

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**St Brigid's Catholic Learning Community**  
**Gisborne**

2018

REGISTERED SCHOOL NUMBER: 0353

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## Contact Details

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<b>E NUMBER</b>	E1037

## Minimum Standards Attestation

I, Maree Morris, attest that St Brigid's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

7<sup>th</sup> May 2019

## Our School Vision 2018

*Our vision is to empower our students to reach their potential and make a positive contribution to the contemporary world as they live out the Gospel. (2018)*

## MISSION STATEMENT

In light of our Catholic Identity, our mission is to lead all members of the St. Brigid's Catholic Learning Community to become faith filled, resilient, creative, life-long learners through meaningful and innovative learning experiences.

## Strategies

Educating our community in the Catholic Traditions and Faith through explicit and integrated practice

Building positive relationships based on Gospel values, trust and mutual respect

Celebrating our successes through learning and working together

Providing rigorous learning that is contemporary, interactive, differentiated, dynamic and stimulating

Developing individual potential while challenging and extending each other in a fun, safe and supportive environment

Providing and receiving meaningful, relevant and timely feedback

Being accountable to the Federal and State teaching and learning standards

## School Overview

St Brigid's is one of two Catholic Primary Schools in the Parish of Gisborne. In partnership with its sister school, Holy Cross, it operates within the St Brigid's Parish Community with Father Gerard Spillane (2018) and Father Vinoth Santiago (2019) as its pastoral leaders.

Situated within the township of Gisborne, approximately 50 kilometres from Melbourne on the Calder Freeway, the school serves a large commuter population and caters for both urban and semi-rural components of the community. Over the past few years, there has been considerable land subdivision and an increase in population as families move to a semi-rural setting.

There has been a Catholic School in the township for over 150 years.

St Brigid's is a welcoming school community with a strong Catholic Identity and culture. The school assigns Faith Development a high priority and therefore places a strong emphasis on Religious Education for all members of the community.

The 2018 school year was the second year of our new four-year Improvement plan, which has the following strategic intent.

## Our Strategic Intent

*At St Brigid's we intend to continue to improve learning outcomes across the curriculum for all students by embedding self-managed personalised learning in our open planned environment. We will also nurture, challenge and extend professional capacity of all staff members. Parents and the wider the community will continue to be welcomed and encouraged to lead and learn alongside us.*

St Brigid's continues to have a committed and enthusiastic staff, who are always willing to explore and respond to new initiatives, in order to achieve better outcomes for all. The implementation of powerful teaching strategies established through the Visible Learning program completed in the previous year has enabled students to continue to take ownership of and responsibility for their personal learning.

We believe optimal learning can only take place in a safe, nurturing environment, which values justice and is committed to forging honest, open and responsible relationships. As a small community, we have been able to create an atmosphere that is intimate, safe and welcoming.

The school has flexible learning spaces in an open planned structure, which support our current pedagogy and a personalized approach to learning. St Brigid's is unique within the region for its physical set up and a more contemporary approach to learning.

We maintain and promote our robust connections with feeder institutions, support services and the local community. We value shared leadership and management, as this unites community towards a common goal. At St Brigid's there is a strong belief that all stake holders can contribute to the organisation and running of the school.

The school has provided a variety of occasions for all members to contribute to decisions relating to its organisation and management.

While we acknowledge and identify the goals for the future, we recognise and celebrate the many achievements we experience annually.



## Principal's Report

It is with great joy and excitement that I prepare my first Annual Report to the Community as the new Principal of St Brigid's Catholic Learning Community, Gisborne, taking up the position in term 4, 2018.

Our motto for the 2018 school year was:

### *Encourage Courage*

This was an apt motto for the year which saw our Foundation class grow to 30 students and our long serving Principal, Margaret Garvey, retire at the end of third term.

The new school year once again began with the Parish Feast Day Mass where staff publically made their commitment to the parish to undertake their work to the best of their ability and to support both the Catholic ethos and the parish.

