St Brigid’s
Catholic Parish Primary School
Gwynneville

Annual School Report
2009
About This Report

St Brigid’s Catholic Parish Primary School, Gwynneville is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Brigid’s Catholic Parish Primary School
2 Vickery Street
Gwynneville NSW 2500
Ph: (02) 4229 1969
Fax: (02) 4226 5310
Email: info@sbgdow.catholic.edu.au
Website: www.sbgdow.catholic.edu.au

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

Principal: Mrs Jennie Werakso
Date: 11 December 2009
Vision Statement

‘With faithful hearts, St Brigid’s school community strives to be an authentic Catholic community of faith, justice and learning.’

Principal’s Message

2009 was an amazing year for the Parish School community. We started the school year with a new principal and the whole community displayed its warmth, passion and commitment to ensuring that the emphasis on faith, justice and learning was sustained and nurtured. Given its small size, the school still managed to achieve in a big way and the year was a successful year on many fronts for the little school with the big heart. St Brigid’s won the Australian National Wakakirri Prize for the most positive impact on the world as well as numerous sporting events.

In the area of faith, many of our students received the Sacraments of Penance, First Holy Communion and Confirmation and the whole school participated in Masses and special liturgies. In the area of justice we focused our efforts on making a difference to the world around us and to the people in it. Our fundraising efforts raised over $12 000 for the homeless as well as raising awareness about the issues connected to the homeless and the various charities and organisations that help support them. In the area of learning we continued our focus on quality Catholic learning and teaching and enabling students to be the best they can be in all they do.

Ultimately, everything that is done at St Brigid’s is aimed at the shared goal of empowering students to be compassionate global citizens who actively live their faith in a meaningful way, so that they can change the world for the better, treat themselves, others and the environment with respect and be independent, creative thinkers and problem solvers with a life long love of learning.

The heightened sense of community at St Brigid’s is powerful and connects the school, students, family and Parish closely. Fr Ron, the Parish Administrator actively encourages this connection so all can work together in partnership and mutual respect to support the shared goal for students and enrich the Parish School community.

Parent Involvement

St Brigid’s Catholic Parish Primary School welcomes the involvement of parents in the life of the school and values their contributions to the education and welfare of the students. There have been a considerable number of parents who have volunteered to work with children in the classrooms for both Literacy and Numeracy programs while over fifty parents have worked on a voluntary basis in the school Canteen. Parents also volunteered for sporting
carnivals, clothing pool, Book Club and the design and publication of the 2009 St Brigid’s Year Book.

The major Parents & Friends Association (P&F) event for 2009 was the Spring Fair. This event was an important social and financial success. The food stalls were fantastic and the children enjoyed the ice cream, fairy floss and rides.

Parents also participated in the life of the school by attending the P & F Association meetings, which were held nine times throughout the year. These meetings provided an opportunity for parents to have an active role in school matters through discussion and sharing of information.

Active organisation of functions has sought to further build the community of St Brigid’s School. Some of these were, the Mothers’ & Fathers’ Day stalls, Sausage Sizzles at Bunnings, P&F Welcome BBQ, Welcome Morning Tea for Kinder 2010 and the Year 6 Farewell.

Last year’s Christmas initiative to encourage children to give money, usually spent on Christmas cards for each other to World Vision was again well supported.

The P & F Association was pleased to be able to contribute to funding the school’s Wakakirri performance as well as funding new Information Communication Learning Technology (ICLT) equipment and furniture for the new Kindergarten classroom.

Parents and Friends Association, President

Student Leadership

Empowering students to be the best they can be, allowed for leadership by all students in different areas. Year 6, as seniors in the school, were expected to be good role models for all students in the school and take an active and positive role in showing appropriate leadership to younger students. The Student Representative Council was made up of students from all primary classes and met with the principal regularly to discuss the life of the school from student perspectives and initiated ways of supporting student play and fundraising. They were also leaders of welcome at school functions. The Environment Club led the way in caring for our school environment and raising awareness about how to look after our school. Various Year Six students represented our school at the Wollongong Diocesan Principals’ Induction Mass and the ANZAC Day Memorial service at McCabe Park as well as acting as ambassadors for the school at various diocesan functions.

