About This Report

St Brigid’s Catholic 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.

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 2011.

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

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Gwynneville NSW 2500
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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: 3 December 2010
Vision Statement

Our school vision is
‘With Faithful Hearts, St Brigid’s School Community Strives to be an Authentic Catholic Community of Faith, Justice and Learning.’

Our school mission is
‘To Develop Leaders of Faith, Justice and Learning.’

Principal’s Message

2010 has been another wonderful year for the Parish/School community of St Brigid’s. The heightened sense of community has been evident in every experience and the connection between the school, home, Parish and the wider community has grown tremendously throughout the year. Given its small size, the school was publicly successful in a number of areas including Sport and the Creative Arts.

The school has ensured that it’s Mission of developing leaders of faith, justice and learning has become embedded in all that is done. This is so as to ensure sustainability and continuity in empowering its students to become compassionate global leaders, who actively live their faith in a meaningful way so that they can change the world for the better; treat themselves, others and the world around them with respect and be independent, creative thinkers and problem solvers with a life long love of learning.

In the area of faith, many of the students participated in Parish based Sacramental Programs and received the Sacraments of Penance, Eucharist and Confirmation. In the area of justice the school focused on the effects of climate change and raised over $14 000 for the island nation of Kiribati which is severely impacted by climate change. In learning the school continued its focus on quality Catholic learning and teaching and introduced The Leader In Me initiative, which is aimed at bringing out leadership characteristics and skills in every student.

Parent Involvement

St Brigid’s Catholic 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 2010 St Brigid’s Year Book.

The Parents and Friends Association (P&F) held a few fundraising events throughout the year in order to provide resources for the students, including laptops, books and ipads and supported The Leader in Me initiative for the school.

Parents also participated in the life of the school by attending the P&F 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 further developed the community of St Brigid’s School. Some activities included, Mothers’ & Fathers’ Day stalls, Sausage Sizzles at Bunnings, P&F Welcome BBQ, Welcome Morning Tea for Kinder 2011 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.

Parents and Friends Association, President

Student Leadership

This year the school changed the structure of our student leadership. Year Six students were all co-leaders, however we elected some positional leaders as well. We had Senior Students Leaders for Faith, Justice and Learning, which aligned to our school mission of ‘Developing Leaders of Faith, Justice and Learning.’ We also had Leaders of Sport for our three Sport Houses. At the start of the year we didn’t realise what leadership really meant. During the year we had many meetings and opportunities to explore what leadership is and came to the realisation that it was about being the best person you can be in everything, everywhere, every time and being a positive influence for ourselves, others and the world around us. We also learnt that whilst things can be difficult at times, if you persevere and keep talking to people, then understanding and change can take place. If you look forward, listen to your heart and strive to be your best – you will succeed.

Student Leaders

School Profile

School Context

St Brigid’s Catholic Primary School is a one-stream systemic co-educational school located in Gwynneville and was founded by the Sisters of the Good Samaritan in 1951. It caters for students from Kindergarten to Year Six with a current enrolment of 225 students. St Brigid’s 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 part of the new Regional Parish of Wollongong and so the school enjoys close links with St Francis Xavier’s Catholic Primary School and St John Vianney’s Catholic Primary School, Fairy Meadow. The school has also been considered in the planning for the new school of Good Samaritan Catholic Primary School, Fairy Meadow. 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></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>115</td>
<td>110</td>
<td>225</td>
<td>8</td>
<td>72</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.sbgdow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<th></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>2010</td>
<td>90.7%</td>
<td>94.4%</td>
<td>90.8%</td>
<td>84.0%</td>
<td>90.2%</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

For non-attendance at school, parents and carers are required to send in a note explaining the absence, detailing the date and reason for absence. Unexplained absences are followed up regularly with an ‘unexplained absence note’ to be completed by parents and returned to the school for updating of class roll.

Staffing Profile

There are a total of 16 teachers and 7 support staff at St Brigid’s Catholic Parish Catholic Primary School. This number includes 7 full-time and 9 part-time teachers.

Teacher Standards

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

- **Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR***: 100%
- Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications: 0%
- Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context: 0%

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

The average daily teacher attendance rate for 2010 was 96.44%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Brigid’s Catholic Parish Primary School staff. During 2010 school personnel undertook a range of professional learning activities in school time, after school time and in holiday time, related to improving student outcomes.

Whole school development days included:
- Spirituality;
- The Leader In Me Visioning;
- 7 Habits Accreditation;
- The Leader In Me Implementation; and
- Teachers Matter Conference.

Other professional development included:
- School-wide Positive Behaviours for Learning (SPB×L);
- Learning Technologies;
- Learning for Leadership;
- Numeracy;
- Literacy;
- Diocesan Learning and Teaching Framework;
- School Review and Improvement;
- Leadership Conference; and
- Anaphylaxis & Asthma Training.