2018 saw the staff continue to work on a great many ongoing projects borne from the External Review held the year before. These ongoing Professional Development areas include UMNOS (University of Melbourne Network of Schools) and our ongoing involvement in the Berry Street (Behaviour management Program) and Discovery (Play Based Learning) Clusters.

Alongside curriculum areas such as Literacy and Mathematics our Foundation and Junior areas continued their joint involvement in Discovery Time. The Middle areas further nurtured the students' passions through iTime and Genius Hour in the Senior classes. The 2018 NAPLAN results showed one hundred per cent of year three students achieved minimum standards in reading, writing and numeracy and one hundred per cent of five students achieved national standards in writing, numeracy, grammar & punctuation and spelling.

St Brigid's continued to develop our integral part within the community by continuing our links through ongoing active involvement in community events such as the ANZAC ceremony, Nursing home visits and fundraisers. Our specialist Explore Galore program continued to offer our students amazing choices and opportunities.

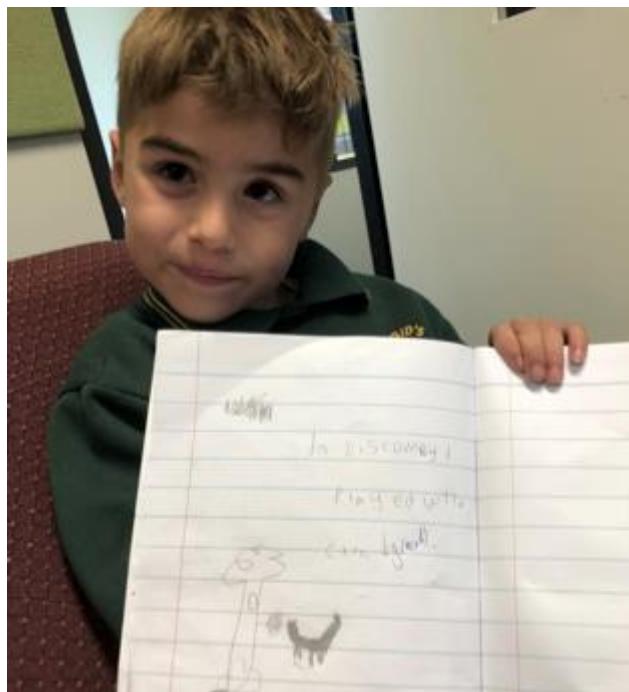
The staff continue to display and share their dedicated and professional approach to learning and teaching and their love for their community. This was firmly on display throughout the preparation and presentation of the amazing 'Rock Bottom' drama production and then at the farewell to retiring Principal Margaret Garvey who led the Learning Community so admirably

for 13 years. Great recognition and heartfelt thanks must go to the inspirational way in which Margaret guided the St Brigid's and the Catholic Education Community for so many wonderful years. She will indeed be greatly missed and our incredible school is a testament to her passion and vision.

In order to deepen developing relationships, review our vision, address the needs of the students and plan for future success, the whole staff spent a night away in Geelong on a Learning Retreat in term 4. Paul Spence, Joe Scerri and Pauline Cicutto facilitated our days, with other sessions being run by our own staff members. The retreat was highly successful, relationships strengthened, challenges identified and future goals set.

I am thankful for the support received by Father Gerry, Father Vinoth, St Brigid's staff, students and families, the School Board, the PFA and Principal Consultant, Joe Scerri, who have all welcomed and assisted me and thus ensured that the transition of Principal's has proceeded smoothly.

Maree Morris



## School Education Board Report

### St Brigid's Board Report for Annual Report 2018

The 2018/2019 St Brigid's Board has been one that has seen some significant changes. Firstly, we have seen a change in the Principal with the retirement of Margaret Garvey, who at all times maintained a strong relationship with the Board. We thank Margaret for her dedication and effort as Principal. And thus, we saw the appointment of Maree Morris to Principal of St Brigid's. Maree's passion for St Brigid's and all members of the community has already shone through, with the 2019 Vision launch clearly articulating Maree's vision for the future of St Brigid's. And she has quickly established a strong working relationship with the Board.

