

Annual School Report

2013



About This Report

St Brigid's Catholic Primary School, Gwynneville is registered by the Board of Studies NSW 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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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 Admin: Fr Ron Peters

Principal: Jennie Werakso

Date: 18 December 2013

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

2013 has been a year of change for the Parish school community. There were some minor changes in staffing due to Maternity Leave as well Leadership Team changes. The community remained focused on doing their best for the students in their care. The Parish school community has ensured that it's mission of developing leaders of faith, justice and learning continued to be embedded all it does alongside its charism of Welcome, Hospitality and Leadership. The Leader In Me initiative remained effective in providing a framework for the school to move forward.

Parent Involvement

St Brigid's Catholic Primary School continued to welcome the involvement of parents in the life of the school and valued their contributions to the education and welfare of the students. Parents were generous in volunteering their time to work with children in the classrooms, at the Welcome BBQ, the school Canteen, sporting carnivals, clothing pool, Book Club, Book Fair, G'Day and the design and publication of the 2013 St Brigid's Year Book. The Parents and Friends Association (P&F) held a few fundraising events throughout the year, including the highly successful Artville, in order to provide resources for the students. The P&F also sponsored the 'Artists in Residence' program, which provided skills, pieces of framed art and fun for the students. Parents also participated in a "Parents Are Partners' Forum aimed at envisioning future plans for 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 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 Primary School is a Catholic systemic co-educational school located in Gwynneville. The school caters for students in years K-6 and has a current enrolment of 232 students.

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 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 passionate 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.

Student Enrolments

2013 Enrolments	
Boys	116
Girls	122
Total	238
Indigenous	5
LBOTE	80

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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	94.6	96.2
Year 1	94.8	95.1
Year 2	95.8	98.2
Year 3	93.4	96.2
Year 4	95.2	94.1
Year 5	96.5	95.5
Year 6	94.5	95.9
Whole school	95.0	95.8

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. Parents, consistent with the Catholic Education Office (CEO) Student Attendance Policy, apply for extended periods of leave.

Staffing Profile

There are a total of 16 teachers and 7 support staff at St Brigid's Catholic Primary School. This number includes 9 full-time, 7 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 2013 was 96.36%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 81.5% with two staff members going on Maternity Leave and one staff member moving schools.

Professional Learning

During 2013, St Brigid's Catholic Primary School 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 Catholic Primary School whole school development days involving 23 staff.

These days focused on:

- Compliance;
- 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) (5 staff);
- Learning Technologies (2 staff);
- 7 Habits' Signature Training (9 staff);
- Personal Spiritual Retreats (3 staff);
- Spirituality Inservices/Retreats (7 staff);
- Religious Education (6 staff);
- Australian Curriculum (16 staff);
- Numeracy (3 staff);
- Literacy (3 staff);
- School-wide Positive Behaviours for Learning (SPB₄L) (23 staff);
- Learning Technologies (2 staff);
- Best Start (1 staff);
- Live Life Well (4 staff);
- Leading Libraries (1 staff);
- University Leadership Conference (5 staff);
- Principals' Association Leadership Conference (6 staff);
- Australian Curriculum (4 staff);
- Literacy (4 staff);
- Numeracy (4 staff);
- Special Education (2 staff);
- Reading Recovery Inservices (2 staff);
- Collaborative Classrooms (4 staff);
- Beginning Teacher Inservices/Mentoring (8 staff);
- Social Skills (2 staff);
- Edutech Conference (1 staff);
- ACEL Conference (1 staff);
- Language & Culture (1 staff); and
- Co-teaching (3 staff).

The average expenditure by the school on professional learning per staff member was \$1 090. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$753.

Catholic Life & Religious Education

St Brigid's Catholic Parish Primary School is committed to its role as a Catholic educational community, where staff, parents and students work in partnership to promote and live the Gospel values. It is these very values that underpin everything we do.

