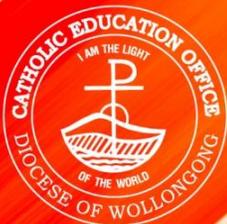


# *Annual School Report*

## *2014*



## About This Report

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St Brigid's Catholic Parish Primary School, Gwynneville is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 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 (BOSTES) NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

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**Parish Priest:** Most Rev Peter W Ingham DD  
**Parish Administrator:** Fr Ron Peters

**Principal:** Jennie Werakso  
**Date:** 10 December 2014

## Vision Statement

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### *Vision*

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

### *Mission*

To Develop Leaders of Faith, Justice and Learning.

## Message from Key School Bodies

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### ***Principal's Message***

2014 has been another 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 guide 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 and is well entrenched in the culture and environment of the school.

### ***Parent Involvement***

Parents are seen as genuine partners and as such were able to support the school wholeheartedly in the education and welfare of 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 2014 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. The P&F also sponsored the 'Japanese Immersion' program for Kindergarten to Year Six, which provided a taste of Japanese culture and language. Parents also participated in 'Parents Are Partners' Forums 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 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 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 the St Vincent de Paul Society, Caritas, Catholic Missions, Good Samaritan Outreach and Interplast.

They also tried to ensure that there was a positive climate and were pro-active 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 successes of the school on the sporting field.

*School Leaders*

## School Profile

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### **School Context**

St Brigid's Catholic Primary School is a Catholic systemic co-educational school located in Gwynneville. The Sisters of the Good Samaritan founded St Brigid's 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 caters for a current enrolment of 254 students and is generally a one-stream school with one bubble class and one extra-large class of 44 students with two teachers.

The school vision, 'With faithful hearts, St Brigid's school community strives to be an authentic Catholic community of faith, justice and learning' underpins the school's 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 there is 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 School-wide Positive Behaviours for Learning (SPB4L).

### **Student Enrolments**

2014 enrolments	
Boys	123
Girls	131
Total	254
Indigenous	6
LBOTE	87

The Diocesan Primary 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 2014.

### ***Student Attendance***

<b>2014 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	96.3%	96.2%
Year 1	93.6%	95.7%
Year 2	94.3%	96.6%
Year 3	94.4%	96.4%
Year 4	93.7%	94.3%
Year 5	94.8%	95.7%
Year 6	95.1%	96.3%
Whole school	94.6%	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 a note for unexplained absences being sent to parents for completion and return to the school for updating of class roll. Extended periods of leave are applied for by parents consistent with the CEO Student Attendance Policy.

## Staffing Profile

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There are a total of 18 teachers and 7 support staff at St Brigid's Catholic Primary School. This number includes 9 full-time, 9 part-time teachers.

### **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 96 % with one teacher going on Maternity Leave and one returning from Maternity Leave.

### **Professional Learning**

During 2014 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 25 staff.

These days focused on:

- compliance;
- Australian Curriculum Science;
- spirituality;
- The Leader In Me and 7 Habits; and
- transition and tracking.

**B.** Other professional learning activities provided at school level including CEO run courses:

- University of Wollongong (UOW) Leadership Conference (3 staff);
- Beginning Teacher In services/Mentoring Spirituality (3 staff);
- Spotlight on Technology Conference (1 staff);
- 7 Habits' Signature Training (16 staff);

- Managing Student Pastoral and Educational Concerns (MSPEC) (3 staff);
- Religious Education In-services (2 staff);
- Library Accessioning (1 staff);
- Library Cataloguing (1 staff);
- Information Technology in-services (2staff);
- Australian Curriculum Mathematics (14 staff);
- Australian Curriculum English (14 staff);
- Australia Curriculum Science (2 Staff);
- Transition In-service (1 staff);
- Personal Spiritual Retreats (3 staff);
- Best Start (1 staff);
- Special Education (2 staff);
- Reading Recovery in-services (2 staff);
- Language & Culture (1 staff);
- Data collection (2 staff);
- Reading Recovery (2 staff); and
- Autism (2 staff).

The average expenditure by the school on professional learning per staff member was \$767.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of \$790.

## **Catholic Life & Religious Education**

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St Brigid's Catholic 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.

Staff work together in partnerships to promote the Catholic identity within the school. Prayer and celebration is a pivotal component of our school life. All staff members take responsibility for sharing prayer and reflection during weekly communication and leadership team meetings. This is an important part of personal spiritual growth and a time to support members of the school and wider community. The senior student leaders lead a whole school Morning Prayer with all the students, teachers and parents assembled. This includes 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. During the month of May the prayer focus is on Mary and throughout October each Grade has the responsibility of leading a prayer based on The Rosary.

