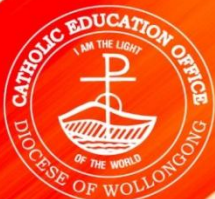


# Annual School Report

# 2012



## 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 Action Plans.

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 2013.

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

St Brigid's Catholic Primary School

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**Parish Priest:** Bishop Peter Ingham DD

**Parish Administrator:** Fr Ron Peters

**Principal:** Mrs Jennie Werakso

**Date:** December 1, 2012

## **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**

2012 has been a year of highs and lows for our Parish school community of St Brigid's. The school's living charism of welcome, hospitality and leadership has been a highlight for our Parish school community. There were some sad times for our community which served to bring us all the more closer.

The connection between the school, home, Parish and the wider community has continued to be nurtured and has gone from strength to strength throughout the year. Despite its small size, the school was again successful in a number of areas including Sport and the Creative Arts.

The Parish school community has ensured that its 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 lifelong 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 the local Conference of the St Vincent de Paul Society and the Vinnie's Van raised awareness of issues affecting the less fortunate amongst us as well as raising much needed funds. In learning the school continued its focus on quality Catholic learning and teaching and continued the implementation of 'The Leader In Me' initiative beyond the classroom by holding the first Australian Leadership Expo, which was a huge success.

## **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 large 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 2012 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 redesign of the playground gardens.

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, school banking, 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 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 Six 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 St Vincent de Paul Society. The Leaders of Justice tried to ensure that there was 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 Catholic Systemic co-educational school located in Gwynneville having been founded by the Sisters of the Good Samaritan in 1951. The school caters for students in years K-6 and has a current enrolment of 230. 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 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 lifelong 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.

### Student Enrolments

2012 Enrolments	
Boys	121
Girls	109
Total	230
Indigenous	6
LBOTE	70

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 2012.

### **Student Attendance**

<b>2012 Attendance (%)</b>	<b>Male</b>	<b>Female</b>
Year 1	86.1	91.9
Year 2	90.2	86.4
Year 3	93.3	96.0
Year 4	92.2	88.5
Year 5	87.5	94.1
Year 6	93.0	91.0

### **Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

For non-attendance at school, parents and carers are required to ring the school and 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

The composition of the workforce is as follows:

- There were a total of 18 teachers and 7 support staff at St Brigid's Catholic Primary School over the school year. This number includes 8 full-time, 10 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 2012 was 97.12%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

### Professional Learning

During 2012, St Brigid's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through the School Review & Improvement priorities.

These included:

A. St Brigid's whole school development days involved 22 staff.

These days focused on:

- Spirituality Day
- The Leader in Me
- Australian Curriculum

B. Other professional learning activities provided at school level including CEO run courses and numbers of staff attending:

- 7 Habits' Signature Training (8)
- Personal Spiritual Retreats (2)

- Religious Education (3)
- Learning in Leadership (1)
- Numeracy (3)
- Literacy (3)
- School-wide Positive Behaviours for Learning (SPB4L) (5)
- Learning Technologies (2)
- Best Start (2)
- John Hattie (1)
- Social Skills (2)
- Live Life Well (3)
- Path to Life (2)
- Gifted Education (2)

The average expenditure by the school on professional learning per staff member was \$696

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$1 286.

### **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 by being a good role model, the use of displays of Catholic doctrine, integration throughout all Key Learning Areas and sacred spaces. Students and staff participate 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. 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. Each class prepared at least one whole school liturgy throughout the year, to acknowledge and celebrate important feast days. Staff were in-serviced throughout 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 and connect with the local community. The focus of the day was based on connecting ourselves with the local community and local Catholic organisations. The day was planned around the theme 'Amazing Face'. The day began with a spiritual liturgy based on the symbol of 'fire' (lighting the flame) in our hall. Staff members were required to take this flame with them on their journey and solve many puzzles. When all the puzzles were brought back, they were pieced together to make the face of Christ. The face of Christ was made through the images of both staff and students from school. This reflection was held over supper where all staff made and broke bread together. This picture has been placed in the staffroom to remind everyone that we are all the face of Christ. The day proved to be a reflective and meaningful experience,



which enabled staff to connect more meaningfully with themselves, staff and the wider community.

As part of our Faith in Action Plan, St Brigid's school community supported several social justice initiatives throughout this year. The school reached out to many charitable organisations and made St Vincent de Paul our focus for the year.

Term1 – Project Compassion (Money was raised for Caritas)

Term 2 - St Vincent de Paul Winter appeal – Food was collected by each class and distributed to those who are in need.

- Specific Grade fundraising initiatives.
- Mufti day, to continue raising funds for St Vincent de Paul
- Staff working in the Vinnie's Van.

Term 3 – Ongoing fundraising for St Vincent de Paul, cake stalls etc.

- Supporting the Clean Up Australia Day initiative.
- We supported the Diocesan sleep out appeal and organised our very own sleep in at St Brigid's.

Term 4 – Mission Week 'Spell-a-thon'.

