or other important events or times in the Church year. Students and staff participated in Mass with the Parish each week on a rotational basis. Students were encouraged to contribute to the preparation and planning of Masses, and parents were also invited to participate more actively in the celebration through reading or the Offertory. Each class prepared at least one whole school liturgy throughout the year, to acknowledge and celebrate important feast days. Staff members were inserviced through the year to ensure all teachers were planning and programming according to the requirements of the Catholic Education Office.

A Spirituality Day provided staff with an opportunity to take the time to reflect. The focus of the day was our local Indigenous traditions and history and proved to be a reflective and meaningful experience, which helped staff connect more meaningfully and closely with Indigenous education. St Brigid's school community supported several social justice initiatives throughout this year. The school reached out to many charitable organisations and made Indigenous Education the focus of its social justice journey. The school hosted a fundraising dinner for this cause and raised over \$2,000.

The school supported Caritas, with funds raised during Lent. During Mission Week, approximately \$2,500 was raised for Catholic Mission. The students experienced inspirational visits from guest missionaries and participated in a Maths-a-thon to raise funds. Money was also raised towards the Vinnie's Van.

Throughout the year the school participated in and experienced events, which focused on Indigenous education and the Charities that provide support for people in need. The school's award-winning Wakakirri story-film, "From Geera to Gwynneville" highlighted a unique Acknowledgment of Country by the students. The students of St Brigid's have a heightened awareness of their responsibilities as global citizens and leaders and have learnt about how to be leaders in their community and have a voice for social justice.

## Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 25 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August, 2011 and 26 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

St Brigid's Catholic Primary School scored well in the 2011 Religious Literacy Assessment. When analysing the schools results, St Brigid's overall combination of Parts A and B were above the Diocese average. When comparing the results to last year, there was a significant jump in students scoring in the Extending sector for both Part A and B. A student from St Brigid's also scored the highest mark overall for Part A of the assessment. The cohort of students demonstrated a high level of knowledge in religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the liturgical colours, which represent the different seasons of the Church;
- being able to match scripture to the liturgical season;
- having an understanding of the Emmaus story;
- knowledge of the key events of the Pentecost; and
- knowledge of identifying the different parts of the mass.

The students' responses showed a need for students to further develop a capacity to work with and apply the religious tradition especially in their ability to:

- identify the key symbols to the Sacraments;
- demonstrate an awareness of the canonization in the Catholic Church; and
- identify the Ten Commandments and their guiding principles.

For Part A, 4% of students were placed in the developing level, 56% in the achieving level and 40% were in the extending level.

For Part B, 11.5% of students were placed in the developing level, 61.5% in the achieving level and 26.9% were in the extending level.

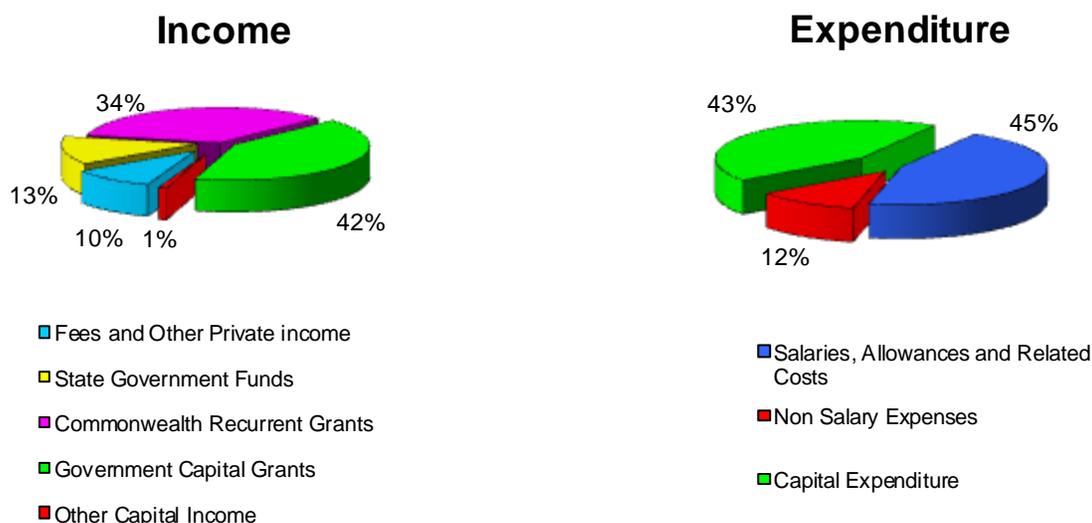
Combining Parts A and B, 12% of students were placed in the developing level, 52% in the achieving level and 36% were in the extending level for Religious Literacy.