The staff works together in promoting the Catholic identity within the school. Prayer and celebration is a vital component of our school life. The staff meet weekly to share prayer and reflection. This is an important part of personal spiritual growth and a time to support members of the school and wider community. Year 6 leaders conduct morning prayer with all the students, teachers and parents assembled. This can consist of a daily offering and prayers for special intentions, feast days or acknowledgement of special days. Special prayers are said for the weeks of Lent and Advent, in preparation for Easter and Christmas.

All classes take turns throughout the year to lead the school in a liturgy that celebrates and remembers a significant day/person /event e.g. All Saints Day; St Brigid's Feast Day; Mother's Day etc. Whole school celebrations are held to highlight Holy Week; Easter and Christmas.

Within the classrooms the doctrine of the Religious Education units being taught is displayed to help the students gain a deeper knowledge and understanding of their faith. Sacred spaces are kept current according to the liturgical season and often incorporate symbols related to units of study. These spaces form a focal part of class prayer and celebration.

Staff and students attend the weekly Parish Mass on a rotational basis. This is an opportunity for students to take an active role in the preparation and presentation of the Mass. They learn how to proclaim the Word of God; help with singing parts of the Mass; lead the prayers of the faithful and present reflective movements to deepen their understanding. Parents are actively encouraged to attend and celebrate with the students and staff at all liturgies and Masses.

The whole school has many opportunities to come together to celebrate Mass – beginning and end of year; feast days; "Grandparents; Godparents and Good Friends Day".

The staff are encouraged to attend the personal growth and spirituality sessions offered by the CEO. Several have been part of the 'Lamplighters' and 'Shining Lights' program, new staff have taken part in 'Igniting the Fire', while some of the staff were lucky enough to participate in 'Journey' this year.

There is a very active and dedicated 'Lamplighters' team that lead the staff in spiritual formation and growth. The Lamplighters Team, who organised everyone into social justice teams, instigated the staff Spirituality Day. Each team had to choose a charity organisation that they would work towards helping and supporting.

Teams synergised and raise money or goods to present to the charity groups. Staff visited the

nominated charity and presented money and/or gifts. This was a truly rewarding and uplifting experience for all staff members.

The Religious Education Coordinators (REC) actively participates in REC meetings; networking days and the annual REC conference. They organise school liturgical events and help support the teaching and programming of Religion in the classrooms. They ensure that the storytelling component of the Religious Education curriculum is effectively implemented.

The school is in partnership with the Parish in the preparation of the children to receive the Sacraments. Meetings, lessons, retreat days and Sacramental Masses are all fully supported by the school community. The school RECs are part of the Sacramental Team and as teachers of the Sacramental classes, fully involved in all aspects of this faith journey.

As part of the school's 'Faith In Action' plan various charity organisations are nominated for the school community to support throughout the year. There is also ongoing support for the Vinnie's Van by several committed staff members.

Term 1:

CARITAS – Project Compassion - with the emphasis on giving up something so that others may have quality of life.

Term 2:

Staff social justice focus supporting charity organisations: Youth of the Street (\$1 500).

Matthew Talbot Hostel (over 50 personal care packages delivered); Westmead Children's Hospital (\$1 000); Share the meal Program, Redfern (Portable sink, microwave, meals for two days).

Term 3:

St Vincent de Paul Winter Appeal - Food and blankets were collected and presented to the local chapter at a whole school liturgy.

Term 4:

- Maths-A-Thon to support Good Samaritan Outreach initiative, connecting women, isolated families and indigenous communities (\$4 200). This will continue to be a major social justice focus for 2014.
- Food collection for St Vincent de Paul Christmas Appeal as part of the whole school preparation for Christmas.
- Writing Christmas cards to people who are alone or in nursing homes and aged care facilities.
- Reaching out to the local community through the school choir singing carols at the Catholic Education Office, Xavier House, shoppers in the Mall and Parameadows; Year 6 Gathering with the Bishop.