This year has also seen the retirement of Father Gerry Spillane, who had worked with the St Brigid's Board for many years and had helped steer and advise on many changes that have occurred at St Brigid's over his time. We wish him well in his retirement. We have been lucky to have Father Vinoth Santiago take on the role of Parish Administrator. He has also shown a keen interest in working with the Board and the broader St Brigid's parish.

The focus of the Board this year has been to support the desire from staff, parents and students to modernise communication within the school. This has seen the Board support the implementation of Seesaw, which has been welcomed by students and parents alike; and proved a very effectual way for parents to stay in touch with what students are learning and doing in class, and especially for special activities like camp.

Another strong focus for the Board has been the development of new and relevant promotional materials for St Brigid's. Brad Addison has been instrumental in making sure this has occurred. With the production of a high quality publication that clearly articulates what makes St Brigid's special and tells a story of our school – "small school, big heart". This publication has been sent home to all families and also is a part of the material that will be distributed to prospective families in the future. This has helped support all the initiatives that the staff at St Brigid's have put in place to develop a clear vision of what St Brigid's is and how it should be seen in the community.

Again this year we have seen a strong working relationship between the Board and the PFA. The Board would like to acknowledge all the hard work of the PFA and their continued efforts to fundraise for the betterment of our school. In addition I would like to acknowledge the time and effort of all the staff and parent representatives on the school Board for their dedication and continual drive to support our St. Brigid's community.

And finally the Board would also like to thank all of the families that continue to get involved in the life of St. Brigid's by attending events, volunteering around the school, assisting staff and generally participating in the St. Brigid's community.

Erin Page-Thornton

Chair Person of the St Brigid's Advisory Board 2018/2019

## Education in Faith

### Goals & Intended Outcomes

**GOAL:** To develop authentic and meaningful connections between self, the Catholic faith and the contemporary world.

**INTENDED OUTCOME:** That students, staff and families will make meaningful connections between their lives, actions and the teachings and traditions of the Catholic faith.

#### **2018 Focus**

*To develop authentic and meaningful connections between self, the Catholic faith and the contemporary world*

#### Achievements

Throughout 2018 the Religious Education Leader continued to facilitate specific Religious Education staff meetings, Professional Learning team planning meetings and parent sessions. Father Gerard Spillane and outside experts were also engaged to support the Faith Development Leader in facilitating these sessions. The RE Leader also attended Network meetings to extend their learning and subsequently that of the staff.

Our sacramental programs continued to be an important part of how we engage with the parent community alongside their children. St Brigid's worked closely with Holy Cross and the Parish Sacramental team in both the planning and implementation of the sacraments in Years Three, Four and Six. Faith Development Leaders Kathleen McCann and Trish Dwyer led both Reconciliation Activity nights and Maria Forde facilitated the First Eucharist sessions. Paul Spence led the Confirmation Activity Nights at both Holy Cross and St Brigid's schools and also the Confirmation Reflection Day which was held offsite at Bulla. 'Preps in Pyjamas' was held in term four and gave some of the newest members of our community a chance to experience faith in action with their children using simple activities that allowed them to facilitate prayer at home. All of these meetings were well attended by students and parents.

The 2018 INSIGHT SRC data for staff and parents in relation to Catholic Culture, dropped slightly in 2018 while the data for our students, in relation to Catholic Culture, showed an aggregate rise to 69.6 %. All areas groups were below the mean.

The whole community continues to acknowledge that there are many opportunities to participate in our Catholic culture, liturgical celebrations and faith development with each class from years three to six celebrating a class mass and preps to year 2 celebrating a prayer service. Parents and carers are always invited to participate, and many take up this opportunity to celebrate in prayer with their children and the wider St Brigid's community.