## Financial Summary

The school used School Enhancement and Debt Servicing Obligation (SEDSO) funds to continue repaying the loan on the Infant classrooms and library. Funds were also used to purchase iPads, laptops, Literacy, Numeracy and other Key Learning Area resources and to support the school's Creative Arts through its Wakakirri performance.

A grant of \$7,000 was received from the Catholic Education Office to help implement The 'High on Habits' initiative as part of 'The Leader In Me' initiative throughout the year. A \$1,000 grant from the Health Department was used to purchase seating for Habits' Hollow. Money from the Federal Government's 'Building the Education Revolution' was used to complete a new school hall, new classroom and meeting room.

The following graphs reflect the aggregated income and expenditure for St Brigid's Catholic Parish Primary School, Gwynneville for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

### Introduction

During 2011, St Brigid's School continued its third year with SPB4L (School-wide Positive Support for Behaviour Learning). The school is committed to providing quality Catholic learning and teaching to all the students entrusted in its care. As part of the School Review and Improvement process, the SPB4L framework that focuses on establishing a safe and predictable school environment was implemented. This framework supports long-term

success, both socially and academically and aims to explicitly teach expectations for positive behaviour K-6 both in the non-classroom and classroom settings.

St Brigid's replaced the Positive Support Program with 'High on Habits' as part of 'The Leader In Me' Leadership Program. 'High on Habits' lessons were commenced across all Key Learning Areas. At the beginning of each Term, teachers were given a pacing guide where they showed the focus habit for the week and how it was explicitly taught and integrated into learning and teaching programs. Classes were issued with resources (Teacher's Guide as well as Years 1-6 having a student workbook). Aspects of what was taught throughout the Term, was publicly shared at the end of each Term at a 'High on Habits' assembly. This year, The Leader In Me allowed formal exposure of the students to The 7 Habits language, as well development of stronger academic results for students and enhancement of relationships, both at school and home. This Leadership Program assisted staff in 2011 to bring out the best in every child academically, emotionally, spiritually, physically and socially.

### **Pastoral Care**

A CatholicCare counsellor worked at the school one day per week and provided student counselling when required to both students and families.

A buddy system existed between Kindergarten and Year 6, which assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system.

Positive behaviour was recognised and encouraged through the School Merit Award system, good news calls, our token system, uniform Award, whole class and school reward programs. All students received recognition for their achievements throughout the year.

The school canteen incorporated a positive approach to healthy eating by offering healthy food alternatives to the students, while regular exercise in the Park assisted in improving the children's fitness.

Four staff members attended a Non-Violent Crisis Intervention training day. Introduction to crisis prevention that emphasised early intervention and methods for preventing or managing challenging behaviours were presented. The course aimed to assist staff members in providing the best possible care, welfare, safety and security of students, staff and parents within the school community.

A global funding Grant was gained to introduce the "Let's Play" social skills program. Implementation of this program will begin in 2012 with the Year One cohort.

Catholic Schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents **Maintaining Right Relationships** and **Safe Work Environment** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan **Complaints Handling Procedures** forms an important element in the Diocese's commitment to ensuring safe and supportive environments in our school communities. These documents can be found on the Catholic Education Office Website

[www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link policies. No changes were made to these Diocesan documents in 2011.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

## **Learning and Teaching**

### **Introduction**

St Brigid's Catholic Parish Primary School is an authentic Catholic Community of faith, justice and learning, which provides a quality learning and teaching environment for all. Classroom practices, strategies and structures aim to enable students to reach their potential. This year, there have been many initiatives designed to create enriching learning experiences.

