

Annual School Report

Primary



2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Brigid's Catholic Primary School, Gwynneville is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2017.

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

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Parish Priest: Bishop Peter Ingham
Parish Administrator: Fr Ron Peters

Principal: Katherine Uroda
Date: 16 December 2016

Vision Statement

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

Message from Key School Bodies

Principal's Message

The St Brigid's Catholic Parish Primary School 2016 Annual School Report provides an opportunity for the school community to reflect on, celebrate and to share the significant achievements that have occurred throughout the 2016 school year. In addition, it provides the local and wider community the opportunity to reflect, acknowledge and celebrate these achievements.

Throughout the school year, the Leadership Team of St Brigid's has maintained a deliberate focus on professional development of all staff, aimed directly at increasing the capacity of teachers within classrooms, along with developing staff wellbeing and positive relationships. This professional development plan has been supported by Catholic Education Diocese of Wollongong (CEDoW).

The 2016 school year has been a year of numerous highlights involving a wide range of learning experiences for all students in all classes. A focus on the delivery of quality teaching in Religious Education, English and Mathematics has been a key priority. The implementation of the new History and Geography curriculum has also been ongoing focus area during 2016. The school's involvement in the performing arts has continued, specifically with participation in Wakakirri for children in Year 4 to Year 6. Demand for enrolment has remained high as the school continues to play an integral role in the life of the Lumen Christi Pastoral Region.

The school community of St Brigid's has continued to support and promote social justice initiatives at both the local and wider community level. These initiatives have been student led with the guidance of a dedicated staff.

The St Brigid's school community continues to enjoy a strong relationship with parents and the wider Parish community. The staff demonstrated extraordinary commitment to the work they do for the students of the school. St Brigid's is most grateful for the continued pastoral support of the local clergy, in particular Fr Ron Peters.

Parent Involvement

The parents and friends of St Brigid's Gwynneville continue to enrich the life of the school through their varied roles in volunteering their time, expertise and efforts. The school has had volunteers assist with: reading to the infants; accompanying classes on their various excursions; providing support for the Wakakirri performance; running the school tuckshop; mowing the lawns; donating items to and maintaining the school second-hand clothing pool; providing access to the school banking program; participating in the Children's Liturgy roster; organising and producing the school yearbook; and providing representation on various P&F, school and Parish committees. The social calendar of the P&F has been full this year with many successful events engaging our school community, having fun and raising much-needed funds. The fund-raising efforts of the P&F have enabled the purchase of air conditioners for classrooms, remodelling and rejuvenating some of the tired older classrooms with multifunctional furniture and installing Apple televisions. The ongoing focus of future expenditure is towards the school library that is to be transformed over time into a new learning hub for the school. These activities are

actively supported by the generous and hard-working parents of St Brigid's who are looking forward to another successful and rewarding year in 2017.

Parents and Friends Association, President

Student Leadership

During 2016, senior students of St Brigid's were involved in leading the school in the areas of Faith, Justice and Learning. We welcomed both new teaching staff and a new school Principal.

The Year 6 student leaders led many Masses and liturgies, including the Anzac Day liturgy and the Leadership Induction Mass.

The Leaders of Faith represented the school at Mission launches, and led prayers honouring Feast Days. The Justice Leaders encouraged the school to participate in fundraisers for the Parish charities and informed students about these causes. The Leaders of Learning started a new Award System and invited the whole school community to reach a goal. All these leaders collaborated together, as well as with the other Senior Student Leaders.

As a school, we have grown and developed new skills by using the '7 Habits' and following our school rules.

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 248.

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St Brigid's Catholic Primary School was founded by the Sisters of the Good Samaritan of the Order of Benedict in 1951 with an enrolment of 40 students. Sister Joan Healy was the founding Principal and opened the school along with Edith Edwards in a house in Vickery Street, Gwynneville. With the support of the Parish Priest and parishioners, plans for a permanent school were developed and implemented. The permanent building was officially opened in 1960.