This year, the Year 6 Prayer and Gathering with the Bishop was held at Shellharbour City Parish Church. This initiative was a wonderful occasion, which brought together many school communities in the Diocese of Wollongong to help participate and celebrate a special Mass with Bishop Peter.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 31 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 31 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

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

Overall the performance of the school in comparison to the Diocese average was very good, particularly for Part A. The school scored 22.60% in the extending section as opposed to 13.10% from the Diocese. The school outperformed the Dioceses average in the Achieving section and was lower in the developing section.

The schools performance compared to the results of 2012 indicated an improvement in students scoring in the achieving section but a slight decrease in the extending sector.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in:

- the symbols used at Baptism;
- elements of prayer;
- identifying scripture passages;
- knowledge of St Francis of Assisi and St Patrick;
- knowledge of the Good Samaritan story; and,
- knowledge of the 10 Commandments.

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

- match Biblical characters;
- sequence the Liturgy of the Eucharist; and,
- tell the story of the birth of Jesus.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 0.00% of students were placed in the developing level, 77.40% in the achieving level and 22.60% were in the extending level.

For Part B, 6.50% of students were placed in the developing level, 74.20% in the achieving

level and 19.40% were in the extending level.

Combining Parts A and B, 9.70% of students were placed in the developing level, 74.20% in the achieving level and 16.10% were in the extending level for Religious Literacy.

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 2013:

- **Key Area 1: Catholic Life and Religious Education:**

- 1.4 Parents, Parishes and the Broader Church

- Goal: Parents are active participants in their faith education and support their child's religious education.

- **Key Area 2: Students and their Learning:**

- 2.2 Rights and Responsibilities

- Goal: Tier two procedures are implemented successfully as a whole school.

- 2.4 Integration of Information and Communication Technology

- Goal: Students understand the correct use of ICT.

- 2.5 Pastoral Care

- Goal: Students understand and practice an active, healthy lifestyle to support their learning.

- **Key Area 3: Pedagogy:**

- 3.1 Curriculum Provision

- Goal: Staff are well placed to implement the Australian Curriculum in English.

- 3.3 Teaching Practices

- Goal: The school is an effective professional learning community.

School Review and Improvement components to be reviewed and rated in 2014:

The following areas have been selected for focus in 2014 to ensure an ongoing emphasis on quality student learning and effective teaching. The Australian Curriculum implementation in English and Mathematics necessitates a strong focus on teacher quality and practice as well as linking to feedback and assessment. Connections with family and faith life are also an essential part of an effective Catholic school.

- **Key Area 1: Catholic Life and Religious Education:**
 - 1.1 Vision and Mission
- **Key Area 3: Pedagogy:**
 - 3.3 Teaching Practices
 - 3.5 Assessment
- **Key Area 5: Resources, Finance and Facilities:**
 - 5.1 ICT Resources
- **Key Area 6: Parents, partnerships, Consultation and Communication:**
 - 6.1 Parent Involvement

Financial Summary

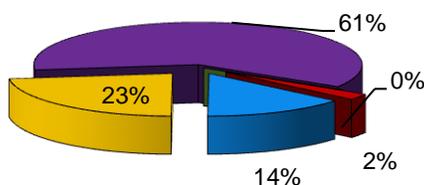
The school used School Enhancement and Debt Servicing Obligation (SEDSO) funds to continue repaying the loan on the newer ground level classrooms and library.

\$12 397 was used to purchase iPads, computers and laptops. \$13 432 was used to buy resources for Literacy, Numeracy and other Key Learning Area and to support the school's Creative Arts through the Artists in Residence Program.

The school spent \$4 523 for signage, resources and professional development for The Leader In Me initiative.

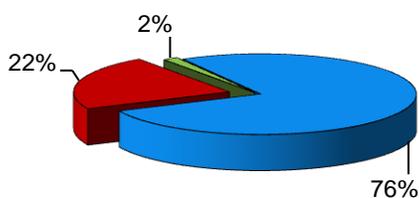
The following graphs reflect the aggregated income and expenditure for St Brigid's Catholic Primary School, Gwynneville for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

During 2013, St Brigid's School continued to implement 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. 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. SPB₄L and the structures in place have certainly supported a safe and predictable school environment for all over the past six years. This year 'Problem Solving' Meetings enabled effective intervention.