### **Curriculum & Pedagogy**

The school implemented all Board of Studies Key Learning Areas, using each syllabus to guide learning and teaching. All classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2011, the school continued to implement the Assessment and Reporting procedures, which complied with Federal Government requirements. Student reports, containing the Common Grade Scale were sent home in June and December. Teachers continued to utilise class Assessment Plans, which linked to their teaching program and individual work samples. Anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Teachers designed learning programs, which followed the Diocesan Programming Policy. A feature of the programs was the high degree of integration across Key Learning Areas, which linked to the Stage Outcomes and Foundation Statements.

The school maintained its commitment to promote all aspects of Information and Communication Technology. The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. The purchase of a number of ipads, enabled students to further integrate technology into their classroom learning experiences and Stages 1, 2 and 3 students became proficient at using interactive whiteboard technology. Continued financial support provided by the Parents and Friends Association ensured that resources in this area were maintained, which had a direct benefit on learning and teaching outcomes for students.

## **Cross Curriculum**

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled ten Year One students to be successfully discontinued from the program this year.

The promotion of literacy learning is part of the school's vision of excellence in education. The 2011 Literacy Plan was implemented throughout the year and \$300 per class was allocated for the purchase of resources to assist in the literacy development of students, as well as support from School Support Officers, from Kindergarten to Year Six.

Numeracy continued to be a major focus for learning and teaching. Teachers implemented the Board of Studies K-6 Mathematics Syllabus, as well as using the Diocesan Learning and Teaching Framework to improve pedagogical practice. A strong emphasis was placed on problem solving and basic facts in order to improve student confidence in both areas. A variety of resources were purchased in order to extend the children's mathematical skills.

The school continued to follow its Indigenous Education Plan, which specifically addressed ways in which the Diocesan Policy is being implemented. The three-year plan involves the inclusion of cross-curriculum content throughout integrated teaching units from Early Stage One to Stage Three. The Acknowledgement of Country Statement which, recognises the traditional owners of the land where the school is situated, continued to be a feature of school assemblies.

The updated School Environment and Management Plan (2011-2013) continued to be implemented throughout the school community. This plan provided a clear direction for a variety of environmental initiatives that were carried out by the students. A large emphasis was placed on encouraging the students to take responsibility for the implementation of the plan. This was mainly achieved through the actions of the Environment Club, which involved over forty students from Years 3 to 6. Major environmental achievements at St Brigid's in 2011 included establishing a new no-dig vegetable garden and worm farm, designing an indigenous travellers path, monitoring the use of water and energy use throughout the school and the continuation of paper recycling in classrooms and offices.

## **Meeting the needs of all students**

Teachers catered for a wide range of student abilities through careful planning and programming. Opportunities were created which enabled students to take responsibility for their own learning through using technology to research and complete work.

The school provided a range of experiences outside the classroom including sport, music, chess, environmental initiatives, creative arts performances and public speaking competitions. These activities afforded talented students the opportunity to display their competency both at a whole school level and in the public arena. The school continued to implement a Gifted Education Policy, which saw some students working beyond their Stage level on individual programs.

Specific student learning needs were addressed in a variety of ways. The Review Committee continued to provide support for teachers in monitoring students with specific learning needs

in numeracy and literacy. Students received regular assistance from School Support Officers who, with classroom teachers, planned learning experiences that supported the students and developed their skills. In 2011, twelve students received specific assistance through funding provided by the Federal Government and the Catholic Education Office. Teachers monitored and recorded student progress and parents were kept informed.

Students in all Stages were provided with opportunities to experience self directed learning. Group work, investigations and Personal Interest Projects challenged the students to deeply examine various topics and to develop a greater understanding and knowledge of curriculum content. There were opportunities for students to develop their multimedia skills through the use of the digital still and video cameras to create PowerPoint presentations, web pages, podcasts and iMovies.

### **Expanding Learning Opportunities**

Students participated in a wide range of competitions. Stages 2 and 3 were given the opportunity to compete in the Australasian All Schools Competitions in Mathematics, English and Science with some very good results. Many students entered various competitions including the Premier's Reading Challenge where 43 students read a selection of quality literature.

90 students from Stages 1, 2 and 3 participated in the National Story-Film Festival, Wakakirri. A highlight of the experience was receiving the National People's Choice award along with a Highly Commended award. The film, "From Geera to Gwynneville" focused on the effects of a local Indigenous story explaining how the Five Islands came into being.