School based expenditure on professional learning in 2010 was $20,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $1,250.

Catholic Life & Religious Education

St Brigid’s Catholic Parish Primary School is committed to its role as a Catholic educational community. All staff work toward promoting Catholic identity in their classrooms, such as the use of sacred spaces, and in 2010 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 the 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
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 mid-way through the year to ensure all teachers are planning and programming according to the requirements of the Catholic Education Office. Staff also experienced professional learning regarding the backwards model design for programming and quality assessment in Religious Education. This linked with the school’s School Review and Improvement goals.

A Spirituality Day at Bowral provided staff with an opportunity to take the time to reflect. The focus of this day was to explore the meaning of “Self and Teamwork”, and proved to be a reflective and meaningful experience.

St Brigid’s school community has supported several social justice initiatives throughout this year. We have reached out to many charity organisations and made climate change and in particular the island nation of Kiribati, the focus of our social justice journey. The school hosted a fundraising dinner for this cause and raised over $14,000.

The school supported Caritas, with funds raised during Lent. During Mission Week, approximately $2,000 was raised for Catholic Mission. The students experienced inspirational visits from guest missionaries and participated in a Spell-a-thon to raise funds. Money was also raised towards buying items for the Catholic Mission works overseas such as goats, chickens and immunisations.

Throughout this year the school has participated in and experienced events, which have focused on climate change and the Charities that provide support for people in need. The school’s award-winning Wakakirri performance, “Hands Across the Ocean” highlighted the coming together of our school and the people of Kiribati. The students have a heightened awareness of their responsibilities as global citizens and have learnt about how to be leaders in their community and have a voice about climate change and social justice.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2010. In 2010 the school cohort consisted of 27 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 30 and 27 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.

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

- knowledge of the saints;
- knowledge of the Liturgy of the Word and of the Eucharist; and
- celebration of the Mass.

The students’ responses showed a need for them to develop their knowledge of the religious tradition. This was noticeable in their:

- knowledge of the Rite of Reconciliation; and
- knowledge of prayer symbols and key symbols of faith.
The performance of each student was described as developing, achieving or extending.

For Part A 0.0% of students were placed in the developing level, 71.40% in the achieving level and 28.60% were in the extending level.

For Part B 3.80% of students were placed in the developing level, 65.40% in the achieving level and 30.80% were in the extending level.

Combining Parts A and B, 4.80% of students were placed in the developing level, 71.40% in the achieving level and 23.80% 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 ipads, laptops and Literacy, Numeracy and other Key Learning Area resources and to support the school’s Creative Arts through its Wakakirri performance.

A grant of $8,000 was received from the Catholic Education Office to help implement The Leader In Me initiative throughout the year.

Money from the Federal Government’s ‘Building the Education Revolution’ was used to refurbish the primary classrooms, student toilets and the staff toilets. The school was also successful in its annual audit with a high 97% rating.

The following graphs reflect the aggregated income and expenditure for St Brigid’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

This year St Brigid’s School continued the School-wide Positive Behaviour for Learning Program (SPB4L). The school is committed to providing quality Catholic learning and teaching to all the students entrusted in its care. As part of the School Review and Improvement process, the SPB4L initiative 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 behaviours K-6 both in the classroom and playground. During 2010, the school established clear, concise behaviour expectations in non-classroom settings for its students. The program will move into the classroom setting in 2011 through teaching and modelling expected behaviours in the classroom setting.

The school has also continued with a Positive Support Program which consisted of a series of lessons aimed to promote positive values across all Stages. 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. A group of students were also involved in a program, which focused on the importance of accepting others, bullying, self esteem and other social skills. This program was devised by the School counsellor and school Principal who met with the group of girls once per week in Terms 2 and 3 at lunchtimes to discuss issues and progress.

A buddy system existed between Kindergarten and Year 6, which assisted the younger students with their introduction to Primary schooling and provided them with mentors and a support system.

Positive behaviour was recognised and encouraged through the School Merit Award system, good news calls, class of the week, whole class and school reward programs such as a picnic in the park and crazy hair day. 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 park assisted in improving the children’s fitness.

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. No changes were made to these Diocesan documents in 2010.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

### Learning and Teaching

St Brigid’s Catholic Primary School is 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 & 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 2010, 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 also 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 and Communication Technology. The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. The purchase of a number of ipads, enabled students to further integrate technology into their classroom learning experiences and Stage 3 students became proficient at using interactive whiteboard technology. 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. Eight 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 2010 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 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 updated School Environment and Management Plan (2008–2010) continued to be implemented throughout the school community. This plan provided a clear direction for a variety of environmental initiatives that were carried out by the students. A large emphasis was placed on encouraging the students to take responsibility for the implementation of the plan. This was mainly achieved through the actions of the Environment Club which involved over sixty students from Years Two to Year Six. Major environmental achievements at St Brigid’s in 2010 included the maintenance of the all school gardens, establishing a new vegetable garden, monitoring the use of water and energy use throughout the school and the continuation of paper recycling in classrooms and offices.