- Christmas appeal food hampers and gifts for St Vincent de Paul.
- Speaker from Catholic Missions to raise awareness.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of 23 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on (insert date) and 23 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 consistently with the diocese average in the 2012 Religious Literacy Assessment. When the schools results were analysed, St Brigid's overall combinations of Parts A and B were above the diocesan average. When comparing the results to the previous year in 2011, there was a decrease in students scoring in the Extending sector for both Part A and B. The cohort of students demonstrated a high level of knowledge in religious tradition. This high level of performance was particularly noticeable in their:

- Scripture references to the days of Holy Week.
- Understanding of the Hail Mary.
- Identifying Jesus' example to others.
- Understanding Lenten practices that bring us closer to Jesus.
- Sequencing the parts of the Liturgy of the Eucharist.

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:

- Aspects of the story Noah and the Ark.
- Identifying the symbols on the Paschal Candle.
- Identifying the lessons from the parables.
- Recalling the events from the resurrection.

For Part A, 4.30% of students were placed in the developing level, 69.60% in the achieving level and 26.10% were in the extending level.

For Part B, 0% of students were placed in the developing level, 73.10% in the achieving level and 26.90% were in the extending level.

Combining Parts A and B, 8.70% of students were placed in the developing level, 65.20% in the achieving level and 26.10% were in the extending level for Religious Literacy.

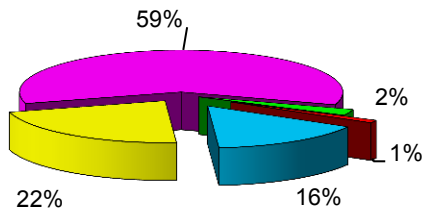
## **Financial Summary**

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 and Literacy, Numeracy and other Key Learning Area resources and to support the school's Creative Arts through its Wakakirri performance.

A grant of \$6 000 was received from the Catholic Education Office to help implement 'The Lighthouse Learning' project as part of 'The Leader In Me' initiative throughout the year. The school spent \$4 000 on playground improvements including signage, gardens and playground enhancement.

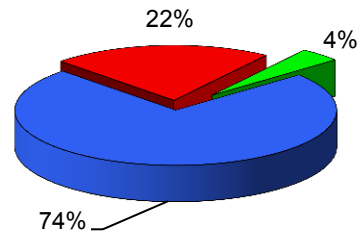
The following graphs reflect the aggregated income and expenditure for St Brigid's Catholic Primary School, Gwynneville for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

## Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

## Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

## Student Welfare

### Introduction

During 2012, St Brigid's School continued to implement School-wide Positive Support for Behaviour Learning (SPB4L). The school is committed to providing quality Catholic learning and teaching to all the students entrusted in its care. 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. The school SPB4L Team gathered in November of this year at a Diocesan Graduation Day. It was here that we were able to celebrate the 5year journey of implementing this framework into our school. SPB4L and the structures in place certainly support a safe and predictable school environment for all.

As part of 'The Leader In Me' Leadership Program, 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 One-Six having a student workbook). This year in May, the school held its first Leadership Expo Day, where the school had the opportunity to share the 7 Habits with the wider community. We were able to share our Leadership song as well as the 7 Habits language, and how this program enhances relationships, both at school, home and the wider community. The Leader In Me Program assisted staff in 2012 to bring out the best in every child academically, emotionally, spiritually, physically and socially.

## **Pastoral Care:**

Pastoral Care refers to everything the school community does to meet the needs of its students and community. The wide range of initiatives that focus on students' pastoral care is grounded within the context of our school's Vision Statement and by the school motto.

A CatholicCare counsellor works at the school one day per week and provides 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. Social skills were developed in Kindergarten using the PALS Program (Playing and Learning to Socialise).

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.

Live Life Well at School (LLW@S) is a long-term program that aims to get students, more active, more often, as well as focusing on healthy eating habits.

The program aims to further enhance our knowledge, skills and confidence in teaching nutrition education and fundamental movement skills as part of the K-6 Personal Development, Health and Physical Education (PDHPE) syllabus.

Two teachers had the opportunity to participate in a two-day professional learning workshop during Term 3 that promoted a 'whole of school' approach to physical activity and nutrition education.

As a result, we have a LLW@S team and together we will begin to implement our action plan for initiating a sustainable change in Personal, Development Health and Physical Education (PDHPE) in the school.

A global funding grant was gained to introduce the 'Let's Play' social skills program with the Year One cohort. Structured play was successfully implemented to support the social interactions of students at morning tea and lunch. Organised activities, with school agreed rules for participation, have reduced the number of reported playground incidents. Let's Play Games in Year 1 was implemented to target specific students who require explicit support in developing skills and strategies in playing with others. This Program was successfully implemented during Term Three. Kids' Club also operated on two days a week during lunch periods and provided targeted students with a supportive social network of teachers/SSOs

and peers, structured play activities and guidance for reintegration to normal playground activities.

Pastoral Care also includes the provision of a just and equitable education for every child, regardless of ability or any other factor. Through effective assessment of student needs, teachers are able to differentiate the curriculum to cater for the needs of those students who are struggling in some areas, as well as the average and above-average students. Teachers continue to develop more strategies to do this, especially for those students who require more challenge or extension in some areas.