School Captains
**School Profile**

St Brigid’s Catholic Parish Primary School is a one-stream school and was founded by the Sisters of the Good Samaritan in 1951. It caters for students from Kindergarten to Year 6 and draws its enrolment predominantly from the Gwynneville, Keiraville, West Wollongong and Mt Keira areas.

The school is an integral part of the Parish of Gwynneville and operates under the guidance of the Catholic Education Office in the Diocese of Wollongong. The Parish is incorporated with St Francis Xavier’s Cathedral Parish, Wollongong and so our school enjoys a close link with St Francis Xavier’s Catholic Primary School. The Parish Administrator, Fr Ron Peters, the staff, parents and the Parish all share a common responsibility for the formation and welfare of all our students.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>108</td>
<td>98</td>
<td>206</td>
<td>8</td>
<td>55</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

**Student Attendance**

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.8%</td>
<td>88.2%</td>
<td>86.6%</td>
<td>88.4%</td>
<td>87.2%</td>
<td>85.9%</td>
</tr>
</tbody>
</table>

For non-attendance at school, parents and carers are asked to ring the school on the day to inform them of the non-attendance. They are also required to send in a note explaining the absence and detailing the date and reason for absence. Unexplained absences are followed up with phone calls and letters from the principal.

**Staffing Profile**

There are a total of 14 teachers and 6 support staff at St Brigid’s Catholic Parish Primary School. This number includes 7 full-time and 7 part-time teachers.
Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 95.62%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 75%. The retention rate for 2010 will be 100%, as all current staff will be retained.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Brigid’s Catholic Parish Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- School-wide Positive Behaviours for Learning;
- Learning Technologies;
- Pastoral Care Forum;
- Diocesan Learning and Teaching Framework;
- School Review and Improvement;
- Benedictine Spirituality; and
- Teachers’ Matter Conference.

School based expenditure on professional learning in 2009 was $9,026. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

St Brigid’s Catholic Parish Primary School is committed to its role as a Catholic educational community and is proud of its Catholicity. All staff work towards promoting Catholic identity in their classrooms, through the use of sacred spaces and in 2009 introduced the display of Catholic doctrine corresponding to the unit being covered. All children participate in formal and informal prayer situations within the school. The children begin the day with a school prayer, or a prayer relevant to Feast Days or other important events or times in the Church year.

The students participate in a Mass with the Parish each week on a rotational basis. Students are encouraged to contribute to the preparation and planning of the Mass, and this year parents were also invited to participate more actively in the celebration through reading or being part of the Offertory. Each class is assigned to prepare at least one whole school liturgy throughout the year, to acknowledge and celebrate important Feast Days.

Staff participated in a Religious Education meeting at the beginning of the year to ensure all teachers planned and programmed according to the requirements of the Catholic Education Office. A Spirituality Day at Jamberoo Abbey provided staff with an opportunity to take the time to reflect and explore the meaning of “Welcome” using the Benedictine Charism, and this proved beneficial to all staff who attended the day.

St Brigid’s supported several social justice initiatives throughout the year. The school reached out to many charities and organisations and made homelessness the focus of its social justice journey. These included Caritas, with a donation of $350 raised during Lent. Later in the year, the community participated in another Caritas initiative, ‘Be More’ week. This called for the children to focus on being more, rather than wanting more in their lives.

It was with great sadness this year that the Parish School community witnessed the tragedy of the Victorian bushfires and the floods of Queensland. The school reached out again to those in need and a donation of $1,200 was forwarded to the Victorian Archbishop’s Appeal. During the school’s remembrance and celebration of the Feast of the Sacred Heart, the school was able to donate baskets overflowing with food to St Vincent de Paul. These were boxed up and taken to families in need in the Illawarra.

This year the school has taken a wonderful journey that has focused on homelessness and the charities that provide support for people living on the streets. The school’s Wakakirri performance ‘Run-Away Kids - You Are Not Alone’ highlighted the needs of the suffering around us. The students learnt about the work of several major charity organisations through guest speakers and class research. They were able to bring life on the streets alive, through their dramatic and reflective performance. Hush for the Homeless required the students to spend a part of one day in silence, and the money was raised was greatly appreciated. St Brigid’s was fortunate to have some of Father Chris Riley’s students come and speak to the community and tell them about the way their lives were turned around and the goals they
had for the future. ‘Youth Off the Streets’ became a focal charity that we decided to continue to support. A major fundraising dinner was held with donated items raffled and auctioned. An amazing $10,000 was presented to Father Chris who was a guest speaker at the dinner. St Brigid’s Parish School community was able to make a real difference to the world.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 30 Year Four students who sat the Religious Literacy Assessment Workbook (Part A) on September 7 and 30 completed the Extended Task (Part B). The Extended Task is based on the Unit: One With God’s Creation and was completed during the first half of Term 3.

