ANNUAL REPORT
TO THE SCHOOL COMMUNITY

St Brigid’s Catholic Primary School
Healesville Victoria

2015

REGISTERED SCHOOL NUMBER: 1013
Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation .............................................................................................................. 2
Our School Vision ....................................................................................................................................... 3
School Overview ........................................................................................................................................ 3
Principal’s Report ...................................................................................................................................... 6
Parish Priest’s Report ................................................................................................................................. 9
School Education Board Report ............................................................................................................... 10
Education in Faith ..................................................................................................................................... 12
Learning & Teaching ................................................................................................................................. 16
Student Wellbeing ................................................................................................................................... 21
Leadership & Management ....................................................................................................................... 25
School Community ................................................................................................................................... 28
Financial Performance ............................................................................................................................... 32
Future Directions ....................................................................................................................................... 33
VRQA Compliance Data .......................................................................................................................... 34
Contact Details

| ADDRESS       | 1 High Street  
|               | Healesville VIC 3777 |
| PRINCIPAL    | Mr. Brendan Keeling |
| PARISH PRIEST | Father Arsenio Tuazon |
| SCHOOL BOARD CHAIR | Board Members |
| TELEPHONE    | (03) 59624200 |
| EMAIL        | principal@sbhealesville.catholic.edu.au |
| WEBSITE      | www.sbhealesville.catholic.edu.au |

Minimum Standards Attestation

I, Brendan Keeling attest that St. Brigid’s Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

A Christ-centred community:
Learning from the past,
Challenging the present,
Creating the future.

“Grow in Wisdom and Love.”

At St Brigid’s we are a welcoming, supportive community where we value the talents and contributions of each student. We continue to build and foster the whole school and value our school community’s involvement in the education of our students.

We are inspired by the life and teachings of Jesus Christ and we strive to create an environment where we can thrive and grow spiritually, academically, socially, emotionally and physically.

School Overview

Catholic schools are seen as ‘meeting places for those who wish to express Christian values in education.’ The Catholic school, far more than any other, is a community whose aim is the transmission of values for living. Its work is promoting a faith relationship with Christ in whom all values find fulfilment. Faith is principally assimilated through contact with people whose daily life bears witness to it. Christian faith, in fact, is born and grows inside a community.

(The Catholic School, par. 53)

St. Brigid’s, as a Catholic Primary school, exists to support the spiritual, intellectual, physical, social and emotional growth of all its students. We are continually striving to develop all involved in the school into a true Christian community where joy, hope and ongoing growth are experienced.

Building on the foundations already laid by the parents, St. Brigid’s Catholic Primary School strives to aid the students’ acquisition of self-respect and respect for others, and a sense of responsibility and justice. We aim to give each student equal educational opportunities by catering for individual needs.

We need, therefore, to work and pray together in this great task of providing a Christian atmosphere in which to bring the students to know and love God, and preparing them to make a positive contribution to the wider community.
School History

St Brigid’s Catholic Primary School was established in 1901 by the Sisters of Mercy. Initially classes were held in the Church until 1904 when a new two-story brick building was erected on the current site by the then Parish Priest.

From 1915-1924, the Faithful Companions of Jesus Sisters ran the school. This changed in 1925 when the school was staffed by the Sisters of St Joseph. This involvement with the Sisters of St Joseph as well as many long-standing parishioners and dedicated teachers continued through to 1987.

At the commencement of 1987, a lay principal was appointed and this practice as well as continued service from dedicated lay staff continues today.

Our Profile

St Brigid’s Catholic Primary School is set in the heart of Healesville and serves the surrounding areas of Yarra Glen, Toolangi, Chum Creek, Dixoins Creek and Badger Creek. It participates in a wide variety of community activities and enjoys close relationships with other schools in the area.

St Brigid’s Catholic Primary School is comprised of fourteen classrooms, main assembly-resource area, administration block, library, gym, staffroom and art room. The students have access to a variety of playing areas, including: indoor gym, adventure playgrounds, oval with cricket pitch, sandpit, grassed and asphalted area.

