

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



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

**2019**

REGISTERED SCHOOL NUMBER: 0353

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## 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

26<sup>th</sup> June 2020

## Our School Vision 2019

*Inspired by Brigid's faith, strength and courage we strive to inspire the passion to grow and learn.*

## 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

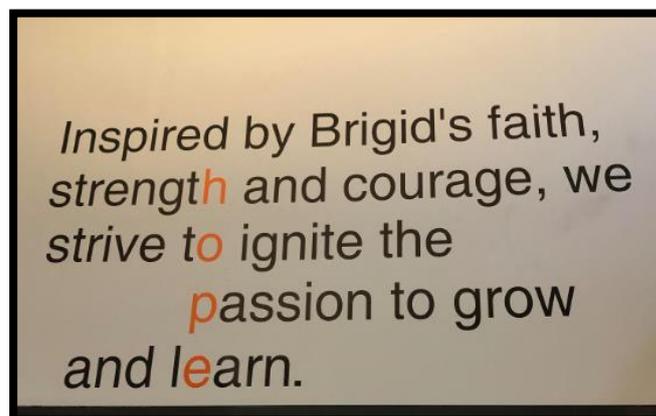
Celebrating our successes through learning and working together

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 Vinoth Santiago (2019) as its pastoral leader.

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 sub division 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 2019 school year was the third 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. Professional Development, planning, timetabling continue to be focused on inspiring students 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 based on the model of Jesus. 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 a privilege to be writing my second Annual Report to the Community as Principal of St Brigid's Catholic Learning Community in Gisborne.

Guided by our motto: *Inspired by Brigid* we have continued to work as a faith filled learning community striving to achieve the highest learning outcomes for our students.

Celebrations started early in 2019 with our Parish Feast Day Mass held at St Brigid's school. This was also an opportunity to farewell Fr Gerry, who retired after 18 years as Parish Priest and to welcome his successor, Fr Vinoth Santiago. The wider parish community joined together in these celebrations.

2019 focused on strengthening our communications and relationships with the whole school community. We continued to develop and embed our connection to our new vision statement. We launched this new vision with a liturgy and celebratory day. The day was a great success; positive, inclusive of the wider community and a strong foundation and guide for the remainder of 2019.

We continued to focus on developing our Learning and Teaching foci as guided by our involvement with University of Melbourne and the UMNOS (University of Melbourne Network of Schools). Teachers worked to embed and enact understandings around best practice, the building of assessment capable learners, goal setting and high standards for all.

We continued to develop our Student Directed learning and teachers were involved in attending the Discovery Conference, where keynote speakers and small group presenters inspired staff to keep a strong focus on nurturing passions and engagement within our students. These understandings have permeated our actions and inquiries throughout the year.

I joyfully thank the Lord for the great honour of leading St Brigid's Catholic Learning Community – a truly wonderful Catholic Primary School and I thank Fr Vin, our dedicated staff, advisory board, the PFA and our Regional Leadership Consultant; Joe Scerri, for their support and guidance.

Blessings Maree Morris

## **Parish Priest's Report**

St. Paul writes to the Philippians: Rejoice in the Lord always, again I say rejoice... the Lord is near. In the midst of broken and hurting world, we can rejoice because the lord is indeed near to us and his generosity is overwhelming.

As I write to you to present the annual report for St. Brigid's Parish Gisborne, I once again marvel at the generosity of God and His blessings he has bestowed upon our parish and schools communities. God's love and grace have been at work in you and in your willingness to share your talent and your resources to build up the community of St. Brigid's Gisborne. This brings great richness to our celebrations of the week end masses: our faith formation programs and our outreach efforts. As Christians we are called not only to worship to God, but also to be witnesses to the presence of God in our suburbs through charity and reach out to those less fortunate than ourselves.

St. Brigid's and Holy Cross schools continue to provide support and education to our parents and children as they grow in their faith and learn what it means to be a member of the church and follow Jesus Christ. By attracting, inviting and welcoming outsiders to our community and by teaching and explaining the joys Christian living, we help to bring about God's kingdom here on earth.

I am very happy to be involved in the regular masses and sacramental programmes which are celebrated on both a class and whole school level. These celebrations are well planned and prepared by staff and students and supported by families and community members. Over past year, we baptised 39 children, celebrated 68 holy communions, 67 confirmations, 2 marriages and 16 funerals.

It has been important and beneficial to meet individually with each of these families to share our faith and to offer support in both joy and sorrow. We are very privileged and honoured to have Bishop Terry Curtin with us as our local Bishop who has celebrated the sacrament of Confirmation for both of schools' children. I would like to convey my sincere thanks to Bishop Terry for helping us with his presence for the sacrament of Confirmation. Our parish based and school supported sacramental programmes run very effectively. I would like to express my sincere thanks to our schools' principals Maree Morris, Tony Falls and our two RE leaders Mel Daly and Anne Marie Conte for their excellent works for the sacramental programs in the school. A special thanks to Kevin Pethbridge and Julie Alan for running parish sacramental programs. Both schools has offered several opportunities for me to be the part of all the sacramental programs like Confirmations, First Eucharist and Reconciliation and activity nights. Thanks to you all the parents, teachers and students for allowing me to be the part our schools.