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. All classes had access to resources (Teacher's Guide as well as a Grade student workbook). This year during Term One, we had our second Leadership Expo Day, where we as a school had the opportunity to share the 7 Habits with the wider community, including eighty Australian Catholic University students. 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 2013 to bring out the best in every child academically, emotionally, spiritually, physically and socially.

A CatholicCare counsellor worked at the school one day per week and provided student counselling when required to both students and families as well as group intervention work in class. A buddy system existed between Kindergarten and Year Six, which assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system. A number of Social Skill programs were introduced, including 'Social Skills Board Games' and the 'Secret Agent Society' aimed at some students who sometimes found it difficult to understand their own emotions and those of others.

Positive behaviour was recognised and encouraged through the School Merit Award system, good news calls, the school-wide token system, uniform award, whole class and school reward programs as well as Leader of the Week initiative. 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 @ School (LLW@S) aimed to get students, more active, more often, as well as focusing on healthy eating habits.

During Term One, the students were involved in a 'Sports in Schools' sport program, where all twelve Fundamental Movement Skills were addressed. During Term Two, the students were involved in an eight week Tennis program at the local Tennis Club. As a staff we have worked on updating our School Scope and Sequences in each stage. This is all evidence of initiating a sustainable change in PDHPE in the school.

Pastoral Care also included 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 were able to differentiate the curriculum to cater for the needs of those students who were struggling in some areas, as well as the average and above-average students.

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 for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

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

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.

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. A strong emphasis on varied methods of assessment was implemented by teachers, including pre/of and for assessment. 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 authentic integration across Key Learning Areas, which linked to the Stage Outcomes and Foundation Statements. New school-wide

templates for English and Mathematics programming were devised and implemented by teachers.

The school maintained its commitment to promote all aspects of Information and Communication Technology (ICT). 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, 8 per Grade, 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. ICT was integrated in all Key Learning Areas.

Teacher learning and development focused on learning modules for the new Australian Curriculum with the development of new English and Mathematics scope and sequences.

Cross Curriculum

The Reading Recovery Program, a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills, enabled 11 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. A 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 6. A particular focus this year was working towards Australian Curriculum implementation in 2014 and familiarization of the Board of Studies K-6 English Syllabus for all staff.

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 proforma was implemented to ensure consistency across Grades.

The school continued to follow its Indigenous Education Plan, which specifically addressed ways in which the Diocesan Policy is being implemented. In addition funds were used to purchase new indigenous resources including books and works of art. Indigenous students receive additional assistance on an individual basis from an appointed School Support Officer (SSO). Support was allocated on a needs basis and was delivered within the context of the classroom. The SSO worked collaboratively with teachers and the Indigenous Education Officer from the Catholic Education Office. National Aboriginal Islander Day Observance Committee (NAIDOC) Week was celebrated with all students being involved. 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 and gatherings.

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 3 to Year 6. Major environmental achievements at St Brigid's in 2013 included maintaining a new no-dig vegetable garden and worm farm, monitoring the use of water and energy use throughout the school and the continuation of paper recycling in classrooms and offices. The school entered the Wollongong Council Rise and Shine promotion and the entry highlighted the efforts made at school to be environmentally proactive and achieved first place.

Meeting the needs of all students

Opportunities for students to engage and share interests, passions and varying skills were maximised through the School and School Choir and Band, Student Council, University of New South Wales Competitions, Chess Club, Visual Arts Competitions, Language Courses in Italian and the Strengthening Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program. All addressed the diverse needs of students in our school.

Reading Recovery continued to operate successfully, supporting the literacy learning needs of 11 Year 1 students in 2013. These students will be monitored throughout their primary education using a range of standardised assessment tools and quality teaching input, ensuring their learning continues to progress.