St Brigid’s Catholic Primary School provides a comprehensive curriculum, which covers the essential aspects of children’s behaviour, knowledge, learning capabilities and skills. The basis of our educational philosophy is student-centred learning involving deep thinking and inquiry. The foundations of our curriculum are derived from the Australian Curriculum, which covers the key learning areas of a child’s education. The learning areas are: Language, Maths, Science and History. These areas are then broken down into General Capabilities, which are Literacy, Numeracy, ICT (Information and Communication technology), critical and creative thinking, personal and social capabilities, ethical behaviour and intercultural behaviour. Cross-curriculum priorities are the inclusion of Aboriginal and Torres Straits Islanders histories and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Religious Education at St Brigid’s is a focal point, it permeates into each aspect of the curriculum across the school as well as providing opportunities for students to be involved in the Parish and wider community. Our Religious Education Curriculum is based on the Catholic Education Office Melbourne Religious Education Curriculum Framework which is used throughout the Archdiocese of Melbourne.

Due to the size of the school, emphasis is placed on teachers as leaders and the expertise of all staff is utilised to ensure all areas of curriculum are expertly taught. St. Brigid's prides itself on its values and encourages students, staff and families to support each other as members of our school community.
School Overview - 2015

St Brigid’s Catholic Primary School had a student population of 320 spread across 14 classes. The school is committed to a Year Prep to Year 6 sequential curriculum and all staff work in cooperative professional learning teams to provide quality education for all students. Our size allows, all children in the school to interact with each other and develop friendships across the whole school community.

Our 2015 School learning environment consisted of the following structure:
- 2 x Prep Classes
- 4 x Year 1/2 Classes
- 4 x Year 3/4 Classes
- 4 x Year 5/6 Classes

The groupings allowed the school to operate reasonable sized classes, which specifically supported all students as well as students with specific learning needs. The school has been able to provide children with Literacy and Numeracy blocks of teaching time as well as ongoing support through funding of Teacher Aides. Additional to the funding, St Brigid’s has been able employ a Reading Recovery Teacher to work with specific groups of children.

St Brigid’s has been able to have a number of Leadership positions, which has aided the school in its development. The 2015 school Leadership structure consisted of the following:
- Deputy Principal – Teaching and Learning (Literacy and Numeracy)
- Deputy Principal – Administration and Wellbeing
- Religious Education Leader
- Student Wellbeing Leader

Our school has been fortunate to be able to offer a number of Specialist classes throughout 2015. This has enabled significant support to our students’ learning and consisted of the following:
- Physical Education
- Visual Arts
- Performing Arts
- Chinese (Mandarin)
- Library
Principal’s Report

Although it was a challenging year in many regards, in 2015 St Brigid’s Catholic Primary School continued to build on the great work of previous years with our staff, students and school community. In 2015 we continued to be very fortunate to have a school community and culture that was progressive and one that valued the whole person. Our volunteers and staff were excellent role models for our students. They provided living examples of the qualities that we seek to promote amongst all children – humility, generosity, compassion, service and gratitude. These qualities are the ones we will always need in any future society. In the words of Nelson Mandela, ‘What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others.’

I would like to acknowledge and give thanks to all members of our school community for their enthusiasm, dedication and support of our wonderful school. I would like to say thanks to the following people who I do not thank enough:

• To our committed teachers. For the extra learning opportunities, care and effort they provided all of our students which went far beyond what they are expected to do. Also to the staff who consolidated learning through camps and excursions, with many of these occurring beyond normal school hours – Mark Laurence, Fran Bellani, Rebecca Dove, Jude Dolan, Vicki Sumner, Rebecca Thompson, Wendy Searle, Lauren Considine, Dianna McTavish, Gennie Mullen, Pam Nicholls, Tony O’Halloran, Jessica O’Loughlin, Cathy Dunn, Amber Gibson, Fiona McDonald, Sharyn Borg, Zona Wilson, Adele Keeling, Marg Lunson, Jenny Chen, Rhian Pospischil, Carlie Pickett and Peta Sanders.

• To the Leadership Team for their continual leadership and support of student learning and upholding our Catholic ethos – Sharyn Borg, Wendy Searle, Pam Nicholls, Gennie Mullen and Fran Bellani.

• To Monica Grayling and Eileen Earl for their dedication and support of all in the front office.

• To David Williamson, Lucie Oude-Meilink, Karin Brown, David Brinkley, Kim Thomas, Zaria North, Natalie Fawdry, Jenny Mitchell and Julie Black for their support of the teachers and wonderful work they completed as Learning Support Officers here at school.

• To Jenny Mitchell for her work in the library.