St Brigid's continued to be under the direction of the Good Samaritan Sisters and became part of the Catholic Education System in the Diocese of Wollongong in 1976. Sister Teresa Hammon completed her term as Principal in 1983, concluding the dedication of the forty-two Sisters of the Good Samaritan who had served the parish of Gwynneville. Mrs Therese Coffey became the first lay Principal of St Brigid's in 2001. The traditions and spirit established by the Sisters of the Good Samaritan continue in the school today, embodied in its school motto: Faith, Justice and Learning.

Student Enrolments

2016 enrolments	
Boys	124
Girls	124
Total	248
Indigenous	6
LBOTE	64

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 and the CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	95.0%	93.7%
Year 1	91.8%	91.1%
Year 2	94.2%	92.2%
Year 3	90.4%	93.1%
Year 4	95.2%	93.9%
Year 5	91.9%	95.2%
Year 6	92.8%	91.5%
Whole school	93.2%	92.8%

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.

Class teachers had the responsibility to record class attendance on rolls each day, either manually or via the Diocesan portal, Sentral. It was an expectation that if students were absent from school, a written note explaining the absence is to be provided to the class teacher within seven days. This was entered into Sentral and archived by office staff. An email to the school or the use of the Skoolbag portal parent e-form explaining an absence was also acceptable.

The St Brigid's School Handbook outlines the importance of regular attendance by students at school including that for any absence. The school must receive notification of the reason for within seven days of return to school. This applies for partial absences as well as whole day absences.

If an explanation for an absence was not received, a reminder note requesting an explanation was sent to parents/guardians. If two such notes were not returned then an "unexplained/unjustified" absence was documented. In the event of a student having an excessive number of unexplained absences, contact with the parents/guardians was made by the Principal or representative to investigate the circumstances related to these absences.

Whenever a student was required to leave the school early they were issued with a leave pass, which indicated that the school was aware of their absence. Parents/guardians were required to apply to the Principal for extended periods of absence prior to the leave being taken. An exemption from attending school, if approved, was issued. Both full and partial absences were documented on student reports each semester.

Staffing Profile

There are a total of 18 teachers and 7 support staff at St Brigid's Catholic Primary School. This number includes 7 full-time and 11 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 2016 was 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 96 %.

Professional Learning

During 2016 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:

- Key CEO and School Policies and Procedures
 - Towards Healing – Building a culture and environment that creates a faith filled, rich, diverse and creative learning environment that respond to the needs of St Brigid's students and community
 - Called to Ecological Conversion – Implications for Laudato Si
 - Report Writing
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Professional Boundaries-Creating safety for ourselves (all staff)
 - Twilight Spirituality- Who is Jesus? (all staff)
 - Early Career Teacher Mentoring Day (2 staff)
 - Learning in Leadership (1 staff)
 - Learning for Leadership (1 staff)
 - SPB4L Team training (5 staff)
 - Graduate Certificate in Education (Special Needs) (1 staff)
 - The Successful 1:1 Primary iPad Classroom (1 staff)

- Google Classroom (10 staff)
- MiniLit Training (1 staff)
- Differentiation (all staff)
- Consistent Teacher Judgement (all staff)
- CPR (all staff)
- Defibrillator training (all staff)
- Laudato Si (10 staff)
- Diverse Learning: Autism (10 staff)
- History/ Geography Curriculum Implementation (10 staff)
- Leading Indigenous Education (2 staff)
- Religious Literacy Marking Day (1 staff)
- 7 Habits of Highly Effective People (1 staff)
- Reading Recovery Inservices (1 staff)
- Assistant Principal's Retreat (1 staff)
- SENTRAL administrator training (3 staff)
- Religious Education Coordinator (REC) Network Day (1 staff)
- Child Protection Training (5 staff)
- System Focus Day (1 staff)

The average expenditure by the school on professional learning per staff member was \$215.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$881.