I thank all the liturgy committee members for their active and truly committed work for the masses particularly for Christmas and Easter. I express my heartfelt thanks to Fr. Gerard Spillane who was parish priest for 18 years in Gisborne. We had a farewell Mass for him in the month February 2019. We all wish him for happy retirement and thank him for all the works he has done for community for past 18 years.

Here I thank Doris our former secretary of the parish who worked here for eight years as secretary of the parish. I really honoured and admired Doris for the amount works she has done to our Parish. We wished her well for a happy retirement. We welcomed Amy Hurst as new secretary for administrative support for our Parish. Amy has been very good source for us to continue the work of Doris for our Parish. All the best for her job.

I thank all the volunteers of our Parish for all Sunday masses. They are amazing with their support to me. I hope that we as people of God will continue to grow in faith in Jesus Christ and his love for us. Once again I extend my heartfelt thanks to the St. Brigid's and Holy Cross schools communities for the wonderful support you have been showing to me for the past year 2019 and till now. I am very thankful to all the Parishioners for your generous hearts. It is a great Parish and two schools and I am very honoured to serve as a Parish Priest. May God bless you all abundantly and watch over our endeavours.

Father Vinoth Santiago.



## **School Education Board Report**

The St Brigid's Advisory Board of ten active and diverse members has worked collaboratively to support the Principal and the school.

A key focus of the Board during this period was promoting the school to encourage enrolments and modernising its approach to communicating with the school community.

School reporting went online and a new communications platform SeeSaw was introduced which enhanced and extended the school's interaction with parents. SeeSaw was warmly welcomed by students and parents alike and has proven useful for parents to stay in touch with what students are learning in class and for special activities such as school camps.

A new vibrant and informative website was developed and launched, complimented by the first school 'brochure' that got to the heart of what makes St Brigid's special. The brochure highlighted St Brigid's proud heritage and contemporary learning environment, its emphasis on Catholic values, dedication to the student and school community and a rigorous and long-term focus on academic outcomes.

The Board inputted to the new school Vision and fed into the school's proposed masterplan - including considering state and federal grants, and met with the local state Member of Parliament and the neighbouring school principal to discuss future shared spaces.

We reviewed a range of school policies and made 'child safety' a dedicated item on the Board agenda. We also achieved, with support from many, a long-running goal of reestablishing the school's only grassed area which has provided a richer outdoor experience for the students to enjoy.

The Board has an excellent working relationship with Maree and St Brigid's staff and continues to function effectively in its advisory role.

Brad Addison  
Chair

## **Education in Faith**

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.

2019 Focus:

Through dialogue, with the Parish schools and Parish community continue to promote our Catholic Identity.

### **Achievements:**

2019 saw significant changes within the Parish as we farewelled Father Gerry Spillane after many years. Doris Sciberras our Parish secretary retired. We welcomed Father Vinoth Santiago as administrator and Amy Hurst as our new Parish Secretary. Melanie Daly was appointed Religious Education Leader and was assisted by Kathleen McCann in the transition of this position. Anne-Marie Conte was appointed Religious Education Leader of our sister school, Holy Cross, after Trish Dwyer took up an appointment at another school. Our new school vision "Inspired by Brigid's faith, strength and courage we strive to ignite the passion to grow and learn" was launched to the community with a shared celebration and liturgy.

Our sacramental programs continue to be a part of how we engage with the parent community alongside their children. We continue to collaborate with both Holy Cross and the parish catechist representatives in the planning and implementation of these programs. Days are scheduled so both RE Leaders can plan and lead staff in implementing a contemporary approach to the understanding and celebration of the sacraments. Father Vinoth provided students making their First Eucharist and Confirmation the opportunity to participate in the Sacrament of Reconciliation.

Family activity nights and reflection days were facilitated by both Religious Education Leaders and external providers; Paul Spence and Maria Forde, as well as support from Catholic Education Melbourne representatives and students from Sacred Heart College. The evening meetings facilitated dialogue and opportunities for parents to interact with their children and the teachers about their personal faith journey, as well as contributing to the development of the child's spiritual growth. Preps in Pyjamas was facilitated by Religious Education Leaders and gave families opportunities to share in simple prayer experiences and develop their connection and understanding of this area of their faith.

We continue to provide numerous opportunities for celebrating our faith as both a school and parish community. Families are encouraged and welcomed to share in the mass as well as participate in the readings at sacramental celebrations. We gather together for whole school liturgies for feast days such as Ash Wednesday, Feast of the Assumption, as well as beginning and end of year celebrations. Significant events on our calendar such as Holy Week, Easter, Advent and Christmas are celebrated as a whole school with reenactments, prayer services and gatherings in our Learning Street. Classes continue to plan and reverently participate in a Mass

once per term as well as attending other class masses. Sacramental masses involve the parish community over a number of weekends. The St Ambrose church in Riddells Creek 150th year anniversary mass was also celebrated as a parish. Students have been actively involved in planning whole school masses, with Mini Vinnies planning a social justice liturgy and the Year 6 students the end of year liturgy in collaboration with the Religious Education Leader. Our school leaders, along with some staff celebrated our faith with schools from around the state when they attended the St Patrick's Day mass as part of Catholic Education Week as well as the Annual Mission Mass at St Patrick's Cathedral.