All teachers continued to collect, analyse, monitor and record all students' achievement and learning in Tracking Folders. These results were discussed with relevant personnel in the school and directions were determined for future learning. All Stages this year undertook three-way conferencing at the end of Semester 1 and when requested by class teacher and or parents to investigate strengths, weaknesses and to celebrate learning achievements.

Individual Plans (IPs) were utilised to support the educational requirements of students who had diverse learning needs. The IP provided details of any specialist reports as well as psychometric assessments and were evaluated and updated each Term with parent meetings conducted in Terms 2 and 4. Teachers regularly liaised with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational psychologists and support personnel from the CEO in order to best fulfil the learning requirements of all students. An MSPEC Committee (Managing Student Pastoral and Educational Concerns) led by a met regularly to discuss the needs of students.

School guidelines for identifying students were developed with the support of an Education Officer, together with school agreed practices for supporting the learning needs of gifted students. Students from Year 3 to 6 were assessed using the General Ability Test (AGAT), with several students then being assessed using the Slosson Intelligence test (SIT-P). Data from these assessments has assisted in the development of IP's for these targeted students and the implementation of these plans.

In addition, outside agencies and CEO personnel were involved in planning, implementation, staff professional development and the evaluation of specific structures for learners with diverse academic, social, emotional and physical needs.

Expanding Learning Opportunities

The students from K-6 were provided with many opportunities to participate in a variety of competitions both inside and outside of school and were very successful. Many students participated in the Australian School Mathematics, English and Science competitions, Catholic Development Fund (CDF) Public Speaking competition, Christmas Story Art Competition, the Noreen Hay Christmas card competition, environmental colouring competition. Many students also participated in the Music Bus where they were taught how to read and write music and how to play different instruments.

Students also participated in the school band and choir and performed at many school celebrations, northern Illawarra combined schools music festival, Crown Street Mall, Catholic Education Office and Parameadow's school.

The students participated in a variety of sporting opportunities at school, Diocesan, MacKillop and State levels. The students participated in gala days which included soccer, rugby league, netball and basketball days. Many students represented the school at the regional swimming, cross country and athletics carnivals. The school was very successful in achieving the small schools award for both swimming and cross-country. A number of students achieved success where they were awarded age champions. Four students were selected to participate in this year's CDF sports awards and one of our students won the most outstanding primary school sportsman. Sport Carnivals were staged which included swimming, cross-country and athletics. These events were about building team spirit, allowing participation for all students and allowing them to feel safe in an active and supportive environment.

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 fifty five students read a selection of quality literature.

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

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.

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

NAPLAN is implemented for students in Years 3 and 5 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.

Overall NAPLAN results were very strong in Year. 3 in both Literacy and Numeracy and were above Diocesan and National averages. However students in Year. 5 showed lower learning growth between Year Three and Year Five and this information has been used to implement active learning plans. A highlight was that Year 3 boys improved by 49 scale scores from the 2012 data in the test aspect of Grammar & Punctuation and were 61 scale scores above the State average.

Student Achievement in Bands

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. 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 2013: % 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	6%	34%	60%	0%	61%	39%
	National	12%	41%	46%	12%	53%	33%
Writing	School	2%	21%	77%	0%	82%	18%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	2%	30%	68%	7%	64%	29%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	0%	23%	77%	0%	43%	57%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	4%	38%	57%	0%	71%	29%
	National	12%	54%	32%	20%	53%	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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	93%
	National	95%	96%
Writing	School	100%	93%
	National	95%	92%
Spelling	School	100%	93%
	National	94%	93%
Grammar & Punctuation	School	100%	93%
	National	95%	95%
Numeracy	School	100%	93%
	National	96%	93%

Parent, Student and Staff Satisfaction

Staff and 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. Parents were invited to participate in a 'Parents Are Partners' 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 continued to be major strengths amongst students at St Brigid's. The overwhelming majority of students feel proud of their school, understand their rights and responsibilities and feel safe and supported by the school.

A climate of partnership, support and community are major strengths amongst the parent body at St Brigid's. The majority of parents 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.