Catholic Life & Religious Education

St Brigid's Catholic Primary School is an authentic Catholic school deeply committed to the faith development of staff, students and the wider community. During 2016, the staff played a pivotal role in promoting and fostering the Catholic identity of the school. Each week a member of staff prepared a different form of staff prayer that included spiritual reflection or meditation before Communication and Leadership Team meetings. The senior student leaders led the student, staff and parent community in prayer during assembly every morning. Prayer varied each day to cater for special intentions, Feast Days or acknowledgement of important occasions. Special prayers were delivered for the weeks of Lent and Advent in preparation for Easter and Christmas. During the month of May, prayer was focused on Mary and throughout October, each Grade had the responsibility of leading a prayer based on The Rosary.

Every class throughout the year took responsibility for organising a liturgy and assembly to recognise a symbolic person, day or event. Some of the events celebrated this year included St Brigid's Feast Day, Holy Week, All Saints Day and Anzac Day. Whole school celebrations occurred once a Term in the St Brigid's Church, where special Masses such as the Beginning of Year Mass, G'day Mass, All Souls' Day Mass and End of Year Thanksgiving Mass were conducted. During these celebrations, all students actively participated and some students were selected to take on various leadership roles such as Readers, Cantors, Altar Servers and Symbol Bearers.

Students participated in various Religious Education units during the year in order to promote a deeper understanding and knowledge of their faith. Prayer spaces were maintained according to the Liturgical Season, incorporating symbols related to units of study. Teachers personalised different aspects of the

curriculum in order to give students choice and provide opportunities for higher order thinking. These activities were initially modelled by the teacher and carried out in consultation with the students. K-6 Rich Assessments have again been implemented with every year group focused on an important unit of study in line with the Year 4 Religious Literacy Assessment set by the Diocese of Wollongong. All student work was placed on display in the hall after the whole school G'day Mass, along with Stage 3 Christmas Story Artwork, to showcase and recognise the creativity of students during Religious Education.

The school joined in partnership with the Lumen Christi Pastoral Region Sacramental Team to prepare all students to receive the various Sacraments throughout the year. The Religious Education Coordinator (REC), Principal and various teachers attended planning and evaluation meetings, Sacramental lessons, Masses and Retreat Days to support the program and to promote the faith journey of the students. The REC also participated in networking days, REC conversation meetings, Annual REC Conferences and organised school liturgical events to support the teaching and programming of Religion in the classroom.

The St Brigid's School community promoted various Catholic Mission agencies such as Caritas Australia and St Vincent de Paul. The school raised funds during 2016 for various Catholic charity events such as Project Compassion, St Vincent De Paul Winter and Christmas Appeals. Students were encouraged to raise awareness when they see a need and held a range of fundraising stalls and competitions.

The senior student Leaders of Faith, Justice and Learning attended and supported various events with the local community. These included attending various Mission launches across the Diocese such as Caritas Australia, World Mission Month and Anzac Day liturgies.

The Year Six students participated in the Prayer and Gathering with the Bishop that was held at St Thomas Aquinas Catholic Primary School in Bowral, an opportunity for all Year 6 students to come together with their peers from other schools and celebrate a special Mass with Bishop Peter.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2016. The school cohort in 2016 consisted of 29 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 31 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 five weeks of Term 3.

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

In Part A, students showed a high level of performance in their knowledge of the religious tradition. This high level was particularly noticeable in their knowledge of:

- the symbols of Baptism
- the liturgy of the Eucharist
- the story of Noah and the Ark
- making the Sign of the Cross
- the order of the events of Holy Week
- the sequence of the parts of the Mass
- the story of the Good Samaritan

- the words of the Lord's Prayer

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:

- name the season when we hear the Emmaus story
- name the prayer we say at Reconciliation
- name Baptism and Eucharist as Sacraments of Initiation
- describe characteristics of the seasons of Easter and Advent

In Part B students displayed improvements in their ability to work with and apply their religious knowledge on the topic of *Mary, Mother of God*.

For Part A, 0% of students were placed in the developing level, 48.3% in the achieving level and 51.7% were in the extending level.

For Part B, 6.5% of students were placed in the developing level, 64.5% in the achieving level and 29% were in the extending level.