Each class 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; Mothers'

Day, Fathers' Day, ANZAC Day, Butterfly Day, National Aboriginal Islander Day Observance Committee (NAIDOC) Week 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.

The whole school community has many opportunities to come together to celebrate Mass, beginning and end of year, Year 6 graduation, feast days, Grandparents, Godparents and Good Friends Day. Staff and students also attend 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.

Staff members are actively encouraged to attend the personal growth and spirituality sessions offered by the CEO. Several have been part of the 'Lamplighters' and 'Shining Lights' programs and new staff members have taken part in 'Igniting the Fire'. There is a very active and dedicated Lamplighters Team that leads the staff in spiritual formation and growth. Several staff members have also had the opportunity to attend 'Call to Life' this year. Each year deep thought is given to the needs of the staff, when preparing the annual Staff Spirituality Day. This year we spent time learning about the Enneagram to assist with personal and collective transformation.

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 Religious Education in the classrooms. They ensure that the storytelling component of the Religious Education curriculum is effectively implemented.

The school is in partnership with the Lumen Christi Pastoral Region Sacramental Team 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 REC's 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. The emphasis was on giving up something so that others may have quality of life. This year we raised \$802 to support the work of Caritas Australia.
- 'Hearts across the Nullarbor' fundraising event to help support Sr Anna Warlow and the Good Samaritan Outreach Program in a small region in Western Australia. We raised \$16 000 for this very important initiative, which allowed for a breakfast program and financial support for

the schooling of several indigenous students.

### **Term 2**

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

### **Term 4**

- Jog-a-Thon to support Turia Pitt and her Ambassadorial role in the charity Interplast. We were able to help raise over \$3000 for burns victims and people who need facial reconstructive surgery.
- 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 CEO, Xavier House, the Wollongong Mall and Para Meadows.

The Year 6 Prayer and Gathering with the Bishop was held at St John Vianney's Co-Cathedral, Fairy Meadow. This initiative was a wonderful occasion, which brought together many school communities in the Diocese of Wollongong to 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 2014. The school cohort in 2014 consisted of 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 46 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.

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

- knowledge of the key events in the Scriptures that tell of Mary's openness to God;
- demonstrate an understanding of the commandments and relating them to real life;
- identify the key times of the Liturgical year;
- identify how groups can act in service to others like Jesus did; and
- describe the presence of God in creation.

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:

- recall the events of Holy Week focussing on the Stations of the Cross;
- recall and sequence the events of Advent and Christmas;
- demonstrate a basic knowledge of the Sacrament of Penance; and
- identify and match items in the Church.

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

For Part A, 18% of students were placed in the developing level, 67% in the achieving level and 15% were in the extending level.

For Part B, 8% of students were placed in the developing level, 66% in the achieving level and 27% were in the extending level.

Combining Parts A and B, 17% of students were placed in the developing level, 65% in the achieving level and 18% were in the extending level for Religious Literacy.

## **School Review and Improvement**

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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 2014:**

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

- 1.1 Vision and Mission

- Goal: The school promotes and provides opportunities for the school community to actively participate in the life of the Parish and the wider church.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- Goal: Student educational needs are well catered for.

- 3.5 Assessment

- Goal: Student outcomes are improved through effective feedback and assessment.

- **Key Area 5: Resources, Finance and Facilities**

- 5.1 Information Communications T Resources

- Goal: ICT is used effectively across the school to improve student outcomes

- **Key Area 6: Parents, partnerships, Consultation and Communication**

- 6.1 Parent Involvement

- Goal: Parents feel that they are consulted and involved as partners in the education of their children.

**School Review and Improvement components to be reviewed and rated in 2015:**

The following areas have been selected for focus in 2015 to ensure emphasis on student learning and teaching and professional development of staff and to ensure growth as a Professional Learning Community.

