

2023

St Brigid's Primary School

Message from key groups in our community

Principal's Message

It is **with** pleasure we present the 2023 Annual Report for St Brigid's Primary School, Raymond Terrace. This report is an overview of the achievements

active participation in school events contribute significantly to the success and vibrancy of our school community.

Student Body Message

During 2023, our Year 6 students were given the opportunity to share their leadership skills in various ways throughout our school. They set up activities for students during breaks, fundraised for Project Compassion, led tabloid sports days, organised and ran Mission Day, assisted with sporting events such

School Features

St Brigid's is a Kindergarten to Year 6, double-streamed primary school, catering for a wide range of interests and abilities. We are part of the North Region, in close proximity to St Nicholas Early Education, Raymond Terrace. Our Year 6 students are encouraged to transition to Catherine McAuley Catholic College, Medowie. Our school was founded by the Sisters of Mercy and their Charism inspires our Catholic culture. We endeavour to live out the values of the Sisters of Mercy daily: Compassion, Courage, Hospitality, Service, Justice and Respect.

We maintain close ties with our parish of St Brigid's, Raymond Terrace, with the original Church still standing alongside our school buildings. St Brigid's school is built on the lands of the Worimi people, in a garden setting, with a mixture of heritage listed and modern buildings. During 2023, the outside of our administration building received a refurbishment, while still maintaining its heritage charm. We were also fortunate to have our canteen upgraded to incorporate a more open and functional design, with new appliances and fittings. We are fortunate to have parents and volunteers to support our canteen supervisor and provide this much needed service to our students and staff.

At St Brigid's we offer a variety of co-curricular programs to cater to the needs and interests of our students. These include public speaking and debating, writing and maths competitions, the Premier's Reading Challenge, spelling bees, choir, Year 5 leadership camp, Year 6 excursion Canberra, excursions across all grades to enrich units of work, Learning Hub lunchtime activities, a morning sport program, sports gala days, representative sport opportunities, Mini-Vinnies organisation, Harmony Day activities, STEM challenges, and swimming and athletics carnivals. Throughout all activities we encourage the participation of as many students as possible. Their enthusiasm and willingness to 'have a go' make these events memorable to all in our community.

Our Parent Engagement Group focuses on informing and involving parents in teaching and learning within our school, as well fundraising. In 2023 we held our Spring Fair, organised and run by our parent body. This successful community event was well attended and connected our school to the wider community. We actively encourage parent involvement in our canteen, gala days, and excursions as we continue to build a vibrant and connected community.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	40
Number of full time teaching staff	17
Number of part time teaching staff	10
Number of non-teaching staff	13

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, imple14.61TJETBT/F3 11/F3

Summary of professional learning at this school

During 2023, staff development focused on writing, supported by our Pedagogical Mentor, and the addition of a Gifted Education Mentor. We have continued to regularly collaborate, implementing the new English, Maths, and Religion syllabus throughout Stage 1. Stages 2 and 3 began training for the K-6 syllabus in Mathematics and English, with Year 3 also training for the new Religious Education syllabus.

One member of staff graduated with a Masters of Education (Teacher Librarianship) and another received an Emmaus Award for Pastoral Care which was a fitting acknowledgement of her excellent work and significant contribution to our school.

but to serve" (Mk 10:45). In 2023 several staff also participated in faith formation by undertaking a pilgrimage to the Holy Land and an Indigenous immersion experience in Moree.

It is our

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. We foster the wellbeing of all within the school community so that each person is empowered and challenged to become a lifelong learner with optimism and hope for the future. Our teaching staff integrate the key priorities outlined in our School Improvement Plan (SIP) into our Professional Practices and Development (PP&D) plans, and our Professional Collaboration Teams. We align our school, stage and individual goals to create a focused approach to improvement, giving staff, students, and parents clear expectations of teaching and learning. Our SIP goal in writing has been aligned to our implementation of the new NSW English curriculum in K-2, also trialled across years 3 to 6 in 2023.

Students from Kindergarten to Year 2 have achieved positive results with targeted implementation of interventions, particularly the MiniLit program, to address individual learning needs. Intervention programs are also tailored to individual need across Years 3 to 6, with a focus on reading fluency and writing skills. Our Learning Support team meet weekly. During this time, teachers discuss the needs of individual students, seeking ideas and support to assist each child to reach their full potential. In addition to academic support, we provide to programs to improve social and emotional learning for our students. These programs include The Secret Agent's Society for students with Autism Spectrum Disorder (ASD), Zones of Regulation for students with social and emotional learning needs, Friendship groups, and the BRAVE Program for students with anxiety.