• To our Change2 team and all our teachers who have contributed with enthusiasm and great challenges in our Change2 process and framework – Pam Nicholls, Vicki Sumner, Rebecca Dove, Jessica O’Loughlin.
To the members of our Mathematics team who continued to lead and inspire the staff and students- Pam Nicholls, Rebecca Dove, Gennie Mullen, Vicki Sumner, Dianna McTavish, Lucie Oude-Meilink.

To Adele Keeling for her organisation of our sporting carnivals and students representing our school at zone carnivals.

To our loyal cleaning staff especially Jeanette Henkel who kept our school neat and tidy after the children have finished for the day.

To Max Grayling who continued to do lots of little and big jobs around the school when needed and kept our grounds mowed and tidy.

To our Education Board who have provided guidance and support: Jo Drummond, Vanessa Eacott, Cameron Padgham, Libby Prentice, Kim McDonald and Elissa Roper.

To Sue Schelfhout for her excellent leadership of the P&F this year as well as Emma Newsome, Michelle Deviney-Travis and Nicole Pardon on the executive as well as all parents and friends who have been involved throughout the year.

To Marg Lunson and all the parents involved with the Art Fair this year – it was a fantastic event.

To Darlene Melrose, Leonie Bradford and Andrea Biddiscombe for manning and helping out with the uniform shop this year.

To Andrea Toumasiou for all her work and energy in making our AASC a success for all students involved.

To Fr Arsenio Tuazon for his support and guidance of our school throughout the year.

To all our dedicated parents who volunteer their time to provide Parent Help in our classrooms.

To the parents who take the time to write a note, make a phone call or come into the school to discuss a concern, provide a positive thought and provide feedback to the school.

Also to all the parents for the wonderful work you do with your children as well as the partnerships you have formed with our school.

And finally and most importantly to our students for their continual love of learning, brilliant behaviour and willingness to become responsible members of society. They always made coming to St Brigid’s a rewarding experience.

The 2015 school year has been a very busy one, full of challenges and I have been impressed with how our school community has embraced these challenges and worked for the common good of our students.
Parish Priest’s Report

As Christians, we speak a lot about “gospel values”. These are the attitudes, beliefs, understandings, practices, habits, lifestyle choices, concerns, insights, qualities, outlooks and standards that are the way of life for followers of Jesus who have set their hearts first on the kingdom of God and on God’s righteousness (Matthew 6:33).

We believe that through the sacramental program we are having not only of Reconciliation, First Eucharist, and Confirmation but also of the school weekday and feast day masses, children's liturgy, family masses, and other religious activities assist school families and the parish to celebrate and live the faith in our community. This is a way of cultivating the gospel values.

When looking at the early Church and how Jesus lived with His disciples, we find six important elements of their life together. They were welcoming, celebrating, reconciling, learning, serving and praying with each other and the larger community. We must seek the same things in our parish-school relationships. And we are working to make this relationship more meaningful. It is a task the entire Catholic community must embrace if it is to achieve a continuing improvement of life. It must include the larger concept of community -embracing the parish, the school and the family. We cannot think of our Catholic community without recognising that a community only exists if all three of these pillars are included.

We at St. Brigid's will continue to seek opportunities to illustrate this collaboration to children, teachers and parishioners. Our community must see the effective ways this relationship can be enriching for all as we become stronger as a Catholic community when we give words to what we profess. The need for parish, school and family to work together is indeed becoming a place for gospel values.

FR ARSENIO TUAZON
PARISH PRIEST – HEALESVILLE AND LILYDALE
School Education Board Report

2015 was a year of reflection for the school education board

A) Faith-based
The faith-based working party has continued to achieve some great outcomes. The purpose of this group is to strengthen the school and parish relationship while supporting the Catholic ethos of the school. The ‘Parish News’ is successfully running in the school newsletter. Further events were organised including whole school celebrations of selected Feast Days (including St Brigid’s Feast Day and the Feast of St Anne and St Joachim - Grandparents’ Day).

B) School grounds
The purpose of this group is to maximise students’ sense of wellbeing and engagement with the school, and to assist in the development of the grounds in line with the Master Plan. The school grounds working party has been active in the application for a Supplementary Capital Grant. Consultation during the planning stages and feedback were essential in the final planning stages. The refurbishment of the oval with synthetic turf, running tracks and goals as well as the building of a new staffroom, entrance foyer and extensions to the resource area are all planned and ready for commencement during 2016.

C) School uniform
The purpose of the uniform working party is to maximise students’ sense of wellbeing and engagement with school by continually reviewing the practicality of the current uniform.