Social Justice education and engagement continues to thrive at St. Brigid's with the development of the Mini Vinnies social justice group. They have made community connections with our local St. Vincent de Paul charter and The Oaks nursing home. Whole school Mini Vinnies events have included Indigenous Literacy Day, Socktober and a food drive for our local food bank. Our social justice student leadership team were supported in the planning of whole school events such as Family Week and Catholic Education Week. Senior students participated in a Year 6 social justice sleepover which included education and awareness sessions around current issues affecting our local and global society. Sacred Heart students from Kyneton also shared their experiences of social justice actions in their school community during the Confirmation Reflection Day. Senior students attended the annual 'Kid's View' Social Justice Conference.

Professional development included an induction day for Melanie Daly and the continuation of our participation in the Religious Education Network. Catholic Education Melbourne has supported our growth and learning in both sacraments and reporting. Staff developed success criteria and learning intentions from the Religious Education Framework and engaged in a Catholic Education Melbourne-led moderation process. Religious Education Leaders have continued to support staff in planning and integrating their Religious Education units of work. Melanie Daly attended the Engaging with Scripture Professional Development sessions and was able to support staff in applying this new learning into their planning. The whole school community prayerfully meditate each morning and staff take time to pray as a group at the beginning of whole staff Professional Development days and before each staff meeting.

Value added:

- Development of strong new partnerships in the parish and school community
- Continued education, engagement and growth in confidence of staff to plan and teach Religious Education
- Engagement with scripture in both a personal and teaching capacity.
- Increased capacity for teachers reporting to RE standards
- Increased confidence in staff presenting Sacramental Activity evenings to families
- Authentic connections to the Catholic Faith through social justice actions and how they integrate into today's world.
- Heightened awareness and increased response to social justice issues

- High attendance at weekend commitment parish masses of sacramental students and families for presentation prior to receiving the sacrament
- Whole school community involved in the launching of the Vision
- Raised community profile of new Vision, e.g. each morning after meditation
- Increased attendance at the Sacrament of Reconciliation before making First Eucharist and Confirmation

## 2019 Learning & Teaching

### 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

### 2019 Focus:

Teachers are using visible learning approaches consistently

Extend ways in which teachers use technology for teaching and communication

To create and implement a strategic spelling pedagogy plan

## Achievements

St Brigid's began the year with a whole school unit "Learning to Learn". This unit was aimed at building positive relationships with staff and students, setting up learning area structures and routines, extending our learning dispositions of courage, curiosity, collaboration, creativity, reflection, resilience, and self-motivation.

Curriculum planning incorporated the use of data and evidence to inform our teaching. We again participated in the Learning Assessment Program (LAP), Melbourne University Assessment Program from which we receive data twice a year, to inform our teaching. Teachers focused on individual differences, learning styles while trialing and evaluating many ways to meet individual student needs and ensuring effective feedback was a focal point. SMART spelling approach began and was well received by students and parents.

Bookmaking was introduced into the Junior learning area for writing, using focus texts to demonstrate the craft of authors and illustrators. Student engagement and enthusiasm was evident in their eagerness to participate.

Students remained engaged and motivated through Discovery (P-2), ITime (Middles), Genius time (Seniors) and Learning Investigations, using the Inquiry Process, both of which remain a pivotal component of St. Brigid's approach to teaching and curriculum development. Teachers attended Discovery clusters which enhanced and challenged our teaching. The teachers have become more capable 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, achievement and extension at all levels. 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.

Once again, the 'Enhancing Reading Intervention Knowledge' - ERIK program continued throughout 2019 with students from Middle areas accessing this program. The Junior students were supported through consistent one on one reading by volunteers. Numeracy intervention and extension was run in small groups and/or in-class support. The individuals working within all the intervention programs showed improvement and were supported with their whole class expectations. The variety of intervention programs enabled the targeting of more students at risk.

Our four specialist classes are Japanese Through Sustainability, Performing Arts, Physical Education and Visual Art. Junior students also participate in ICT and Digital Technologies specialist classes. Explore Galore is an intensive specialist program that brings in student choice and provides opportunity for students to participate in three intensive classes over 6 week blocks.

Student's learning achievements were celebrated and goal setting for future growth were discussed during Parent/Student/Teacher conversations which were offered four times during 2019. For the first time, reports were made available to parents online via the parent portal on Nforma – a positive example of technology being used for effective communication.