Combining Parts A and B, 3.6% of students were placed in the developing level, 60.7% in the achieving level and 35.7% 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 2016:

The following areas were selected at the end of 2015 for focus in 2016 to ensure emphasis on student learning and teaching and professional development of staff and to ensure growth as a Professional Learning Community.

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: By the end of 2017 all Religious Education units will contain the elements of story-telling.

Key Area 2: Students and their Learning

2.3 Reporting Student Achievement

Key Area 3: Pedagogy

3.4 Planning, programming and evaluation

Goal: By the end of Semester One, St Brigid's staff will have developed compliant teaching/learning programs so that they reflect a response to students' varied needs and the teaching and learning cycle.

3.6 School climate, learning environment and relationships

Goal: The learning space supports the learning of particular cohorts within that space.

Key Area 4: Human Resources, Leadership and Management

4.4 Succession Planning

Key Area 5: Resources, Finances and Facilities

5.3 Environmental Stewardship

Goal: The students and staff will have a more focussed understanding of our responsibility to the Earth.

Key Area 7: Strategic Leadership and Management

7.2 Innovation, Development and Change

Goal: The staff to have effective, flexible learning spaces that match the context of the school community.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: All Religious Education units K-6 will contain the elements of storytelling.

1.3 Catholic Life and Culture

Goal: A Faith Formation Plan for staff will be written that supports the Catholic Identity of St Brigid's.

Key Area 3: Pedagogy

3.4 Planning, programming and evaluation

Goal: Teachers will develop compliant teaching and learning programs so that they reflect a response to students' varied needs and the teaching and learning cycle.

Key Area 4: Human Resources, Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: There is a comprehensive understanding, particularly amongst the Leadership Team of the Diocesan Recruitment policy.

4.5 Overall compliance with legislation and other requirements

Goal: The Leadership Team will establish a Google Compliance Folder to monitor and maintain all requirements of compliance.

Key Area 5: Resources, Finances and Facilities

5.2 Use of resources and space

Goal: A three-year plan will be written to purchase literacy, numeracy and ICT resources to assist with the delivery of a contemporary curriculum.

Key Area 6: Parents, Partnership, Consultation and Communication

6.3 Linkages with the wider community

Goal: The St Brigid's school community will regularly seek to support and collaborate with the wider community through a variety of initiatives.

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: By the end of the 2017 school year, we will have completed the current School Improvement Cycle.

Financial Summary

St Brigid's Catholic Primary School's major expenditure for 2016 has been air-conditioning the classrooms. \$12 200 was spent on air-conditioners with one more classroom remaining for completion of the project. \$2 600 was spent on new furniture for the 2G classroom.

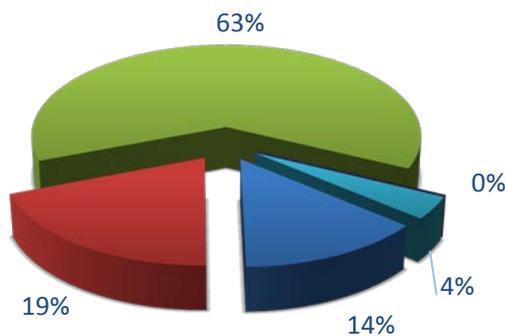
Parish SEDSO supported the upgrade of the primary verandah balustrade and the concreting of the playground area underneath the shade sails. Both these areas were identified in the WHS Hazards Report. Ongoing maintenance costs for 2016 were \$7 600 Utility costs continue to grow, expenditure being: phones \$3 012, waste removal \$4 900, electricity \$5 623 and waste costs \$1 535.

New furniture has been ordered for the library as part of the refurbishment. This cost has been covered by profits from the Canteen. Over the next twelve months it is intended that old classroom furniture will be replaced with more contemporary functional furniture and all classrooms will be refurbished.