On behalf of the parent community, the Board would like to extend their thanks and gratitude to the teaching and support staff at St Brigid’s. While excellent learning outcomes remain their focus, they continue to strengthen the values of compassion and forgiveness in our children, and strive to realise our Vision - for our children to ‘grow in wisdom and love’. On behalf of the Board, we offer heartfelt thanks to all of our teachers and staff at St Brigid’s for their dedication.
The Board would also like to give recognition to the ongoing support provided to the school by our dedicated volunteers, those who work under the banner of the P&F, our classroom helpers, parents who give their time and/or money in support of the school, and those who attend our many school events over the year in support of their children. Volunteers are an integral part of the school community and the Board formally acknowledges this. The Board thanks the P&F for their ongoing work in raising much needed funds for our school, and for driving social activities that allow parents to connect with the school and each other.

A sincere and big thank you to all Board members for their dedication in 2015 and the accomplishments they have achieved. We look forward to a prosperous 2016.

Board of St Brigid’s in consultation with the Principal
Education in Faith

Goals & Intended Outcomes
To strengthen the school’s understanding and expression of its Catholic identity within a contemporary world
- That all members of the school community will be purposefully engaged in Religious Education to make connections with their lives.
- That the school community will recognise, appreciate and celebrate the importance of our Catholic identity.

Achievements- including Value Added achievements

**Parent and Community Involvement:**
- Newsletter items on regular basis
- Parent and child evenings to prepare for the sacraments were conducted at the Parish Centre.
- Year six students attended the two Anointing masses in the parish, made cards for the parishioners and served lunch afterwards.
- End of year mass with graduation component
- Aligned school theme with the themes in the parish
- Religious Education Leader attended parish liturgy meetings when possible
- Family concert following whole school workshops by Andrew Chin
- Year Six leadership

**Prayer and Liturgy:**
- A Commissioning Mass for St. Brigid’s staff at the beginning of the year.
- Whole School Masses were held for Ash Wednesday, Grandparents Day (Feast day of Saint Ann and Saint Joachim), Feast of Assumption.
- Paraliturgies for St. Brigid’s Feast Day, Mothers’ Day, Remembrance Day and ANZAC Day.
- Whole school created a ‘Stations of the Cross’ installation in gym, which students and parents used as a prayer focus.
- Classes attended Thursday parish masses and participated in Sunday family masses
• Year Six students travelled to Marysville for mass once a term
• Fortnightly paraliturgies were led by individual classes
• Displays, about relevant topics, on noticeboards in resource area
• End of year mass with graduation component
• Weekly prayer at staff meetings
• Whole school participation in Christian meditation sessions weekly

Sacraments:
• Parent and child nights to prepare for reception of each sacrament. These sessions included theology background, signs and symbols and activities were held in the Parish Centre, led by Father Arsenio, the school and the Parish Pastoral worker.
• Reflection morning for all year four students as part of Eucharist sacramental preparation.
• Reflection day at Tarrawarra Abbey all year six students as part of Confirmation sacramental preparation.
• Students who participated in each sacrament received a small gift from the school, wooden ‘holding cross’ for those who celebrated the Sacrament of Reconciliation, a copy of the Australian Children’s Mass Book for those preparing for Eucharist and an embroidered stole for Confirmation candidates.
• Thanksgiving masses followed the Sacraments of Eucharist and Confirmation where children received their certificates
• Sacramental displays highlighted these special events in students’ faith journeys.
• School based program for Sacramental preparation using Coming to Know, Worship and Love and other resources.
• Parish Pastoral worker works with school, students and families to provide catechesis for any students who are participating at different times.
• Staff made cards for Eucharist and Confirmation candidates.
• Classes were encouraged to make individual cards for sacramental candidates.
Social Justice:
- Social Justice leadership teams in senior classes - cooking with Parish Care Team, creating awareness campaigns, visiting the elderly at Golden Wattle
- Project Compassion during Lent.
- HICCI focus during the year, including the Year 6 students helping to pack Christmas hampers
- Worked with Parish to raise awareness and funds for the Milking Cow and Goat Project in Kenya
- Talks for Year 5/6 students about various social justice projects as part of their Inquiry/RE unit on social justice - Foundation of Goodness, Kiwanis, Refugees
- Fundraising for Cystic Fibrosis, Leukemia Foundation (Shave for a Cure)