We continued our involvement in the "University of Melbourne Network of School" (UMNOS). This involved professional development, regular Professional Learning Team conversations and scheduled staff meetings. Personal feedback time was allocated to each homeroom teacher to set goals and give effective student feedback. Learning intentions and success criteria have been developed and adjusted using SOLO taxonomy. Whole school dispositions continued to be a focus to develop lifelong learners. Once again, a highlight of our year was our Science Expo. This was an amazing day where our students participated in a variety of well-planned science activities. We were fortunate to have the support of our secondary feeder school Salesian College, who provided both equipment, students and staff from the College to work with us on this day.

Once again, the P-6 Camp/Outdoor Education Program was successfully incorporated during the year. Our senior students travelled to Canberra and explored many aspects of our capital city. Middle students ventured to Lady Northcote Camp and participated in a wide range of outdoor activities. In addition, our Junior students created their meal, and participated in the 'Junior Movie and Tea Night' with the Year 2 students spending the night at school. The Prep students were involved in a 'Preps in Pyjamas' evening session.

## STUDENT LEARNING OUTCOMES

Our year 3 students display a high level of achievement with 100% of students being at or above minimum standards in all areas except Numeracy, where a very small % is below expected level. There is a similar result in year 5. Investigations into best practice, maths progressions and targeted maths teaching is already underway.

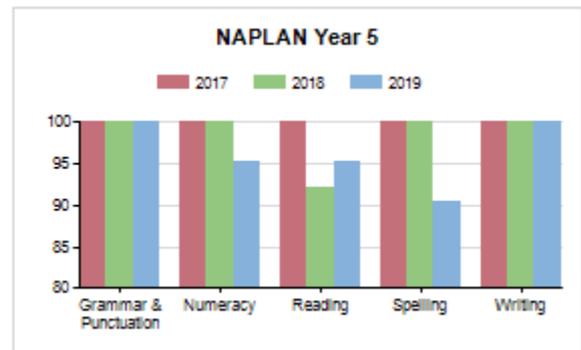
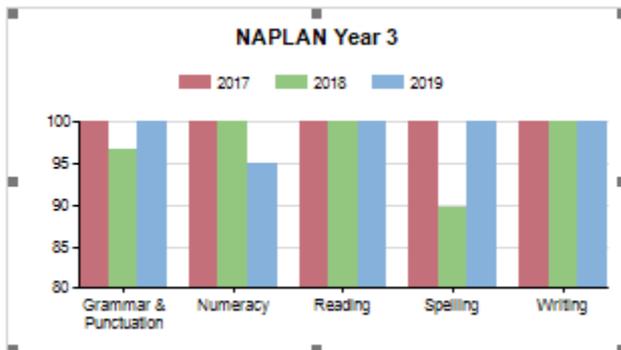
Spelling outcomes for year 3 students have seen a rise – we have introduced a specific Spelling Program – ‘Smart Spelling’ and though it is in its beginning stages, may be having an impact on results. Its impact is yet to be experienced with year 5 students.

In addition investigations into Reading progression for senior students is also being discussed at Professional Learning team sessions.

Grammar and Punctuation is strong in both year 3 and 5, as is writing.

We will remain focused on nurturing strong student engagement across the curriculum and levels Foundation to Year 6.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	96.6	-3.5	100.0	3.5
YR 03 Numeracy	100.0	100.0	0.0	95.0	-5.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	89.7	-10.3	100.0	10.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	95.2	-4.8
YR 05 Reading	100.0	92.0	-8.0	95.2	3.2
YR 05 Spelling	100.0	100.0	0.0	90.5	-9.5
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



## Student Wellbeing

GOAL: 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.

INTENDED OUTCOMES:

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.

2019 Focus:

Document a Wellbeing Policy and program

Create positive behaviour management plans for all students with extensive adjustments

Introduce positive behaviours for learning (PBL) approach for school

## Achievements

### Student Wellbeing and Socio-Emotional Learning

2019 saw the initial implementation of Positive Behaviour for Learning (PBL), an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive behaviour culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. PBL provides a framework for positive interactions, actions and behaviours, with specific agreed upon expectations and actions being developed, taught and monitored across the whole school.

In addition, programs and strategies such as Respectful Relationships, Berry Street and morning circle were embedded to support and nurture the personal, social and emotional wellbeing of all students.

Behaviour management plans for a number of students with extensive adjustments have commenced.

### **Learning Diversity**

We continued to focus on the individual needs of all students with Chek Stevens being appointed our new 2019 diversity leader. Chek continued our strong focus on meeting the needs of all students and along with the team, ensured National Consistent Collection of Data was maintained.

The sensory room was established, providing a safe, secure place for those students needing to de-escalate or 'chill out'.

### **Wellbeing**

The Wellbeing Team continued their regular meetings, focusing on the needs of individual students, who in many cases had been referred to the group from teachers, via leadership observations or through parental concerns.

The Social skills groups taken by Cristina continued to meet regularly. These sessions focused on 'unpacking' specific social situations and through games, discussions and role plays practice positive social interactions. In addition, the Middle school were involved in an online social skills program.