The following graphs reflect the aggregated income and expenditure for St Brigid's Catholic Primary School, Gwynneville for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

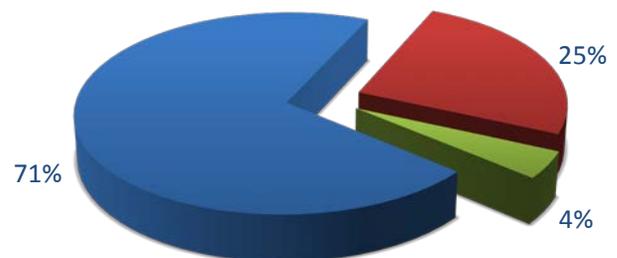
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Income



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

Expenditure



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

Student Welfare

Student welfare encompasses the wellbeing of the whole child, spiritual, academic, physical, social and emotional. The faith and spiritual development of each student is at the core of what St Brigid's Catholic School stands for. This year, 'The Leader in Me' Leadership Program continued to be a focus as Stephen Covey's 7 Habits were explicitly taught and integrated into learning and teaching. Staff and students are encouraged to be the best person they can be and be proactive in living the 7 Habits, underpinned by Gospel values.

St Brigid's implements a range of frameworks and programs that promote the wellbeing of all students. The Diocesan School-wide Positive Learning Behaviours for Learning (SPB4L) continues to be an integral part of our school culture. Our school rule, '*With a faithful heart, I can be the best person I can be when I am respectful, responsible and safe*', also helps us to focus on being our best. Staff, students and parents broadly understand the rule. The SPB4L framework, now in its eighth year, has continued to make a significant impact within the school. During 2016, the focus was to establish a new SPB4L Committee, revise expectations, create new lesson plans and specifically teach and model expected behaviours while continuing to embed SPB4L in non-classroom and classroom areas.

The 'Social Skills Board Games' initiative continued this year and was offered to all students one day per week. During Term 4, a new initiative was introduced to cater for students who preferred the option of passive or creative activities at lunchtime. Once a week the students of a particular Grade were offered the choice of either playing at Wiseman's Oval or remaining on the school site to be supervised by a teacher as they engaged in a variety of free-choice options. The students have positively received this initiative. Student leaders also introduced an incentive that involved a new whole school approach when issuing tokens.

Students were encouraged and rewarded for synergising with staff and peers by receiving pasta tokens that were collected in a class jar. The pasta tokens were colour-based to represent our three house colours. The pasta token jars were collected, tallied and students received feedback about the number of pasta tokens earned. The house colour that earned the most pasta tokens received a trophy for their house colour at the end of the year.

St Brigid's has been fortunate again this year to have the services of a CatholicCare School Counsellor one day per week providing counselling when required to students and families. A counsellor from CatholicCare also facilitated the Mindfulness program in Years 1 and 3. The Mindfulness Program gave students an opportunity to learn skills that promote their ability to focus and make informed decisions in building positive relationships with peers and staff.

An important aspect of student welfare initiatives was the transition to primary school program for the school's new Kindergarten students. St Brigid's Kindergarten Transition Program involved three extensive morning sessions in Term 4 where both the new students and their parents were provided with a well-rounded overview of the school. A buddy system operated for Kindergarten and Year 6 students that assisted the younger students with their induction to primary schooling and provided them with mentors and a support network.

Positive behaviour was recognised and encouraged through the School Merit Award system. Merit cards awarded for faith, justice and learning; the Brigid Butterfly gold award given after eight Principal stickers; Good News Calls; the school-wide token system; the Uniform Award; whole class and school reward

programs, as well as the Leader of the Week trophy are all elements of the school's Merit Award System. All students received recognition for their sporting, academic or justice achievements throughout the year at a morning assembly or gathering.

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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016.

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 Primary School is a learning community committed to ensuring a whole school approach to quality learning and teaching. It is a place 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

Syllabus implementation

The BOSTES syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum, form the basis of the courses of study devised and implemented by classroom teachers. This year saw the consolidation of the Mathematics, English and Science implementation, with teachers enhancing their understanding of the integrity of the syllabuses. The implementation of the new NSW Board of Studies Australian Curriculum for History and Geography began this year. There was ongoing professional development to ensure teachers were comfortable and familiar with the new structure and features of the curriculum.