Professional Development:
- Religious Education Professional Learning Team meetings
- Religious Education Network days
- Whole staff Professional Development with Elio Capra at St. Mary’s Alexandra
Teaching and Learning:

- Purchased Religious Education resources
- Provided Religious Education support to teaching teams on planning days
- Integration of Religious Education focuses within Inquiry and literacy planning where appropriate
- Whole school incursion by religious singer/songwriter, Andrew Chin which included workshops for students and a family concert.
- Visit by Bishop to each classroom
- Visit by Sr Rita Malarisi to discuss vocation and prayer
Learning & Teaching

Goals & Intended Outcomes
To provide a relevant and personalised curriculum which improves student achievement, ownership and engagement within a contemporary context

- That the achievement of all students will improve through engagement
- That student achievement in literacy will improve with an emphasis on writing
- That student achievement in numeracy will improve

Achievements- including Value Added achievements
St Brigid’s Catholic Primary School remained committed to providing opportunities for its students to learn in an atmosphere that was engaging, stimulating and took into account their interests and passions. Our students were challenged to participate in rich units of Inquiry that connected students with the wider community. Our school was also committed to developing best teaching and learning practices to personalise student learning. Our emphasis on improvement in numeracy and literacy was pivotal in providing students with the skills to operate in the wider world. Our numeracy and literacy programs were underpinned by rigorous analysis of data to deliver best practice in contemporary teaching and learning. In addition, the use of information and communication technologies was integrated across the curriculum to enrich programs, develop connectedness with teachers and students as well as to streamline student learning outcomes.
- Programs and resources were used to enrich and develop student engagement in learning in a contemporary setting.
- Inquiry units were developed to connect students to the wider community.
- Our educational partnership with the Healesville Sanctuary was continued. This program, which seeks to embed the principles of conservation and sustainability, complements the programs which are a part of our two year Inquiry cycle.
- Students were able to participate in a wide variety of incursions, excursions and camps which enhanced curriculum including: Superspeak workshops, Commonwealth bank, Bentleigh Junior Band, Local library, International Chef’s Day, Museum of Victoria, Gundwindi Lodge, Canberra-Royal Australian Mint, Parliament, War Memorial, etc.
- Building a Community of Writers was seen as integral to improving our student learning outcomes in this area. This involved developing “a writer in residence” connection with a local author who shared her stories and craft with students. A writing enrichment program for Years 3-6 was also continued to meet the needs of more able writers with their writing being showcased around the school and in student writing publications. Students were encouraged to enter their writing in competitions as means to lifting the profile of writing in the school and creating an authentic audience for writing. Many students submitted their writing with some being chosen for publication in the Oz Kids magazine. Visits to classes show an extremely positive attitude to writing by all students due in part by the Can-Do and engaging approach to the teaching of writing by teachers.
- To meet the needs of more able students in Mathematics, students were invited to take part in a Mathematics Investigations Program which resulted in their investigation being entered in the MAV Talent Quest. These students were highly engaged and received credits and distinctions for their efforts which has paved the way for great enthusiasm for future investigations.
- Improving the provision of ICT in the school was also seen as important way to connect students to the wider world. Therefore, 2015 saw the upgrade of the number of devices available to students to engage and stretch them in their learning. We now have over 250 mobile devices available to our students consisting of laptops, Chromebooks, Ipads, mini Ipads. Professional development for staff around the Google Suite continued and we saw the introduction of class/level blogs and Google Classrooms throughout the school.
• Continued purchase of resources and subscriptions for student use and teacher planning
  - Maths 300
  - Sunshin Online
  - CAFÉ
  - PETA
  - $5000 for literacy and benchmark books
  - $5000 for Maths resources
**STUDENT LEARNING OUTCOMES**

Our rigorous efforts to improve teaching and learning practices and to effectively use data to inform these practices has led to some promising NAPLAN trend data between 2013 and 2015.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>95.1</td>
<td>-4.9</td>
<td>97.8</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>94.7</td>
<td>100.0</td>
<td>5.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>86.8</td>
<td>97.6</td>
<td>10.8</td>
<td>95.7</td>
<td>-1.9</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>92.1</td>
<td>97.6</td>
<td>5.5</td>
<td>97.8</td>
<td>0.2</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>97.3</td>
<td>95.1</td>
<td>-2.2</td>
<td>97.8</td>
<td>2.7</td>
</tr>
</tbody>
</table>
### ANNUAL REPORT TO THE SCHOOL COMMUNITY