The students participated in a wide range of sporting activities at school, regional, Diocesan and MacKillop levels. The Swimming Team was successful in winning the percentage trophy and achieving fourth place overall. Students who possessed outstanding individual sporting talent were able to vie for selection through Diocesan Trials, with 17 students being chosen in Wollongong Representative Teams. Six students received a Diocesan Sports Council award for excellent achievement in sport. Two Year 6 students were nominated for the best female sports person of the year. Throughout the year various school carnivals were conducted including swimming, cross-country and athletics. These events encouraged maximum student participation and developed community spirit.

St Brigid's conducted a Public Speaking Competition for students in Stage 3. Twenty students participated with the winners from each section going on to represent the school at the Regional level.

### **Professional Learning**

Staff participated in a number of professional learning opportunities related to their Professional Development and Planning Review (PDPR). PDPR is aimed at aligning and supporting staff's personal and professional development needs with the needs of the school. Two major professional learning opportunities were undertaken throughout the year with staff participating in the School-wide Positive Behaviours for Learning and The Leader in Me

Programs. A number of days and staff meetings were also committed to the school focus area of Numeracy. Members of staff also participated in many other courses both in school time and in their own personal time.

## **Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

St Brigid's overall NAPLAN results were again strong in both Literacy and Numeracy and were above diocesan and national averages in all areas except Year Five spelling results. The majority of students showed learning growth between Year 3 and Year 5. Those students who achieved below the National Minimum Standard in any area were identified and education plans put in place.

### **Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2011: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	4%	22%	74%	19%	37%	45%
	National	15%	39%	45%	21%	49%	29%
Writing	School	0%	7%	92%	4%	63%	34%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	4%	41%	56%	11%	59%	30%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	0%	22%	78%	4%	33%	63%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	4%	46%	50%	4%	45%	52%
	National	14%	51%	33%	17%	56%	25%

### Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year, (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	93%	96%
	National	94%	92%
Writing	School	96%	96%
	National	95%	92%
Spelling	School	96%	96%
	National	93%	91%
Grammar & Punctuation	School	96%	96%
	National	93%	92%
Numeracy	School	96%	96%
	National	96%	94%

## **Parent, Student and Staff Satisfaction**

Staff, students and parents were surveyed about areas affecting the education of the students, the general functioning of the school and The Leader In Me initiative. A Diocesan Employee Survey was carried out online. Parents were also surveyed throughout the year regarding principal effectiveness and areas for improvement.

The climate of collegiality, collaboration, care and shared leadership continue to be major strengths for staff at St Brigid's. Staff indicated a strong degree of satisfaction with how the school as a whole is operating, nurturing the Catholic faith and supporting student learning.

A climate of pride, care and friendliness are major strengths amongst students at St Brigid's. Students are encouraged, through class meetings and Senior Student Leaders to voice their opinions and raise points of concern and celebration. The overwhelming majorities of students feels proud of their school, understand their rights and responsibilities and feel safe and supported by the school.

A climate of cooperation, support and community are major strengths amongst the parent body at St Brigid's. The majority of parents strongly agree with the direction the school is taking and the support provided for students and are very pleased and proud to be part of such a special Parish School community.

The school works hard to ensure its charism of welcome, hospitality and leadership is embedded in the culture of the school. All stakeholders are pleased with the connection to the Parish and are keen to deepen this further.

## **School Review and Improvement**

School Review and Improvement is an on-going process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### **School Review and Improvement components reviewed and rated in 2011:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.3 Catholic Life & Culture
- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.3 An Ethical Workplace
- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of Resources & Spaces
  - 5.4 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.2 Reporting to the Community

**School Review and Improvement components to be reviewed and rated in 2012:**

- **Key Area 2: Students and their learning**
  - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
  - 3.7 Professional Learning
- **Key Area 4: Human Resources, Leadership and Management**
  - 4.1 Recruitment, selection & Retention of Staff
  - 4.4 Succession Planning
  - 4.5 Overall Compliance with Legislation & Other Requirements
  - 4.3 An Ethical Workplace
- **Key Area 7: Strategic Leadership & Management**
  - 7.2 Innovation, Development & Change