Staff used the Literacy and Numeracy continuum to plan, assess and report on student achievement. All classes were taught the Diocese of Wollongong Religious Education curriculum, utilising the resources of CEO Sydney RE online.

Assessment and Reporting

In 2016, St Brigid's continued to implement Assessment and Reporting procedures which complied with Federal Government requirements. Student reports, containing the Common Grade Scale with comment options for Religious Education, English and Mathematics, as well as a teacher general comment were used. Parents of students in Year 1 to Year 6 were provided with two written reports distributed at the end of Term 2 and Term 4, with parent/teacher interviews held late in Term 2 and an opportunity provided at the end of Term 4. Parents of Kindergarten students were provided with an end of year written report. The 'Best Start' assessment was administered to all Kindergarten students at the beginning of the year to ascertain their understanding in Literacy and Numeracy.

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. 2016 saw the continuation and consolidation of practices explored in the previous year across all Stages. Through the use of Leadership notebooks, students were encouraged to self-assess their own learning and set goals which were reflective of their learning journey.

Integration

Integration across the KLAs was employed as an effective strategy to address multiple outcomes and make explicit connections across the student's learning. Authentic integration at St Brigid's was implemented across the Grades particularly in the areas of Science and Technology, History, Geography and English. This enabled teachers to provide a variety of quality learning experiences that were connected to real life situations.

Technology supporting learning

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 and iPad knowledge and skills, whilst completing carefully designed technology tasks. ICT was utilised in all Key Learning Areas.

Staff commitment to use technology as a tool to enhance student learning and knowledge production was evidenced through the implementation of the trial of the Year 6, 1:1 iPad Program in preparation for 2017. During Terms 3 and 4, each Year 6 class was given the opportunity to trial the 1:1 iPad program utilising the school iPads.

St Brigid's launched a 1:1 iPad initiative with parents and staff in Term 3. The Bring Your Own Designated Device Program (BYODD) will be implemented in Years 3 and 4 (Stage 2) in 2017 with training and boot camps planned for Term 4 and early Term 1, 2017. Staff members have undergone specific professional development in the Successful iPad Classroom during Terms 3 and 4 staff meetings in preparation for next year.

Cross Curriculum

Literacy Strategies

The development of Literacy has continued as a priority across the school during 2016. All teaching staff members have continued implementation of the NSW Syllabus for the Australian Curriculum. Staff members have continued to understand and implement aspects of the Diocesan English Guidelines that included whole class, individual and guided small group instruction in reading, writing, speaking and listening. Staff continued to use the Literacy Continuum online, through SENTRAL, to guide teaching and learning sessions.

Reading Recovery continued to be a support for Year 1 students requiring support in their literacy development. The MultiLit and MiniLit Programs were offered to students, specifically those from Year 1 and above who have not met minimum benchmark standards.

Additional reading materials and book packs were purchased throughout the year to update class and school guided reading and critical literacy resources. The library also purchased quality texts throughout the year to provide rich and varied texts that staff and students could access.

Numeracy strategies

The development of numeracy skills remained an ongoing priority across the school during 2016. Staff continued to develop and refine Scope and Sequences based on the NSW Syllabus for the Australian Curriculum. All K-6 teachers continued to track and monitor all students throughout the year. Ongoing data has been collected in Week 5 and Week 10 each Term for analysis. This allowed staff to move students along the Numeracy Continuum and to identify and monitor students at risk. The implementation of effective Mathematics sessions has continued to be an ongoing focus through program supervision.

Indigenous Education

Indigenous perspectives are incorporated in a number of KLAs across the school. Students engaged in a Cultural Infusion incursion 'Aboriginal for a day'. During the day students participated in storytelling, aboriginal art, dance and cultural history workshops. 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.

Environmental Education

Students in Years 3 - 6 continued to run the school's 'Environment Club'. They established and maintained the school's vegetable gardens and sold produce to replenish their gardens. The school continued their bin - free policy and encouraged all students to pack nude foods, take general waste home and compost using the school's compost bins.