#### YR 05 Reading

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100.0</td>
<td>97.3</td>
<td>-2.7</td>
<td>100.0</td>
<td>2.7</td>
</tr>
</tbody>
</table>

#### YR 05 Writing

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.1</td>
<td>100.0</td>
<td>2.9</td>
<td>97.7</td>
<td>-2.3</td>
</tr>
</tbody>
</table>

#### YR 05 Spelling

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.2</td>
<td>97.3</td>
<td>6.1</td>
<td>97.7</td>
<td>0.4</td>
</tr>
</tbody>
</table>

#### YR 05 Grammar & Punctuation

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.1</td>
<td>97.3</td>
<td>0.2</td>
<td>97.7</td>
<td>0.4</td>
</tr>
</tbody>
</table>

#### YR 05 Numeracy

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.9</td>
<td>97.3</td>
<td>0.4</td>
<td>95.3</td>
<td>-2.0</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3

#### NAPLAN Year 5

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & Intended Outcomes
To ensure that students have a strong sense of self-worth and wellbeing within a safe environment
Students will experience positive relationships in a safe, secure learning environment

Achievements- including Value Added achievements
St Brigid's Catholic Primary School places great significance on Student Wellbeing. The school's Leadership Team has a contemporary understanding of and commitment to Student Wellbeing. The school sees it as permeating all aspects of student life at the school, including curriculum, out-of-school activities, policy development and implementation, and family connections. During 2015, our achievements included the following:

Developing students' self-worth and wellbeing through the arts, sports and special interests
• Engagement of school community in the annual Visual Arts fair.
• Continuation of the K-Choir and K-Art lunch time activities
• Continuation of the senior students as Peer Activity Leaders (PAL) to run lunchtimes games for junior students
• Continued Active After-School Communities program twice a week for Prep to Year 6
• Development of K-Adventure play and learning space to promote experimentation, risk-taking and creativity.
• St. Brigid’s Has Talent took place in Term two where students could showcase their gifts and talents

Developing students’ self-worth and wellbeing through building relationships
• Provision of parent curriculum education sessions with a child/parent component to improve attendance
• Continuation of School Leaders initiative, whereby all students in Year 6 are leaders in one of three spheres — School Spirit, Environment, Social Justice
• Every year St Brigid’s School promotes family-school partnerships through Grandparents Day, Father's Day and Mother's Day activities and celebrations which are very well attended by family members.
• Student visits and connections with Golden Wattle, HICCI and the Catholic community at Marysville
Developing students' self-worth and wellbeing through involvement in the wider community

- Invited and encouraged students to be a visible presence at the ANZAC commemoration services under the school banner. The numbers of staff members and students attending the commemoration services is growing each year.
- Student visits and connections with Golden Wattle, HICCI, the Living and Learning Centre and the Catholic community at Marysville
- Whole school participation in the Chinese Cultural Festival
- Participated in a Walk-A-Thon to raise money for the school

Developing students' self-worth and wellbeing through professional development of staff

- Promoted curriculum planning links between You Can Do It (YCDI) and the Victorian Essential Learning Standards (VELS) and AusVELS
- Provided Anaphylaxis and Asthma training for all staff members
- Provided Cystic Fibrosis awareness training for selected staff members
- Promoted planning links between Student Wellbeing and the curriculum

Developing students' self-worth and wellbeing through social and emotional resilience building initiatives

- Continued Rock and Water program in Year 5/6 and Year 3/4, promoting social awareness and self-discipline skills
- Provision of on-site counselling support for children and families at school and home through OnPsych
- Continuation of Student Welfare Support Groups to assist teachers and families. These are designed to address special needs of students
- Introducing some language of Rock and Water and Tai Chi into Years Prep and 1/2
- Continuation of the You Can Do It (YCDI) principles through Prep — Year 6
- Organised weekly contact time for Year 5 and Prep Buddy program
• Continuation of the St Brigid's K-Series initiative which enables a more flexible learning environment. In 2015, the K-Series offers K-Choir, K-Shed, K-Cook, K-Space, K-Culture, K-Chinese Singing, K-Sport, K-Gardening, K-Books, K-Media and K-Art. The K groups operate at lunchtimes or scheduled class times throughout the school year. They are open to varied age groups of interested students from Prep – Year 6