Chek and Cristina continued to provide regular one to one catch ups with students and support for classroom teachers and aides with resources and strategies.

Discussions and investigations of the best way to document our Wellbeing Policy are underway.

### **Peer support**

Our peer support initiatives continued to provide transition support for prep students. Each Prep was buddied up with a year 5 student and a year 2 student. This ensures that our newest school members have a strong link with others throughout the school environment and day.

Our school wide Camp program also ensures that students are given a wide variety of situations and environments in which to interact with others, nurturing strong social connections.

In addition, our transition program, which individualises transition experiences for specific students, ensured that students were comfortable and supported entering Prep, progressing through the year levels and moving into Secondary school.

### **External Resources**

Physical wellbeing for our students was supported through a wide range of external resources including Catholic Education Melbourne, dental outreach program, nursing visits, optometry and speech specialists. We accessed Sexuality Education Australia (SEA) to implement the Sex Ed program for the Years 5 and 6 students. This was extremely successful and will continue biennially. Kids View also came to work with the students - helping them to experience and understand the situation of many students their own age, from different parts of the world.

### **Health and Physical Education**

Positive Health and Physical Education messages were promoted within and beyond Physical Education classes with "Walk to School month" given a strong focus and school wide Footy Day (led and organised by the student sports leaders) being a highlight for all! And Richmond won the Flag!!

### **Culture**

Positive school culture, gratitude and care were promoted through Mini Vinnies and fundraisers such as Silly sock and crazy hair clothes day.

### **Value Added**

- New Learning Diversity Leader
- NCCD team
- Individualised / Personalised transition Programs for specific students - transitioning into St Brigid's, through St Brigids and from St Brigid's.
- Health and Human development program delivered to Years 5 and 6 students
- Sex Education Australia (SEA) - evening class to for parents of Senior students
- Continued and extended use of external agencies as required
- Prep orientation program
- Embedding and extending enrolment program

### **STUDENT SATISFACTION**

- Student satisfaction in regards to sense of belonging, learning dispositions, safety and voice are equal to CEM averages.
- Data in regard to student engagement, Catholic identity, rigorous expectations, climate and relationships lie just below CEM averages.
- Positive Catholic identity and school climate, expectations, student engagement, relationships and student directed learning are key elements in our pedagogy, physical structure and teacher development. These are major areas for future development. Our challenge is to nurture and strategically develop even stronger levels of identity, engagement, relationships with and for our students.



## STUDENT ATTENDANCE

Student attendance continues to be carefully and accurately monitored. SMS notifications are sent to any parent / carer for all un-notified absences. The Principal or delegate contacts parents / carer for any ongoing un-explained absences. If attendance is unsatisfactory, a meeting with the parents and student is arranged. Strategies to assist attendance are devised and enacted according to need. Ongoing attendance is monitored and steps taken as outlined by Catholic Education Melbourne as necessary. It is an expectation of St Brigid's school that parents notify in writing for both daily and long term absences.

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.2
Y02	89.5
Y03	94.1
Y04	93.2
Y05	89.6
Y06	90.9
Overall average attendance	91.6

## Child Safe Standards

### Goals and Intended Outcomes

St Brigid's Catholic Learning Community places the highest value on the safety, care and wellbeing of all children and young people. Throughout 2019 our goal was to embed and extend the understanding of safety for throughout the school and wider community.

- To continue our commitment to providing a safe environment for all children and young people.
- To reinforce the understandings and actions related to child safety including Reportable Conduct and Bullying
- To strength student understanding of and commitment to child safety

### Achievements

The embedding of policies and commitments into every day practice

Professional learning of teachers, non-teaching staff and volunteers

Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

- Establishing and maintaining strict procedures for ensuring all mandated requirements are completed including Working With Children Checks and Child Safety Professional Development for all staff members.
- Upholding and embedding St Brigid's organisational Duty of Care and culture of active supervision
- Reportable Conduct Scheme – Ensuring all staff members complete online training requirements.
- Following mandated practice in regard to to allegations of child abuse and child-related misconduct by employees & volunteers
- School Attendance Guidelines – Refining school processes for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern – including SMS notification for absence

Student participation and empowerment strategies

Strategies addressing the principle of inclusion

Human Resources practices (recruitment, supervision, performance review)

- Developing students' awareness and understanding of child abuse and harm through programs such as Rights, Responsibilities and Respectful Relationships.
- Ensuring all student are given and encouraged to use their voice, so as to speak out in regard to unsafe practices or abuse.
- Inform students in regard to Child Safety through initiating Child Friendly Child safe Policies.
- Ensure all mandated and best practice procedures are followed in regard to recruitment and performance review including referee checks, clear induction and Annual Review Meetings.

Child safety – Risk Management practices

- Ensuring all staff members, including Fr Vinoth read, understand and sign Child Safety Code of Conduct.

## Leadership & Management

**GOAL:** To build a leadership climate characterised by strengthened clarity, ownership, partnership and trust where all members of the community are engaged in developing St Brigid's CLC as a vibrant learning community.