Meeting the needs of all students

Diversifying learning

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's MSPEC and SPB4L teams. The individual needs of students were supported in a variety of ways. These included School Support Officers (SSO) who worked in classes with teachers and with students individually or in small groups. Quality differentiation and adjustment of the curriculum is central to teaching every child at their instructional point of need. The provision of a differentiated curriculum is planned for in every teacher's class program. The need for quality differentiation is especially important for high achieving learners.

Students with specific learning needs were supported through the school SPB4L and MSPEC process. A team of staff members participated in professional learning opportunities throughout the year to improve the processes that were in the school. These processes provided a formal opportunity for class teachers to seek advice from colleagues regarding the learning needs of specific students. In addition, meetings were held with parents to set short-term learning goals for students with identified high level needs. Individual Learning Plans (ILPs) were developed for these students. ILPs were also established for the Indigenous students in the school under the guidance of the MSPEC coordinator.

Gifted Education

St Brigid's has continued to maintain the implementation of the Diocesan Model for Gifted Education to guide the school philosophy and practice in the area of Gifted Education. During 2016 all students in Year 3 participated in the Australian Council of Educational Research (ACER) General Ability Test. Learners identified in Stanines 8 and 9 were further tested using the Slosson Intelligence Test for Children and Adults. Those identified in the superior to very superior range had a plan created by teachers to support further development.

Special Education needs

Students whose learning needs qualified them for Student with Disability (SWD) funding, had Individual Plans (ILP) developed by their class teachers at the beginning of the year, in consultation with their parents and other teachers involved in their care. These were updated throughout the year and parents had the opportunity to meet with the class teacher and discuss the progress of their child and goal set for the following semester. St Brigid's currently has 16 students receiving SWD funding.

Self-directed Learning

Students in both Stages 2 and 3 have participated in self - directed learning experiences (personal interest projects) where they have identified areas of interest, devised open-ended rich questions and then set

about researching their interest area and creating a presentation. This culminated in students showcasing their project to their peers and receiving feedback from their teachers.

All Stage 3 students participated in the annual class and school public speaking competitions. Six students from Years 5 & 6 were chosen to participate in the St Brigid's School finals and from there two students were chosen to represent our school at the Regional Public Speaking finals.

The University of Wollongong Illawarra Coal Annual Science Fair for Stage 3 students was held in Term 4 and there were a number of entries from interested students. The students were self-directed and used lunch times at school over many weeks to ensure that they had their experiments prepared.

Expanding Learning Opportunities

Competitions

All Stage 3 students entered the Christmas Art Competition run by the Diocese of Wollongong Catholic Education Office. Six students from Years 5 & 6 had their artwork displayed at the Wollongong City Art Gallery.

Students in Years 2-6 had the opportunity to enter the University of New South Wales (ICAS) competitions in English, Mathematics, Science and Digital Technologies and received results ranging from Participation through to High Distinction.

During Semester 2, six identified students from Year 6 participated in the Diocesan SPLICED (Stretching Potential through Learning In Interactive Challenging Environments In The Diocese of Wollongong) Program. The participating students completed engaging and challenging activities based on the seven KLA's with a focus on Pope Francis' 2015 encyclical Laudato Si. The student team 'Air Ambassadors in Response' (A.I.R.) presented their air pollution project at a forum in the Macarthur region and were chosen as finalists to attend a day at Corpus Christi High School in Shellharbour where they presented to a local Federal Member of Macarthur, representatives from Catholic Earth Care Australia and Catholic Education Office Special Project staff.

Excursions

All students from Kindergarten to Year 6 have taken part in excursions this year ranging from the Years 5&6 school camp, to Symbio Wildlife Park, The Rocks, Minnamurra Rainforest and to local excursions including the Science Centre and Planetarium and the BlueScope WIN Bicycle Safety course.

Public Speaking

St Brigid's Stage 3 students participated in the 2016 Diocesan public speaking competition. All students were given an opportunity to create interesting and engaging speeches across a variety of topics. One Year 5 and one Year 6 student was selected to represent the school at the Regional level. This was a perfect opportunity for students to use Habit 8 'Find Your Voice'.