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

- 2.1 Educational Potential

- **Key Area 3: Pedagogy**

- 3.4 Planning, Programming and Evaluation

- 3.7 Professional Learning

- **Key Area 4: Human Resources, Leadership and Management**

- 4.2 Professional Development of Staff

- 4.3 An Ethical Workplace Culture

- **Key Area 5: Resources, Finances and Facilities**

- 5.4 Financial Management

- **Key Area 6: Parents, Partnerships, Consultation and Communication**

- 6.2 Reporting to the Community

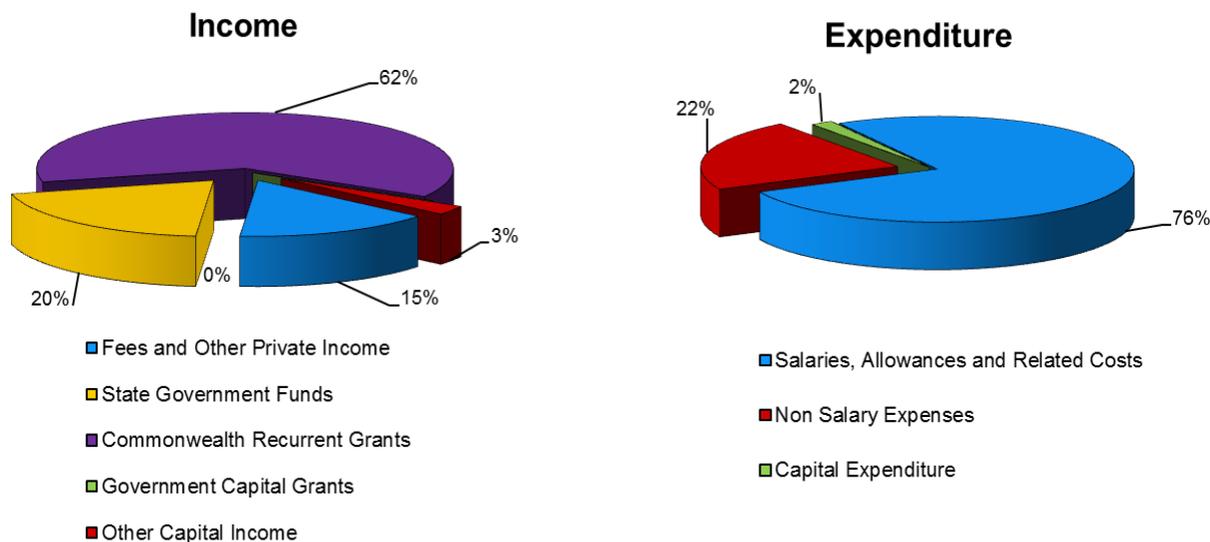
## Financial Summary

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

\$36,782 was used to purchase iPads, computers and laptops. \$9033 was used to buy resources for Literacy, Numeracy and other Key Learning Areas.

The school spent \$6400 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 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

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During 2014, St Brigid's School continued to implement School-wide Positive Support for Behaviour Learning (SPB<sub>4</sub>L). 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. SPB<sub>4</sub>L and the structures in place have certainly supported a safe and predictable school environment for all over the past seven years.

As part of 'The Leader in Me' Leadership Program, all habits were explicitly taught and integrated into all learning and teaching programs. All classes had access to resources (Teacher's Guide as well as a Grade student workbook). This year, we held two Leadership Expo Days, a twilight expo for parents and one for the Catholic Education Commission where we, as a 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 2014 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 students and families, as well as group intervention work in class. 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. 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 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 2, the students were involved in an eight week Tennis program at the local Tennis Club. During Term 3, the students were involved in a Gymnastics sport program, where preliminary gymnastic skills and fundamental movement experiences were addressed. The school's Scope and Sequences for Personal Development, Health and Physical Education were also updated.

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*** is 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](http://www.dow.catholic.edu.au). No changes were made to these

Diocesan documents in 2014.

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**

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St Brigid's Primary School is a learning community where each child is valued and encouraged to reach their full potential. Learning is viewed as a lifelong process and is seen as part of the core business of the school.

### ***Curriculum and Pedagogy***

The school implemented all BOSTES Key Learning Areas (KLAs), using each syllabus to guide learning and teaching. A focus for the year was the implementation of the NSW Syllabus for the Australian Curriculum in English and Mathematics. In conjunction with the new curriculum, staff used the Literacy and Numeracy continuums to plan, assess and report on student achievement. All classes taught the Diocese of Wollongong Religious Education curriculum, utilising the resources of CEO Sydney RE online.

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. A new report for parents was used this year, which gave parents more detailed progress on their child's learning. Teachers continued to utilise class Assessment Plans, which linked to their teaching program and individual work samples. Staff ensured that feedback and assessment for, as and of learning occurred. Anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Teachers designed learning programs that followed the Diocesan Educational Program Guidelines. With the introduction of the new syllabuses new school-wide templates for English and Mathematics programming were devised and implemented by teachers, as well as Scope and Sequence pro formas.

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 the use of the Literacy Continuum as well as assessment and catering for the diverse range of learners.

## ***Cross Curriculum***

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 \$600 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 implementing the Australian Curriculum and the Board of Studies K-6 English and Mathematics Syllabus for all staff.