**INTENDED OUTCOME:** That all members of the community are supported to become more collaborative, responsible and accountable learners and leaders, in an organizational climate characterised by strengthened communication and engagement.

### **2019 Focus:**

Shared understanding of leadership and its potential

Formalised coaching plan – still to be developed

### **Achievements**

Safety is a foundational element of our core business of learning at St. Brigid's and this necessitated that throughout 2019 a wide range of practices were completed by our staff and community to ensure the well being and safety of all.

These practices included the completion of the mandatory reporting modules by all staff, review of the Child Safe Standards, signing of the Code of Conduct by all staff and embedding of the Community Code of Conduct into the updated enrolment documentation.

This focus on safety and compliance ensured that throughout 2019 the process continued at St. Brigid's whereby data and policies were inspected, in house, to ensure alignment with the minimum standards as directed by Victorian Registrations and Qualifications Authority (VRQA) compliance. In addition, continual policy development, review and renewal occurred and actions undertaken in line with Catholic Education Melbourne (CEM) directives, such as, using Schools Hub for declarations/Census. The students' ICT safety and best practice was upheld by ensuring the Acceptable User Agreement was signed by each student/carer via Caremonkey.

Finance was a consideration in 2019. With this as a goal, the Principal was involved in Professional Development and strategic actions to build understanding and capacity including fortnightly scheduled finance meetings with the school accountant (Michelle O'Gorman), attendance at the Financial Induction Sessions run by the CEM, regular meetings with Gavin Hatch our CEM business partner to unpack and reference the financial dashboard and attendance at the CEM 2019 finance briefing. The Principal, staff and administration ensured that good financial practice became regular, expected practice by all including completing order forms before all purchases and regularly disseminating budget details to relevant staff.

CEM staff, Joe Scerri (Regional Leadership Consultant) and Judy Connell (Learning Diversity), worked closely with principal, leadership and community in regard to significant events including meeting the additional needs of specific students and parents, as well as ensuring best practice in regard to enrolments.

Maree Morris, being a newly appointed first time principal, was well supported in her first year in the position of principal by the parish administrator (Fr Vinoth Santiago) and Tony Falls, principal of our sister school, Holy Cross. The three met fortnightly to align actions across the schools and support one another in decision making and problem solving. Maree also attended CEM Principal briefings - it is interesting to note that the governance model of school management to be introduced in 2021 was discussed at the October and subsequent briefings.

The school underwent its routine occupational health and safety (OH&S) inspection and audit and a new cladding inspection. The OHS audit identified a range of areas for update and development and the school past the cladding audit. Flooding in December 2018 necessitated drying over December /January and repairs to pin up boards in Middles learning areas and eaves in the Senior area. Regular visits from the locksmith have been necessary to ensure adequate security. In addition, much time and energy was invested in locating and repairing an ongoing, underground water leak. We thank parent, Mick Harkin, who assisted us in this matter.

In October our cleaner, Bruno, resigned due to his daughter moving on from the business and Danihers cleaning contractors took over from fourth term. A dedicated group of staff members worked over the term 3 break to give the teacher planning room an overhaul and cull outdated resources. The result has seen this room become more open and more conducive to collaborative planning sessions.

Led by architects Smith and Tracey, the school is currently developing and reviewing its master plan with the goal of applying for a federal grant in March 2020, in order to undertake much needed updating of specific buildings especially the Senior Hub (currently portable buildings). The community was invited to share their ideas and suggestions via a display in the reception foyer.

With feedback from parents and staff regarding the deficiencies of the current sound system being used during assemblies, Eamon Light and Maree Morris investigated a replacement which is now in use. In addition, a smaller but extremely powerful and portable system was donated to the school by the Dannister family. We thank them for this generous gift.

The staff is committed to ongoing learning and collective capacity building. This has seen many staff members undertake peer coaching and taking on pre-service teachers/learning support officer training placements. Staff attended regular Professional Development and Annual

Review Meetings between Principal and teachers are informed by completion of the Australian Institute of Teaching and School Leadership standards.

Maree has been involved in the Principal Learning Collective and regular attendance at Principal network - which has supported her understanding of procedures and practices and helped build a supportive network. Maree and Tony (Principal from Holy Cross) meet with Fr Vin on a fortnightly basis and work together on enrolment, sacramental and problem solving areas. They are currently discussing the impact of the Governance model on the schools and Parish. In addition, Maree has been elected as a representative on the Victorian Association for Catholic Primary School Principals executive committee which meets on a regular basis.

At St. Brigid's the Principal is well supported by an active and proactive leadership team who undertake weekly meetings (before school or for an afternoon). Yearly intensive leadership days and dinner are held to ensure short and long term management goals are planned for and addressed. A triple meeting planner informed by the Annual Action Plan is developed and followed for each term.

Two staff members completed their Masters of Education (Maths Leadership) Eamon Light, (Educational Leadership) Melanie Daly. Kath McCann our Deputy Principal from 2003 to 2019 requested and was granted 'transition to retirement' and a new Deputy Principal appointment, Melanie Daly, was made for 2020.