Sport

All students at St Brigid's Catholic Primary School participated in a variety of sporting opportunities throughout the year. Each Monday the students participated in sport for 30 minutes and engaged in various activities such as Soccer Man, gymnastics, and dance whilst developing various hand eye coordination and fundamental movement skills. The students also participated in sport every Friday with their class.

Stages 2 and 3 students attended various gala days facilitated by the Diocese of Wollongong. Some of these included soccer, basketball, rugby union and netball. Many of our students represented the school at Diocesan level for Athletics, Cross Country, Swimming and various other sports whilst some also gained selection in Mackillop Teams. Three of our students were nominated for the Diocesan Sports Awards for outstanding achievement in sport. The purpose of sport is enabling students to be active, building skills and confidence, and allowing students the opportunity to participate in fun and safe environment.

Student Achievement

St Brigid's 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.

In May 2016, the children in Year 3 and Year 5 sat NAPLAN tests. There were twenty-nine Year 3 and thirty Year 5 students who sat these assessments.

The Year 3 cohort demonstrated continued learning gains, particularly in the areas of Reading, with 60% of students achieving in the top two bands (Bands 5 and 6), and Writing with 78.6% achieving in the top two bands. Analysis of the 2016 results for Year 3 indicates that attention is required in the area of Numeracy, with a particular emphasis on developing essential skills to move a number of students up from the middle bands. Comparing results from 2015 to 2016, it is clear that teaching specific knowledge in the areas of Spelling and Grammar and Punctuation needs to remain a focus. Analysis of trend data for Year 3 supports the indication for ongoing assessment-informed planning for the sustaining of continued improvement and achievement for each student.

The Year 5 cohort demonstrated relative strength in the area of Reading, with 56.7% of students achieving in the top two bands (Bands 7 and 8). Particular attention is indicated for development in the areas of Numeracy and Writing. Again, supporting students to achieve in the higher bands is required. As with Year 3, results indicate the need to maintain the planned teaching of specific skills and knowledge in the areas of Spelling and Grammar and Punctuation. Analysis of trend data for Year 5 strongly indicates the need for data-driven planning of teaching and learning strategies, with a clear focus for individual growth and skill-development in each of the areas of Reading, Writing and Numeracy.

In summary, based on NAPLAN results for 2016, the focus for 2017 is to ensure a greater number of students have the opportunity to attain results in the higher bands and for all students to achieve individual learning gains. The school will seek appropriate professional learning opportunities to support staff to provide a challenging and engaging learning environment, which promotes the individual learning growth of each student. The tracking of each student will be made possible by the use of data obtained through planned and regular assessment.

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 2016: % 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	10%	21%	69%	7%	37%	57%
	National	12%	37%	49%	16%	47%	35%
Writing	School	4%	18%	79%	13%	63%	23%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	3%	38%	59%	3%	70%	27%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	3%	38%	59%	10%	53%	37%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	10%	48%	41%	13%	73%	13%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	90%	97%
	National	95%	93%
Writing	School	90%	100%
	National	96%	93%
Spelling	School	90%	100%
	National	94%	93%
Grammar & Punctuation	School	90%	97%
	National	96%	94%
Numeracy	School	94%	97%
	National	96%	94%

Parent, Student and Staff Satisfaction

Throughout the school year feedback was sought from staff, students and parents through anecdotal evidence coming from discussions, workshops, P and F meetings and classrooms.

Anecdotally, parents have expressed their satisfaction with the school particularly in terms of their child/children's welfare and wellbeing whilst at school. Parents also express their satisfaction with the way in which the academic needs of the children are being met. At each monthly P&F meeting the Principal's Report contains detailed information about the direction of the school and events within the school. The overall view of the school at these meetings is a positive one where both school and parents work collaboratively to improve all that is achieved within the school.

The staff considers their work environment to be one of support where they have the opportunity to further develop the art of teaching in maximising student outcomes.



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