Significant liturgical times in the Catholic calendar were celebrated as a community. Students, with families re-enacted the Stations of the Cross in the week leading up to Holy Week and Easter. Whole school masses were celebrated for the Feast of the Sacred Heart, Catholic Education Week and Family Week. As well the school celebrated both the beginning and end of the year with a whole school mass. St Brigid's is involved in both the community carols and Gisborne Festival's parade where the theme of our participation reflects who we are as a Catholic community. Father Gerry offered opportunities for Parental discussions and feedback around the 2018 plenary foci.

St Brigid's Senior students attended the Social Justice Conference; 'Kids View'. Once again, our students were challenged to think and act to make a difference for those less fortunate in our world. The Senior students participated in our annual Social Justice Sleepover, organized by the Student Social Justice leaders, inviting guest speakers to share how they live out social justice within our community. Students from other year levels facilitated many ways to make a difference in their local area such as raising money, a blanket drive and food items.

Family Week was successfully promoted through our student lead Catholic Care committee and fundraising monies were sent to Catholic Care Melbourne.

Opportunities to celebrate in the wider Catholic community were also taken up with a group of Year Six students, along with two staff members, attending the Annual Mission Mass at St Patricks Cathedral.

The staff spent two days away from school at the Geelong Conference Centre with one of these spent revisiting our School Vision; Paul Spence facilitated this day. Paul led us through a process that enabled us to re write our Vision in more contemporary and succinct language. The Vision will be launched in a whole school celebration in 2019.

## **VALUE ADDED**

- Increased confidence in staff presenting Sacramental Activity evenings to families
- Extending staff confidence in planning RE units that allow students to make real life connections
- More relevance of the Catholic Faith and how it integrates into today's world
- High attendance at weekend parish masses of sacramental students and families for presentation prior to receiving the sacrament
- Heightened awareness and increased response to social justice issues
- Review of the new Vision and Mission statement
- Re writing of the St Brigid's school Vision statement
- Whole school community involved in the launching of the Vision
- Annual school motto continued as a practice
- Continued to extend our staff members, students and parents in the practice of Christian Meditation and the different forms of praying

## Learning & Teaching

### Goals & Intended Outcomes

#### GOAL:

To challenge and engage all students to progress, through purposeful and informed learning that is underpinned by high expectations.

#### INTENDED OUTCOME:

That student learning growth will improve across the curriculum.

That we have strong student motivation and engagement.

#### 2018 Focus

Developing assessment capable learners

Reporting to the capabilities.

### Achievements

The flexible learning spaces continued to provide both students and teachers with many options and opportunities to learn through their preferred learning styles.

Staff began the year with a focus on developing assessment capable learners through a consistent instructional model to improve student outcomes. Learning Intentions and success criteria were developed in all areas of the literacy curriculum using Structure of Observed Learning Outcomes (SOLO) taxonomy. Staff developed a shared understanding of what an assessment capable student entailed. Through regular timetabled feedback sessions between students and classroom teachers, achievements and goals were discussed. Feedback is another integral part of an assessment capable learner.

Mathematics remained a focus through targeted intervention and regular support from the Maths Coordinator through planning regularly with staff teams. The school continued to participate in the Learning Assessment Program (LAP), Melbourne University Assessment program for the eighth year, with the data received twice a year from the Melbourne University team used as another source of evidence to inform the literacy planning. As a new initiative St Brigid's was accepted into the University of Melbourne Network of School (UMNOS) program. This involved the Principal, Deputy and a success coordinator to work with other schools as a network and experts from the University of Melbourne and other educational experts, to achieve our school goal of nurturing "assessment capable learners through a consistent instructional model to improve learning outcomes."

Students from Prep through to Year 6 persevered in articulating and sharing their understandings and learnings and using these to take action. Teachers focused on individual differences and learning styles while trialling, and evaluating many ways to meet individual student needs, ensuring effective feedback was a focal point.