Throughout 2019 Eamon Light, Chek Stephens, Clare Shannon, Keena Lane- Kerton, Tracey Burnie and Kath McCann were granted Long Service Leave. Clare Shannon applied for and was granted leave without pay for 2020. All staff have access to services such as Selectus, Union, Bank First, Teacher's Health, Employee Assistance Scheme and social gatherings.

With enrolment maximisation a focus, our current Education Board president, Brad Addison, produced an inspirational promotional brochure which was distributed at Kindergartens and PreSchools during visits by the principal. Throughout October the Kinder students came to visit and join in with Discovery sessions and tours. Our school website underwent a massive transformation via Digital Schools, with the company interviewing and filming the staff and overviews of all aspects of the school included in the presentation. New enrolment tours and interviews were undertaken and we have 36 foundation students due to start in 2020.

Regional Leadership Consultant, Joe Scerri commenced preparation for the 2020 school review and worked with staff to identify areas of strength and challenge on which to develop the next School Improvement Plan. Staff, parents and students have completed the Catholic Education Melbourne School Improvement Survey to gather data to inform future directions and goals. A number of administration and teaching staff have been involved in Student Administration System and NForma professional development and reports have now been set up to be prepared, collated and distributed online.

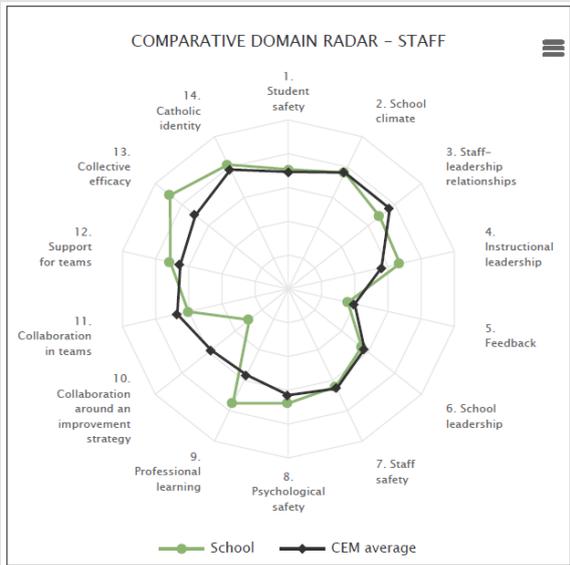
Emergency procedure training was undertaken collectively by Holy Cross and St Brigid's by Dynamiq training and First Aid training has been scheduled for January 2020. A risk management session was attended by Maree and all staff now regularly complete risk management schedules before undertaking activities outside their regular programs. They also complete and enact contingency plans for students with additional needs. In order to maintain

a high level of safety and to meet the needs of specific students, we employed an extra LSO for supervision and class work in the Middle school for Monday and Thursday.

The staff have worked tirelessly to ensure best practice is developed and embedded so as to enable high student outcomes and safety for all.

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>DESCRIPTION OF PL UNDERTAKEN IN 2019</b>	
Networks including – Principal, Deputy Principal, Religious Education, Numeracy and Literacy, Well Being	
Discovery Conference and Clusters	
Student Directed Learning	
University of Melbourne Network of Schools	
NCCD	
Emergency Management Training	
Administration	
Finance	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019</b>	<b>17</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$3699</b>

TEACHER SATISFACTION



Our CEM SIS data for teacher satisfaction shows that we are above or closely aligned to CEM averages in most areas. The area that shows strongest positivity being collective efficacy and the area for growth being collaboration around improvement strategies. This data gives strong direction for continued foci in 2020.

## School Community

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

**INTENDED OUTCOME:** That connections and partnerships between home, school, Parish and the broader community are strengthened in order to benefit student learning, wellbeing and faith development

**2019 Focus:** To extend interactions and platforms of communications with parents and the wider community.

### Achievements

At St. Brigid's we take pride in inviting, welcoming and promoting community involvement in our learning community. A major action this year was to create and launch our new website. This has been a tremendous success and a platform for future growth.

In addition the community has been invited to be involved in a number of gatherings. These include, the launch of our new school vision; welcome barbeque; Mother's Day pampering and Father's Day breakfast; sporting events, such as house athletics, cross country and swimming; National Walk Safely to School Day; art show; art raffle; Biggest Afternoon Tea; and a bake sale for breast cancer support.

We welcomed the community to be part of and be immersed in student learning. The launch of the Seesaw app has been received positively with many parents attesting to the bridging of student learning between the school and home environments. The School Philosophy Day, See Us In Action Day and Foundation orientation has welcomed new and existing families to understand the purpose of our school philosophy.

Many volunteers have been welcomed to support student learning within St. Brigid's. These include, parent and community helpers in all classes, including specialists; past student involvement; work experience; and trained volunteers to support various programs and curriculum areas. St. Brigid's also welcomes the support of community groups. Funding has been granted from the Bendigo Bank and other organisations to support student learning, such as student leadership. Federal and State government members of parliament, Rob Mitchell and Mary-Anne Thomas, have presented to students in class. AFL players and Cricket Victoria representatives have run clinics with students.