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.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link policies.

No changes were made to these Diocesan documents in 2012.

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 2012, 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 link 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 that 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.

### **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 2012 Literacy Plan was implemented throughout the year and \$500 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. A particular focus this year was the implementation of highly effective spelling strategies especially within the context of writing. Teachers developed a school proofreading guide, core spelling lists and observed each other using the Diocesan Learning Teaching Framework to ensure sound and consistent pedagogical practice from Kinder to Year 6.

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 and a school programming pro forma was developed to ensure consistency.

The school continued to follow its Indigenous Education Plan, which specifically addressed ways in which the Diocesan Policy is being implemented. In 2012 the school hosted Cultural Infusion Day with a number of performers including indigenous dancers presenting dance, music and story to our students. In addition funds have been used to purchase new indigenous resources including books and works of art. 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 (2012 - 2015) 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 thirty students from Years Three to Year Six. Major environmental achievements at St Brigid's in 2012 included maintaining a new no-dig vegetable garden and worm farm, completing a Travellers' Path, monitoring the use of water and energy use throughout the school and the continuation of paper recycling in classrooms and offices. In Term 4 the school introduced 'Nude Food Wednesdays' with the dual purpose of reducing the amount of packaging that becomes waste at school as well as encouraging our students to eat wholesome and nutritious food. This initiative will continue in 2013. The school submitted a number of entries into the Wollongong Council Rise and Shine promotion. The entries highlighted the efforts made at school to be environmentally proactive. In addition a number of students from Kinder to Year 6 wrote or drew pictures about caring for the environment.

This year we became a participating school in the Live Life Well @ School program. This program aims to enhance teachers' knowledge, skills and confidence in teaching nutrition education and physical activity – including fundamental movement skills.

### **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.

This year twenty students from Years 2 to 6 participated in the SPLICED program (Stretching Potential through Learning in Interactive Environments in the Diocese of Wollongong). Students commenced the Diocesan on-line program in early Term 2 and participated until the end of September. It is anticipated that the Diocese will offer a similar opportunity next year.

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 2012, ten 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. This year the Review Committee evolved to become the MSPEC committee (Managing Student Pastoral and

Educational Concerns) enabling the school to respond to the educational and welfare concerns that are often linked.

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 55 students read a selection of quality literature.

Students from Stages 2 and 3 participated in the National Story-Film Festival, Wakakirri. Our school explored the transformation of lives from despair to hope and joy in the telling of the Leadership journey.

The students participated in a wide range of sporting activities at school, regional, Diocesan and MacKillop levels. Both the Swimming and the Cross Country teams were successful as small school champions. Students who possessed outstanding individual sporting talent were able to vie for selection through Diocesan Trials, with twelve students being chosen in Wollongong Representative Teams. Two students received a Diocesan Sports Council award for excellent achievement in sport. Three students represented the school at the MacKillop level. Throughout the year various school carnivals were conducted including swimming, cross-country and athletics. These events encouraged maximum student participation and developed community spirit. A large number of students represented the school at Gala days for Basketball, Netball, Rugby League and Football.

St Brigid's conducted a Public Speaking Competition for students in Stage 3. All students participated with the winner from each class going on to represent the school at the Regional level during Term 4.



## **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. New members of staff and support officers received professional development in The Leader in Me Programs. A number of days and staff meetings were also committed to the school focus area of Literacy. 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 National Assessment Program Literacy and Numeracy (NAPLAN) assesses 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.

St Brigid's overall NAPLAN results were again strong in both Literacy and Numeracy and were above diocesan and national averages in all areas. The majority of students showed significant learning growth between Year Three and Year Five.

### **Student Achievement in Bands**

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 2012: % 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	0%	25%	75%	0%	43%	57%
	National	14%	37%	47%	18%	49%	31%
Writing	School	0%	19%	81%	4%	59%	37%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	0%	47%	53%	11%	30%	59%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	0%	31%	69%	4%	30%	67%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	0%	39%	61%	7%	39%	54%
	National	16%	49%	33%	18%	53%	27%

### 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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	96%
	National	94%	93%
Grammar & Punctuation	School	100%	100%
	National	93%	90%
Numeracy	School	100%	100%
	National	94%	93%

## **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, assistant principal effectiveness and areas for improvement. The climate of welcome, 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 majority of students felt 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 (SRI) 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. This year saw the last year in the current cycle for SRI with a new cycle beginning in 2013.

### **School Review and Improvement components 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
  - 4.3 An Ethical Workplace
  - 4.4 Succession Planning
  - 4.5 Overall Compliance with Legislation & Other Requirements
- **Key Area 7: Strategic Leadership & Management**
  - 7.2 Innovation, Development & Change

### **School Review and Improvement components to be reviewed and rated in 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.4 Parents, Parishes and the Broader Church
- **Key Area 2: Students and their Learning**
  - 2.2 Rights and Responsibilities
  - 2.4 Integration of Information and Communication Technology
  - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.3 Teaching Practices