The school continued to use the Literacy Continuum focussing on reading texts, comprehension and vocabulary. The continuums for learning allowed for better transition of information about learners across Grades and between teachers. This information directed small, guided groups with specific aspects of learning within the class context. The continuums also helped teachers cater for a diverse range of abilities and ensured all students and their learning needs were being addressed. These continuums for learning will have a greater focus and use in learning and teaching in future years and will be further supported by the new syllabuses and new curriculums.

In Kindergarten, teachers undertook the Kindergarten Best Start - Index for Learning. The assessment for each student on entry into Kindergarten, mid-year and end of the year has enabled learning to take place at the students' instructional level and assisted teachers to develop achievable targets for specific students. The monitoring and tracking of students was continued using the cluster of the Literacy and Numeracy continuums.

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 received 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. Indigenous students were also involved in singing the national anthem in the Dharawal language at various events.

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 2014 included a waste audit of all buildings and playground waste. Based on this data the school promoted nude food and waste free lunches and the school decided to go Bin Free on the playground. This meant all general waste brought from home was taken home, with a larger recycling bin becoming of a feature of the playground along with compost buckets.

The school entered the Wollongong City Council Rise and Shine promotion and the entry highlighted the efforts made at school to be environmentally proactive and achieved first place in the Environmental Research category.

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

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Managing Student Pastoral and Educational Concerns (MSPEC) Team. The MSPEC Team has continued the monitoring and support of students with special needs in close partnership with parents and the class teachers. The Individual Plans (IPs) for students with disabilities were developed in the first weeks of Term 1 in consultation with parents and class teachers. Meetings took place that planned the outcomes and strategies that assisted each of these students. The IPs then formed the basis for the areas that have been worked on throughout the year with a final meeting in Term 4 that evaluated each child's progress.

MSPEC meetings were also held each Term with the Grade teachers to discuss students educational, behavioural and social concerns. Documentation was gathered for any students that needed to be referred to the Catholic Education Office for further testing.

Opportunities for students to engage and share interests, passions and varying skills were maximised through the School Year and School Choir and Band, Student Council, University of New South Wales Competitions, Chess Club, Visual Arts Competitions, Gymnastics, Language Courses in Japanese 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 10 Year 1 students in 2014. 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 to investigate strengths, weaknesses and to celebrate learning achievements.

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 Kindergarten to Year 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 International Competitions and Assessments for Schools (ICAS) tests

in Mathematics, English and Science. Students also participated in the Christmas Story Art competition, the Catholic Schools Week video competition and the University of Wollongong Science Fair. Many students also participated in the Music Bus where they were taught how to read and write music and how to play different instruments.

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. One student was placed in the top three for the Diocesan Catholic Development Fund (CDF) Regional Public Speaking Competition and preceded to represent the region at the Diocesan Final.

Students also participated in the School Band and Choir and performed at many school celebrations, Crown Street Mall, the Bishops' Offices, Catholic Education Office and Para Meadows 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. Many students represented the school at the regional swimming, cross country and athletics carnivals. A number of students achieved success where they were awarded age champions. Two students were recognised for their achievements at the Catholic Development Fund sports awards. Sport Carnivals that were held this year 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.

## **Student Achievement**

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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 strong, with no students below the National Minimum Standard in any area. The Year 5 and Year 3 cohort all achieved averages higher than the Diocesan and National averages in all aspects of Literacy and Numeracy. A highlight was the learning gain achieved by Year 5. The school average for actual growth in in every aspect was above the

expected growth. Of particular note was the actual growth in Reading, which was more than 60 points above the expected growth. Areas for growth and investigation for the school are spelling, grammar and punctuation and numeracy, based on the results in Year 3 and the percentage of students achieving actual growth.

### 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 2014: % 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	9%	28%	63%	0%	13%	88%
	National	15%	39%	46%	15%	39%	46%
Writing	School	0%	44%	56%	0%	71%	29%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	6%	41%	53%	0%	48%	52%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	0%	38%	63%	3%	42%	55%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	3%	50%	47%	0%	58%	42%
	National	15%	48%	37%	20%	54%	26%

### 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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	94%	93%
Writing	School	100%	100%
	National	94%	90%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	100%
	National	94%	93%
Numeracy	School	100%	100%
	National	95%	93%

## Parent, Student and Staff Satisfaction

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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.

Parents were invited to participate in a 'Parents Are Partners' forum to discuss areas for improvement as well as being involved in our Cyclic Review. Feedback from our Cyclic Review indicated that parents continue to be extremely happy with the direction of the school.

The climate of welcome, collegiality, collaboration, care and shared leadership continue to be major strengths for staff at St Brigid's. Staff continues to enjoy 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.