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

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

- identification of key symbols, signs and rituals of the Catholic tradition;
- knowledge of key aspects of the Creation story;
- recalling the Ten Commandments and their guiding principles; and
- identification of Christian ways of relating to people.

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

- demonstrate a basic understanding of the Sacrament of Baptism; and
- identifying the Season of Lent as a preparation for Holy Week and Easter.

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

For Part A 10.3% of students were placed in the developing level, 62.1% in the achieving level and 27.6% were in the extending level.

For Part B 3.3% of students were placed in the developing level, 66.7% in the achieving level and 30% were in the extending level.

Combining Parts A and B, 10.3% of students were placed in the developing level, 58.6% in the achieving level and 31% were in the extending level for Religious Literacy.
Financial Summary

The school used School Enhancement and Debt Servicing Obligation (SEDSO) funds to continue repaying the loan on the Infant classrooms and library. Funds were also used to purchase interactive whiteboards (Smartboards), laptops, desktop computers, printers and Literacy, Numeracy and other Key Learning Area resources and to support the school’s Creative Arts through its Wakakirri performance. Money from the Federal Government’s ‘Building the Education Revolution’ was used to refurbish the primary classrooms, student toilets and the staff toilets. This money will also be used to build a new multi-purpose next year.

The following graphs reflect the aggregated income and expenditure for St Brigid’s Catholic Parish Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
This year St Brigid’s implemented the School-wide Positive Behaviours for Learning Program (SPB4L). The school is committed to providing quality Catholic learning and teaching for all the students entrusted to our care. As part of our School Review and Improvement (SRI) process, the school implemented the SPB4L initiative that focused on establishing a safe and predictable school environment. This Program supports long-term success, both socially and academically and aims to explicitly teach expectations for positive behaviour from Kinder to Year Six. The new school rules were developed and successfully implemented: ‘With a faithful heart, I can be the best person I can be when I am respectful, responsible and safe.’

The school also continued with a Positive Support Program, which consisted of a series of lessons aimed at promoting positive values across all Stages of the school. Topics studied included self-esteem, anti-bullying, friendship and volunteering. The classes were arranged in mixed age groups and the messages learnt throughout the lessons were reinforced by the display of positive reminders on school noticeboards. The Positive Support Program was an integral part of the recently developed SPB4L.

A CatholicCare counsellor worked at the school one day per fortnight and provided student counselling when required. The students in Year Three were involved in a program that focused on the importance of sharing, taking turns and other social skills. This program was devised by the School Counsellor and the Year Three class teacher.

A buddy system existed between Kindergarten and Year Six which assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system.

Positive behaviour was recognised and encouraged through verbal affirmations, the school merit award system, good news calls, class of the week, a token system, recognition as ‘Student Stars’ in the newsletter and at school assemblies. All students received recognition for their achievements throughout the year.

The school canteen incorporated a positive approach to healthy eating by offering healthy food alternatives to the students, while regular exercise in the local park assisted in improving the children’s fitness.

Access to all policies and guidelines can be obtained by contacting the school office.

Pastoral Care
Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these
Diocesan documents in 2009. In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## Learning and Teaching

### Introduction

St Brigid’s Catholic Parish Primary School is an authentic Catholic community of faith, justice and learning which provides a quality learning and teaching environment for all. Classroom practices, strategies and structures aim to enable students to reach their potential. This year there have been many initiatives designed to create enriching learning experiences.

### Curriculum and Pedagogy

The school implemented all Board of Studies Key Learning Areas, using each syllabus to guide learning and teaching. All classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2009, the school continued to implement the Assessment and Reporting procedures, which complied with Federal Government requirements. Student reports, containing the Common Grade Scale were sent home in June and December. Teachers continued to utilise class Assessment Plans, which linked to their teaching program and individual work samples, anecdotal records and professional teacher judgements were collected as evidence of student progress.