Students, staff and parents continued to extend their co-operative skills, resilience practices and their openness to change. Reflective practice, evaluative skills and honest appraisals have helped drive the school's positive learning environment.

Once again, the 'Enhancing Reading Intervention Knowledge' - ERIK program continued throughout 2018 with students from Middle and Senior areas being involved.

The Junior student literacy intervention program was either PERI (Phonological Early Reading Intervention) or ERIK. A Dyslexia program was also provided for a small group of students and was well received and resulted in positive outcomes. The individuals working within all the intervention programs showed an improvement and were supported with their whole class expectations. The variety of intervention programs enabled the targeting of more students at risk.

Discovery (P-2), iTime (Middles), Genius time (Seniors) and Learning Investigations using the Inquiry Process remains a pivotal component of St. Brigid's approach to teaching and curriculum development. This approach has contributed to increased student motivation and engagement and personalised actions. The teachers have become more skilled at effectively integrating literacy, numeracy and religious education into these units and this has improved learning outcomes. The approach to all these areas enhances differentiation and achievement and extension at all levels. School wide learning disposition were decided and a common understanding of what these are and how to use them is being developed with students. The capabilities are aligned to some of the disposition and others are covered in the learning areas.

The embedded practice of holding Parent/Teacher/Student conversations and goal setting at the beginning of each term has continued. Student attendance at these meetings is now an accepted procedure with most students accompanying their parents. Parents continue to regularly use email to contact staff as needed at any other times.

Extra curricula activities remain an integral component of St Brigid's. The P-6 Camp/Outdoor Education Program was successfully incorporated during the year. Our Senior students travelled to Camp Campaspe to explore leadership and teamwork. Middle students ventured to Narmbool and participated in a wide range of activities with a sustainability focus. In addition, our Junior students created their meal, and participated in the Junior Movie and Tea night while the Prep students were involved in a 'Preps in Pyjamas' evening session. Once again we were fortunate to receive financial assistance from Bendigo Bank so that our Year 6 students could attend the GRIP Leadership Conference in Melbourne.

Throughout the year, all students attended and participated in a wide variety of activities, which supported their inquiry units. They organised and presented several 'Expos' that showcased their learning to both the school and wider community. There were opportunities to participate in Interschool sports, the Social Justice Program Kids View, and Gateways to name a few. On site, keyboard and guitar lessons continued to be available with high participant numbers in keyboard and guitar. Guitar recital evenings and a 'Jam with the band' were scheduled both mid and end of year.

Our Senior Media Group produced St Brigid's News every three weeks, highlighting student work and school activities. It was shown at assembly and stored on the website and it has become a much anticipated and informative showcasing of our school.

In addition, programming continued to support our curriculum needs and the local community. Prep - Two students were involved in fortnightly visits to the local library and this practice is beneficial to both the students and the Gisborne Library. Our intensive swimming program remained part of our curriculum with Middle and Senior school students attending at the commencement of the school year and the Preps and Juniors during fourth term. St Brigid's first swimming sports were held at the Gisborne pool and the competition between house colours was fierce! Its success ensured that it would be an annual event on our calendar.

Teaching and Learning across the school was consistently supported through parent sessions and information in the fortnightly school Newsletter and the St Brigid's website. Teachers always used data to inform their planning and teaching. They reviewed pedagogy and extended teaching strategies in order to meet the needs of our students.

In 2018 our Year 3 students reached the national minimum standards in Reading, Writing and Numeracy and the majority of students achieved above national standard for Spelling and Grammar and Punctuation. Year 5 students reached the national minimum standards in Writing, Spelling, Grammar and Punctuation and Numeracy and the majority of students reaching above the national standard for reading. NAPLAN has revealed spelling to be a focus for 2019 and beyond. It must be remembered that our school is small and lower numbers of participants has immediate impact on results.