Our Aboriginal & Torres Strait Islander teacher supports our indigenous students in researching and understanding their history and improving academic results. She assists staff to embed an Aboriginal and Torres Strait Islander perspective into the curriculum to benefit all students. With her leadership, our students have designed and driven a school-wide sustainability program which recognises our Stewardship of Creation and obligation to care for country. Our achievements in this area are the basis for a current application through Eco-schools Australia to become a 'green flag' school. In 2023, students researched and

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	64%
	Reading	74%	74%
	Writing	74%	66%
	Spelling	75%	69%
	Numeracy	70%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

Our new Vision and Mission clearly articulates what mercy values look like in practice, and provides the basis of our pastoral, restorative approach to behaviour management. Our school rules, rights, and responsibilities are all focused on building and maintaining positive relationships. At morning assemblies we include daily reminders to our students about always being respectful and kind to others. We reiterate the importance of putting your best effort into your work and wearing your uniform with pride.

We believe every student has the right to feel safe, valued and respected and endeavour to ensure everyone feels a sense of belonging in our school community. It is important that students, parents and teachers have the opportunity to discuss the impact of behaviour in our classrooms and wider school community as the basis for promoting respect and a sense of responsibility. We base our policies and procedures around Restorative Justice which focuses on 'Rights, Rules,

leaders in local schools. The focus of this day is on leadership through service. It is a wonderful opportunity for our students to connect with the wider community. We also participate annually in our local ANZAC day march and service. All students are welcomed and encouraged to participate.

Students are also learning to respect our environment through taking responsibility for our school wide sustainability project. They organise and manage nude food days, our bin system, which sorts and reduces waste, composting for our gardens, recycling of glue sticks, whiteboard markers, pens and textas, recycling of poppers bottles and cans, and rolling out recycled lunch order bags.

In collaboration with Hunter Local Land Services, the Hunter River Turtle has become our mascot and we support both the Hunter River turtle enclosure at Australian reptile park as well as Sea Shelter, a local marine animal rescue charity. Stewardship of Creation has become a focus area in our school and these initiatives promote respect and responsibility

Embedding and aligning our Vision and Mission with all areas of school life, and reflecting the CSO Wellbeing Framework . During 2024, this includes a change in the student leadership structure, a new awards structure to reflect focus on our Mercy values and review of our Behaviour Management processes in line with Vision and Mission. We will begin implementation of PB4L (Positive Behaviours for Learning). We will also continue to unpack, familiarise and live out our new Vision and Mission statements at St. Brigid's, including our students, staff and families.

Our learning focus is to improve student outcomes in Reading Comprehension. We begin the year with a focus on developing vocabulary knowledge and skills across Kindergarten to Year 6. A range of data will inform intervention programs, whole class and group teaching and individual support.

In 2024, 'Bring Your Own Device' (BYOD) will be an optional buy in for Stage 3 students, following meetings and information shared with the parent community during 2023.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Maintaining positive relationships and a partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain connections focused on the best outcomes for our students. Regular communication, both formal and informal, is promoted. Our parents are encouraged to have input to our Parent Engagement Group (PEG) who meet twice a term. Parents participated in a survey to assist with the review of our processes and practices to support student wellbeing. The survey results were incredibly positive. All sections were identified as areas of strength and covered areas pertaining to student support offered, students having a voice, feeling valued and included. Acknowledgment was also made of the school being an inclusive, positive learning environment, underpinned by authentic and respectful relationships. The survey reflected high satisfaction with the social and emotional support provided as well as learning growth.

Community events, such as whole school liturgies and carnivals, are well supported and attended by parents, with overwhelmingly positive comments to staff following these events. Our parents and families recognise and acknowledge the time and effort put into extra-curricular activities, resulting in written thanks through emails or notes to teachers. This is always appreciated by staff, who value the partnership and support of our families.

Student satisfaction

According to our students from participation in our wellbeing survey, students feel happy and safe, and feel supported in their learning and friendships. Students also indicated they felt their teachers listened to them, cared about them and were available to help when needed. Students feel supported and motivated in their learning to persist when activities are challenging.

The School-Wide

pastoral manner that is individualised, predictable, consistent, positive, and recognises their effort and achievement. Students have clear pathways to follow to seek help with issues anywhere in the school. Our Learning Hub and Sensory Room are frequented by students from all grades and provide safe spaces to seek support with social, emotional or academic concerns.

Student leadership opportunities are evident. The playgrounds and learning hub provide a variety of different play options at break times. Our Year 6 students further supported our school community with lunchtime activities including chess club, Lego club, and a variety of mini sport competitions. These activities were well supported by our school community.

Teacher satisfaction

St Brigid's has a quality, dedicated staff. We have had no transfers over the past few years due to the positive culture at St Brigid's and the opportunities to be involved in many areas of school life. Staff contributed with passion and commitment to the development of our Vision and Mission, as well as review of our wellbeing processes, they eagerly get involved in extra-curricular activities and are passionate about teaching and learning and passionate about supporting their students. Positive and supportive staff relationships are a key feature of St Brigid's community, and collegial support is valued.

Teacher feedback in the Catholic Diocese of Maitland-Newcastle Engage12.78 Tm(and)TJETBT/F3 14



Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,577,859
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,306,529
Fees and Private Income ⁴	\$846,553
Interest Subsidy Grants	\$14,157
Other Capital Income ⁵	

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