**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 2010, eleven 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, investigations and Personal Interest Projects challenged the students to deeply examine 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 43 students read a selection of quality literature.

This year 30 students from Stages 1, 2 and 3 participated in the National Story-Singing Festival, Wakakirri. A highlight of the experience was receiving the National 2010 Australian Human Rights Commission Award. The performance, “Hands Across the Ocean’ which focussed on the effects of climate change on the Pacific nation of Kiribati received Gold at the NSW State Final held at the Sydney Entertainment Centre in September.

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 Cross Country Team winning the percentage trophy and achieving first place overall, their best ever result. The Swimming Team was also successful in winning the percentage trophy and achieving fourth place overall. Students who possessed outstanding individual sporting talent were able to vie for selection through Diocesan Trials, with 17 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 and Planning Review (PDPR). PDPR is aimed at aligning and supporting staff’s personal and professional development needs with the needs of the school. Two major professional learning opportunities were undertaken throughout the year with staff participating in the School-wide Positive Behaviours for Learning and The Leader in Me Programs. A number of days and staff meetings were also committed to the school focus area of Numeracy. 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

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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. 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 % in Bands</th>
<th>2010:</th>
<th>YEAR 3</th>
<th></th>
<th></th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>3%</td>
<td>31%</td>
<td>66%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>40%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>3%</td>
<td>20%</td>
<td>76%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
<td>43%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>7%</td>
<td>24%</td>
<td>68%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
<td>42%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>7%</td>
<td>31%</td>
<td>62%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>36%</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>7%</td>
<td>52%</td>
<td>41%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>51%</td>
<td>32%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) 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 NMS</th>
<th>2010: YEAR 3</th>
<th>2010: YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
</tbody>
</table>

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.

A climate of pride, care and friendliness are major strengths amongst students at St Brigid’s. Students are encouraged, through class meetings and Senior Student Leaders to voice their opinions 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, the school works hard to bring its charism of welcome, hospitality and leadership to fruition. All stakeholders are pleased with the connection to the Parish and are keen to deepen this further.
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 2010:

- **Key Area 1: Catholic Life and Religious Education**
  1.2 Religious Education
  The Religious Education programs generally demonstrate an understanding of the curriculum. They include a range of teaching and learning practices which ordinarily reflect the developmental and learning needs of most students. Students are actively involved in well-designed assessment tasks.

- **Key Area 2: Students and their learning**
  2.1 Rights and Responsibilities
  The school culture promotes and sustains a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. These values are embedded in school programs, policies, practices and whole school organisation. Rights and responsibilities are clearly articulated in whole-school policies, procedures and practices, which are proactive and effective in promoting and sustaining the well-being of all. These are negotiated, consistently implemented, and regularly reviewed and updated.

  2.3 Reporting Student Achievement
  Many students are participants in the ongoing cycle of assessment, evaluation and reporting which informs their understanding of their level of achievement and progress linked to standards.

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners
  The school has processes and practices that identify students’ learning needs with some appropriate intervention. Student progress is monitored, tracked, reviewed and communicated. Resources support a learning environment that fosters some innovative and positive opportunities for learning.

  3.4 Planning, Programming & Evaluation
  The school’s teaching programs are working documents which generally contextualise learning and respond to students’ varied needs. They are linked to and integrate many components of the syllabus that inform the teaching/learning cycle.
3.5 Assessment

A whole-school approach to assessment reflects a developing understanding of the fundamental principles and practices of assessment for learning.

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

  4.2 Professional Development of Staff

  The school has some approaches which address system and school professional development priorities, but these may be ineffective and lacking in focus on whole-school development, the quality of teaching, or improvement in student achievement.

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

  6.1 Parent Involvement

  The school has a formal structure, with clear operational protocols, for the engagement of parents. Creative approaches facilitate the opportunity for parents to be actively involved. Orientation and support are provided to assist parents to maximise their contribution to the life of the school. Parent contribution is regularly acknowledged and celebrated.

- **Key Area 7: Strategic Leadership and Management**

  7.1 Planning for Improvement

  The school has a School Improvement Plan which reflects its vision, mission and beliefs. The school develops and implements annual plans that are intentionally focused on school improvement. This approach is planned, implemented, assessed, and central to the school’s systematic improvement process.

**School Review and Improvement components to be reviewed and rated in 2011:**

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

  1.3 Catholic Life & Culture

- **Key Area 3: Pedagogy**

  3.1 Curriculum Provision

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

  4.3 An Ethical Workplace

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

  5.2 Use of Resources & Spaces

  5.4 Financial Management

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

  6.2 Reporting to the Community