Our aggregate indices from INSIGHT SRC data provide a picture of our ongoing effectiveness and change over the past four years. In 2018 Organisational Climate, Teaching Climate and the Community Engagement Aggregate Index all showed some decrease and this data will provide direction for ongoing review. The data was further investigated at 2018 term 4 Staff retreat where CEM worked with St Brigid's staff to identify a process of change and improvement. Student Wellbeing Aggregate Index increased from 67.8 to 69.6, this shows positive growth and will continue to be an ongoing focus.

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2016</b> <b>%</b>	<b>2017</b> <b>%</b>	<b>2016 - 2017 Changes %</b>	<b>2018</b> <b>%</b>	<b>2017 - 2018 Changes %</b>
YR 03 Grammar & Punctuation	95.5	100.0	4.5	96.6	-3.4
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	89.7	-10.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.5	100.0	4.5	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	90.9	100.0	9.1	92.0	-8.0
YR 05 Spelling	90.9	100.0	9.1	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



## STUDENT LEARNING OUTCOMES

In 2018 100% of our students reached Minimum standard in Year 3 Numeracy and Writing and in Year 5 100 % of students reached minimum standard in. The biggest change in results was in the area of spelling in Year 3 and this data has reinforced our resolve to increase spelling levels and it has influenced our decision to focus on developing consistency in spelling approaches from Foundation to Year 6 in 2019 and beyond.



## Student Wellbeing

### Goals & Intended Outcomes

To continue to empower students to reach their potential and make a positive contribution to the contemporary world, through a culture that fosters the Gospel Values, positive interaction, engagement in learning, resilience and a sense of wellbeing

That student learning engagement increases, maximizing students' sense of wellbeing and connectedness to school, community and their learning.

That inclusivity and connectedness is sustained and enhanced for all students.

2018 Focus:

Document a Wellbeing Policy and program/ develop a scope and sequence document.

### Achievements

Through out 2018 St Brigid's continued to recognize that for effective learning and social and emotional health, the students need to feel safe and secure within their school environment. As a community, we continually strive to achieve this.

- In general, the students remain happy and have a positive attitude to life at school. Most students look out for others and are accepting of peers, especially those with differences. They consistently display care and concern for the younger members of our school community and regularly acknowledge each other when out of school.
- The students are encouraged to communicate their concerns about incidents on the yard and through dialogue with the principal and deputy and in conjunction with all the staff, provide and implement changes to yard practices.
- Wellbeing through Drama continued as a specialist subject across all levels. Staff, parents and student confirmed both its value and their approval though feedback and enthusiastic participation. All students participated in a campaign to stop bullying.
- The fortnightly Newsletter continued to be a communication tool that allowed all members of the school community to display achievements, advertise events and share insights and news. All parents received the Newsletter in either electronic or hard copy and it was posted on the school website. In the case of separated parents, both received a copy of the Newsletter and reports.
- Communication processes continued to be streamlined and implemented.
- We continued to use SMS messaging to remind parents of important information, meetings and any changes.

- The services of a Psychologist was retained and funded through the National Chaplaincy Grant. She worked three days a fortnight with students, parents and staff to assist them in their overall wellbeing. She administered educational testing that only a Psychologist can complete. This hastened the data collection and allowed for even more accurately targeted support.
- The community also had access to our School Wellbeing Coordinator who worked in conjunction with the Principal and Special Needs Coordinator to promote wellbeing. This team met fortnightly and maintained the effective school-based referral process.
- The employment of a specialist education teacher in the field of Autism for one day a week supported students in need and developed staff expertise. Unfortunately, this employment ceased at the end of 2018 as the teacher took up a position within the Education Department.
- St Brigid's School, under the guidance of the Wellbeing Team, makes every attempt to meet the individual needs of the students. Program Support Group Meetings were held each term, not only for the students on LNSLN funding but also for other students with additional needs. These involve the students' class teacher, the parents, the Principal, the Special Needs Coordinator, Education Support Officers and any other outside agency support.