St. Brigid's Catholic Learning Community is actively involved in supporting the community of Gisborne. Involvement in a number of community groups, such as the library, local kindergartens and homes for the elderly, enriched students' learning by demonstrating that their impact can be made beyond the school walls. Students wrote for the local newspaper and

were involved in the Gisborne Arts and Family Festival Autumn Competition. The school leaders and other students have also been actively involved in the ANZAC Day ceremony and Gisborne Festival.

St. Brigid's prides itself on partnership with other schools. Senior students attend transition programs with Sacred Heart College, Salesian College and Gisborne Secondary College. They also attended Gisborne Secondary College's production and Sacred Heart College's cooking competition. Scholarships are presented to future students of Sacred Heart College and Salesian College. Other notable links include the partnership between Holy Cross in sacramental programs, transition days to secondary school and various sporting links with other local schools.

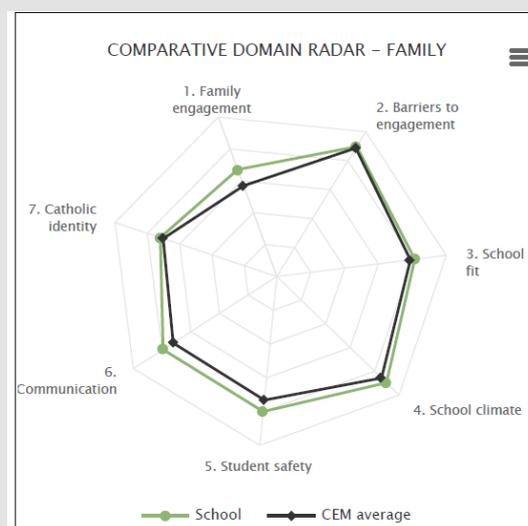
St. Brigid's Parents and Friends Association (PFA) are active in organising events that involved the whole community. They coordinate events and fundraising opportunities that include: St. Brigid's Night Out, Ladies Lunch, pre-loved book sale and drive-in movie night.

A unique community link that St. Brigid's offers is its commitment to sustainability. Sustainability at the school has been developed through the building of a garden that has involved the whole school community. Parents have contributed to a number of different aspects to support this program, including community working bees, plumbing and new garden beds. Funding to support this program has been applied for by Emma Barker and has enabled the successful development of the program in the school. Furthermore, professional development has been attended, e.g. Sustainability Summit and conferences.

### PARENT SATISFACTION

CEMSIS data for 2019 shows strong positivity in regard to communication and welcome, with 100% of parents responding that the school is welcoming and developing effective communication.

The Parent data was consistently above or equal to like data from CEM which is very positive, encouraging and indicative of future direction.



## Future Directions

From analysis of data, parent feedback, staff discussions / needs and student interests and needs future directions will include:

### Education in Faith

- Our Catholic Identity within school is validated through dialogue and use of data
- Strengthen connections between individuals and their faith

### Learning and Teaching

- Continued focus on building teacher capacity
- Continued investigation of instructional models and implementation
- Students, staff and parents have a shared understanding of our learning and teaching practices
- Development of Learning and Teaching curriculum progressions
- Parents are highly engaged in the child's education
- Upskill LSOs in Discovery so they can challenge and engage all students in purposeful learning
- Development of a strategic plan for staff coaching

### Student Wellbeing

- Wellbeing focusing on relationships and student engagement
- Consistent approach to social-emotional learning – Embedding Rights, Responsibilities and Respectful Relationships program

### Leadership and Management

- Embedding policies and practices
- That parents understand the school's use of surveys and data
- All stakeholders develop a connection to the AAP

### School Community

- To build clarity and ownership in regards to developing St Brigid's as a vibrant learning community
- Building relationships of trust between leadership and all staff

## School Performance Data Summary

The School Performance Summary reports on data in the following areas:

### Proportion of Students Meeting the Minimum Standards

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	96.6	-3.5	100.0	3.5
YR 03 Numeracy	100.0	100.0	0.0	95.0	-5.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	89.7	-10.3	100.0	10.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	95.2	-4.8
YR 05 Reading	100.0	92.0	-8.0	95.2	3.2
YR 05 Spelling	100.0	100.0	0.0	90.5	-9.5
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

### Average Student Attendance Rate by Year Level

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.2
Y02	89.5
Y03	94.1
Y04	93.2
Y05	89.6
Y06	90.9
Overall average attendance	91.6

## Teaching Staff Attendance Rate

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.9%

## Retention Rate

ALL STAFF RETENTION RATE	
Staff Retention Rate	80.8%

## Teacher Qualifications

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.1%
Graduate	28.6%
Graduate Certificate	0.0%
Bachelor Degree	85.7%
Advanced Diploma	21.4%
No Qualifications Listed	0.0%

## Staff Composition

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	11.5
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	4.9
Indigenous Teaching Staff (Headcount)	0

**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)*