Teachers designed learning programs, which followed the Diocesan Programming Policy. A feature of the programs was the high degree of integration across Key Learning Areas, which linked to the Stage Outcomes and Foundation Statements.

The school maintained its commitment to promote all aspects of Information Communication and Learning Technology (ICLT). The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. A specialist teacher worked collaboratively with all classroom teachers in designing and implementing learning and teaching experiences so that integrated technology allowed students to achieve learning outcomes whilst undertaking a vast array of technology projects. Continued financial support provided by the Parents and Friends Association ensured that resources in this area were maintained, which had a direct benefit on learning and teaching outcomes for students.

### Cross Curriculum

The Reading Recovery Program is a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills. Eleven Year One students were successfully discontinued from the Program this year.
The promotion of literacy learning is part of the school’s vision of excellence in education. The 2009 Literacy Plan was implemented throughout the year and $300 per class was allocated for the purchase of resources to assist in the literacy development of students, as well as support from School Support Officers, from Kindergarten to Year Six.

Numeracy continued to be a major focus for learning and teaching. Teachers implemented the Board of Studies K-6 Mathematics Syllabus as well as using the Diocesan Learning and Teaching Framework (DLTF) to improve pedagogical practice. A strong emphasis was placed on problem solving and basic facts in order to improve student confidence in both areas. A variety of resources were purchased in order to extend the children’s mathematical skills.

The school continued to follow its Indigenous Education Plan, which specifically addressed ways in which the Diocesan Policy is being implemented. The three-year plan involves the inclusion of cross-curriculum content throughout integrated teaching units from Early Stage One to Stage Three. The Acknowledgement of Country Statement which recognises the traditional owners of the land where the school is situated continued to be a feature of school assemblies.

The School Environment and Management Plan (2008–2010) continued to be implemented throughout the school community. This Plan continued to be successful in providing direction for a variety of environmental initiatives being carried out by the students. A large emphasis was placed on encouraging the students to take responsibility for the implementation of the plan. This was mainly achieved through the actions of the Environment Club which involved over forty students from Kindergarten to Year Six. Major environmental achievements at St Brigid’s in 2009 included the continuation of the three-bin system for rubbish disposal, the maintenance of the all school gardens, including the vegetable garden, the worm farm and compost bin and the reduction of water and energy use throughout the school.

**Meeting the Needs of All Students**

Teachers catered for a wide range of student abilities through careful planning and programming. Opportunities were created which enabled students to take responsibility for their own learning through using technology to research and complete work.

The school provided a range of experiences outside the classroom including sport, music, chess, environmental initiatives, creative arts performances and public speaking competitions. These activities afforded talented students the opportunity to display their competency both at a whole school level and in the public arena. The school continued to implement a Gifted Education Policy which saw some students working beyond their Stage level on individual programs.

Specific student learning needs were addressed in a variety of ways. The Review Committee continued to provide support for teachers in monitoring students with specific learning needs in numeracy and literacy. Students received regular assistance from School Support Officers who, with classroom teachers, planned learning experiences that supported the students and developed their skills. In 2009, nine students received specific assistance through funding provided by the Federal Government and the Catholic Education Office. Teachers monitored and recorded student progress and parents were kept informed.
Students in all Stages were provided with opportunities to experience self directed learning. Group work, research projects and properties associated with myclasses and myinternet challenged the students to investigate various topics and to develop a greater understanding and knowledge of curriculum content. There were opportunities for students to develop their multimedia skills through the use of the digital still and video cameras to create PowerPoint presentations, web pages, podcasts and iMovies.

**Expanding Learning Opportunities**

Students participated in a wide range of competitions. Stages 2 and 3 were given the opportunity to compete in the Australasian All Schools Competitions in Mathematics, English and Science with some very good results. Many students entered various competitions including the Premier’s Reading Challenge, where 35 students read a selection of quality literature.

This year one hundred and twenty students from Stages 2 and 3 participated in the National Story-Dance Festival, Wakakirri. A highlight of the experience was receiving the National Positive Impact Award for notifying the local community about the plight of homeless youth. The performance ‘Runaway Kids - You are Not Alone’ received Silver at the NSW State final which was held at the Sydney Entertainment Centre.