#### VALUE ADDED

- Fortnightly wellbeing team meetings
- Continued use of outside agencies to fast track assessments
- Leadership Program for Senior Students
- Numeracy, literacy and aide support included at each level
- A variety of learning spaces provided to meet individual student's needs
- Extended student individual goal setting
- Prep orientation continued to include Year 2 students in the Buddy program in addition to Year 5 students
- Whole school transition and familiarisation sessions for all students at the end of the year
- Additional and individualised transition / orientation for students with additional needs, as required
- Individual programs and consequences were developed to assist students with behavioural issue

### STUDENT SATISFACTION

InSight SRC data has shown a fair degree of stability over the past 4 years with a low of 61.3 in 2015 and a high of 69.8 in 2016. Student wellbeing is an ongoing priority at St Brigid's

### STUDENT ATTENDANCE

Student attendance continues to be monitored carefully. SMS notification has been established whereby each morning administration staff sends out a SMS to parents for all un-notified absences. The Principal or a delegated leadership member contacts the family for any ongoing un-explained absences. If attendance continues to be unsatisfactory, a meeting with the parents and student is called. Strategies to assist attendance are then put in place and minutes of the meeting are kept. Ongoing attendance is monitored and steps to be taken, as outlined by Catholic Education Melbourne would be followed if necessary. It is an expectation of the school that parents notify in writing for both daily and long term absences.

The school has also communicated to parents/carers, through the Newsletters, the importance of both regular and on time attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.8
Y02	93.7
Y03	93.1
Y04	90.0
Y05	92.6
Y06	91.4
Overall average attendance	92.1

## Child Safe Standards

### Goals and Intended Outcomes

To embed the understanding of our shared belief that St Brigid's Catholic Learning Community holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the Gospel.

- To further our commitment to providing a safe environment for all students
- Continuing to actively implement additional processes that establish expectations and accountabilities for people working with our students
- The continued application of student well-being programs such as Berry St. to give students additional voice and further encouragement to engage in conversations about their welfare and safety
- Promotion and development of additional Child Safety initiatives including Student's 'Sports Code of Conduct'.

### Achievements

#### *The embedding of policies and commitments into everyday practice*

St Brigid's Catholic Learning Community has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- Working With Children Check Requirements
- Upholding and embedding St Brigid's organisational Duty of Care and culture of active supervision
- Reportable Conduct Scheme – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers
- School Attendance Guidelines – Refining and improving the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern – including SMS notification for absences
- Training and awareness raising strategies

All St Brigid's Catholic Learning Community staff members continue to participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind.

Staff members have participated in a variety of training initiatives including:

- Online Mandatory Reporting Modules (Annually)
- Protect – Responding to Suspected Student Sexual Offending
- The School's Child Safety Policy & Code of Conduct (Annually)
- Reportable Conduct Scheme Requirements
- Organisational Duty of Care
- Risk Management – Excursions & Camps
- School Attendance Requirements

### **Consultation with the community**

St Brigid's Catholic Learning Community has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions continue to be held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy continues to be communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Child Safety Standard documents are reviewed annually in consultation with the School Board to ensure that they remain relevant.

## **Human Resources Practices**

St Brigid's Catholic Learning Community continues to implement strategic practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

## **Child safety – Risk Management practices**

Throughout 2018 St Brigid's continued to adhere to CEM directions and procedures to ensure the safety of all children and young adults in our care.

## Leadership & Management

### Goals & Intended Outcomes

Continue to build a leadership climate characterized by strengthened clarity, ownership and partnership where all members of the community are engaged in developing St Brigid's Catholic Learning Community as a vibrant community.

That all members of the school community are supported to become more collaborative, responsible and accountable learners and leaders, in an organisational climate characterised by strengthened communication and engagement.