The students participated in a wide range of sporting activities at school, regional, Diocesan and MacKillop levels. A highlight of the sporting events this year was the Swimming Team winning the Percentage Trophy and achieving first place overall. The Cross Country team were also successful in winning the Percentage Trophy and achieving second place overall, their best ever result. Students who possessed outstanding individual sporting talent were able to vie for selection through Diocesan Trials, with twenty students being chosen in Wollongong Representative Teams. Five students received a Diocesan Sports Council Award for excellent achievement in sport. Throughout the year, various school carnivals were conducted including swimming, cross-country and athletics. These events encouraged maximum student participation and developed community spirit.

St Brigid’s conducted a Public Speaking Competition for students in Stage 3. Twenty students participated, with the winners from each section going on to represent the school at the Regional level.

**Professional Learning**

Staff participated in a number of professional learning opportunities related to their Professional Development, Planning and Review (PDPR). PDPR is aimed at aligning and supporting staff’s personal and professional development needs with the needs of the school. This year the school had a major focus on Numeracy and a Pupil Free Day was held to link Numeracy with the Diocesan Learning and Teaching Framework. Members of staff also participated in many other courses, both in school time and in their own personal time.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

St Brigid’s overall NAPLAN results were strong in both Literacy and Numeracy and were above Diocesan and National averages in all areas. The majority of students showed learning growth between Year Three and Year Five. Those students who achieved below the National Minimum Standard in any area were identified and education plans put in place.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN</th>
<th>2009:</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>3 and 4</td>
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<td>5 and 6</td>
<td></td>
<td>3 and 4</td>
</tr>
<tr>
<td>Reading</td>
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<td>63%</td>
<td>19%</td>
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<tr>
<td></td>
<td></td>
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<td>46%</td>
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<td></td>
<td></td>
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<td>45%</td>
<td>18%</td>
<td>58%</td>
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<tr>
<td>Spelling</td>
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<tr>
<td></td>
<td></td>
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<td>19%</td>
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<td>Grammar &amp;</td>
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<td></td>
<td></td>
<td>National</td>
<td>16%</td>
<td>50%</td>
<td>32%</td>
<td>18%</td>
<td>55%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN % AT or ABOVE</th>
<th>2009: YEAR 3</th>
<th>2009: YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
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<td>93%</td>
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<td><strong>Writing</strong></td>
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<td>School</td>
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<td>97%</td>
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<td><strong>Spelling</strong></td>
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Parent, Student and Staff Satisfaction

Staff, students and parents were surveyed about areas affecting the education of the students and the general functioning of the school.

Parents were also surveyed throughout the year regarding School Review and Improvement (SRI) areas.

A climate of collegiality, collaboration and shared leadership are major strengths for staff at St Brigid’s. Staff indicated a strong degree of satisfaction with how the school, as a whole, is operating, nurturing the Catholic faith and supporting student learning. Staff also undertook a Diocesan wide Employee Satisfaction Survey in Term 3 that provided strong affirmation for the School Leadership Team.

A climate of pride, care and friendliness are major strengths amongst students at St Brigid’s. Students are encouraged through class meetings and Student Council to voice their opinion and raise points of concern and celebration. The overwhelming majority of students feel proud of their school, understand their rights and responsibilities and feel safe and supported by the school.
A climate of cooperation, support and community are major strengths amongst the parent body at St Brigid’s. The vast majority of parents strongly agree with the direction the school is taking and the support provided for students and are very pleased and proud to be part of such a special Parish School community.

Overall, all stakeholders are pleased with the closer connection to the Parish and are keen to strengthen this relationship further.

Some areas for improvement are reporting to parents in relation to the progress of their child and catering for individual needs. These have been identified as areas in our SRI plan for 2010.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

**School Review and Improvement components reviewed and rated in 2009:**

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and Mission
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and their Learning
  - 2.4 Integration of ICT
  - 2.5 Pastoral Care
- Key Area 3: Pedagogy
  - 3.3 Teaching Practices
  - 3.6 School Climate, Learning Environment and Relationships
- Key Area 5: Resources, Finances and Facilities
  - 5.1 ICT Resources
  - 5.3 Environmental Stewardship
- Key Area 6: Parents, Partnerships, Consultation and Communication
  - 6.3 Linkages to the Wider Community
School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education
- Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
  - 2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment
- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional Development of Staff
- Key Area 6: Parents, Partnerships, Consultation and Communication
  - 6.1 Parent Involvement
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for Improvement