#### 2018 Foci:

**Formalise feedback, coaching and mentoring processes**

**Building capacity for professional dialogue, purpose and strategies**

#### Achievements

- Second year of the new Four Year Strategic School Improvement Plan
- Implementation of the second year of the Annual Action Plan
- Weekly leadership meetings, combined with a minimum of one full day meeting per term, continued to contribute to the effective running of our school
- More opportunities were offered for middle level leaders
- The Leadership Team spent two full days in November reviewing the 2018 year and commencing the planning for the 2019 school year
- The Leadership Team continued to produce and distribute a term booklet to all staff, which included any changes to the school calendar, rosters, timetables and OH&S and Child Safe information.
- Policies were updated and reviewed
- Meeting between Maree and each staff member were held throughout term 4
- Smooth Principal leadership change over between Margaret Garvey and Maree Morris took place at the end of term 3 / beginning of term four.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

St Brigid's staff attended a wide variety of professional development sessions both off campus and on site. All 24 staff members were involved in some form of professional development over the year. Where possible the school sent more than one staff member as a means to maximize learning outcomes and change. PD sessions included:

<b>Professional Development 2018 – included:</b>
Networks including – Principal, Deputy Principal, Religious Education, Mathematics, Learning and Teaching
Discovery Clusters
University of Melbourne Network of Schools - UMNOS
NCCD
Emergency Management Training
Educational Support officers - administration
Two staff members involved in Masters study at Universities
Number of staff who participated in PD in 2018 = 24
Average expenditure on PD per staff member = approx. \$2543

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.3%
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<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	82.4%
<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	9.1%
Graduate	36.4%
Graduate Certificate	0.0%
Bachelor Degree	90.9%
Advanced Diploma	27.3%
No Qualifications Listed	0.0%
<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.8
Indigenous Teaching Staff (Headcount)	0

### TEACHER SATISFACTION

In Sight SRC data indicates teacher satisfaction at St Brigid's has fluctuated over the past 4 years. All indices are within the range for all Australian schools with a high of 77.0 in 2016.

Teaching Climate indices have been above the mean for the 4 years with a high of 88.4 in 2016 and a level of 77.9 in 2018.

## School Community

### Goals & Intended Outcomes

To strengthen and grow authentic collaborative partnerships with the Parish, families and the broader community to enhance connectedness and improve student learning.

2018 Focus: Continuing to build connections and partnerships between home, school, Parish and the broader community are strengthened in order to benefit student learning, wellbeing and faith development.

### Achievements

- Links within the community continued to be a major priority
- Throughout the year and across all levels, members of our community have been involved in various school based academic and social actions
- Parent evenings were provided and facilitated by staff and /or school board members
- Programs such as Explore Galore, Passion projects, the Arts program and learning
- Connections maintained with AXIS Employment
- Investigation actions strengthened our bonds with the community
- St Brigid's continued to participate in several community activities, e.g. Gisborne Festival, Anzac Day Memorial Service and local fundraisers and competitions, The Biggest Morning Tea, Walk to School Day, Kid's View. These community events are now embedded in our school culture.
- The PFA continued to organize and coordinate a variety of events, such as both the Mother's and Father's Day stalls, social evenings and BBQs
- The student Social Justice Committee continued to raise awareness of and instigated actions to support others within our community. They organized various events throughout the year. They collected food for St Vincent de Paul Society and Kyneton Food Bank, raised funds for Project Compassion and also to support our environmental program.
- Community members continue to support the maintenance of our grounds with many hours of donated labour.

- Fundraising and the provision of social opportunities remained a focus for our parents. They provided a variety of activities over the course of the year that catered for the many and varied interests and financial capabilities of our families.

## PARENT SATISFACTION

In Sight SRC data indicates a fair degree of stability over the past 4 years. From a low of 66.0 in 2015 to a high of 75.8 in 2016. In 2018 our figure stands at 72.0  
Building strong partnerships with parents and the local community remains a high priority at St Brigid's school.



**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)