• St Brigid's runs several transition programs each year with the preschools, relevant secondary schools and within our own school. These programs are targeted towards:
  o Pre-schoolers moving to Prep
  o Preps moving to the junior primary years
  o Year 2s moving to the middle primary years
  o Year 4s moving to the senior primary years
  o Year 6s moving to secondary schooling
  o Organise individual programs for students with special needs to help prevent anxieties from occurring as a result of changes to schooling levels
Student Satisfaction with School

According to our 2015 Student Attitudes to School Survey the school performed in the top 25% compared to the range for Victorian Schools in the following areas:

- Student Morale
- Teacher Empathy
- Purposeful Teaching
- Stimulating Learning
- Connectedness to Peers
- Student Safety
- Classroom Behaviour

Student Attendance

Students average yearly school attendance rate

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>94.2</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.8</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.0</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.1</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.3</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.4</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.6</td>
<td>95.1</td>
</tr>
<tr>
<td>Overall</td>
<td>94.3</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Student Non-Attendance

From our Student attendance policy we deal with student non-attendance in the following way:

**Procedures for students with ongoing non-attendance:**

- If a student has significant absences from school — more than 50% over a month period then procedures will be followed to discuss this with the parents and to work out a solution to getting the children to school on a more regular basis
- Meeting and discussion with parents on why the non-attendance is occurring
- Future plan to get the attendance back to an acceptable level
- Follow up with parents if the attendance starts to slip again In severe cases follow up with
- Child First services if there is significant, continued absences over a 6 month period
Leadership & Management

Goals & Intended Outcomes

To build a highly professional staff culture

- That staff will have shared ownership of school improvement
- That staff have clarity of expectations
- That staff will have multiple opportunities to seek, receive and give effective feedback

Achievements

The structure of our 2015 Leadership Team involved the following:

Leadership Team: Brendan Keeling Principal

Sharyn Borg/Wendy Searle Deputy Principal: Admin & Wellbeing

Pam Nicholls Deputy Principal: Teaching & Learning

Gennie Mullen RE and Faith Leader

Fran Bellani Student Wellbeing Leader

Mark Laurence ICT Leader

Zona Wilson Student Services Leader

Eileen Earl Student Services Leader

Monica Grayling Administration Officer

- Role descriptions for all leadership positions were reviewed or developed as necessary.
- Annual review meetings with staff
Expenditure and Teacher participation in professional learning (PL)

Staff Professional Development expenditure for 2015 was approximately $845 per teacher.

There were 33 Teachers who participated in Professional Learning

Included in Professional Development was participation in:
- Deputy Principal’s Conference
- Principal’s Conference
- ACU Maths Conference
- First Aid
- E-Learning Networks
- Spelling
- Religious Education Curriculum Frameworks
- Principal Network
- Deputy Principal Network
- LOTE Network
- Literacy Leaders Network
- CEO Conference
- Religious Education Network

Teacher Satisfaction

According to our 2015 School Climate - School Survey the school had significant results throughout the entire survey. When comparing the range to other Victorian Schools we reached the middle 50% in:
- Role Clarity
- Supportive Leadership
- Empowerment
- Ownership
- Work Demands
- Student Behaviour both classroom and school
- Student Management
- Curriculum Processes
- Student Motivation
- Respect for Students
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 93.59% |

### Staff Retention Rate

| Staff Retention Rate | 88.46% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>5.26%</td>
</tr>
<tr>
<td>Masters</td>
<td>21.05%</td>
</tr>
<tr>
<td>Graduate</td>
<td>26.32%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>15.79%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>73.68%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>15.79%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>29</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>21.762</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>11</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>9.927</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>
School Community

Goals & Intended Outcomes
To reach out to the wider community to enhance connectedness
- That families and the wider community will engage in partnership with the school to support student learning and engagement

Achievements
At St. Brigid’s Catholic Primary School we have continued to try to build strong relationships and clear communication paths with all parties in our community-students, parents, families, the St. Brigid’s Parish and the local community. Being able to utilise the diverse range of expertise and knowledge within the school and wider community helps our students to become engaged in their learning and makes our school a positive place to be.

During 2015 we continued many established school community activities including: school plays, whole school information nights, parent/student Parish Sacramental preparation nights, classroom parent helper training in literacy, special lunches at the end of term, Art Fair, Trivia night, electives program, Mother’s Day, Father’s Day and Grandparents Day, as well as numerous other activities.
Our School Education Board has continued to provide guidance and support especially regarding the uniform, school buildings and grounds.

The Parents and Friends Committee have continued to work enthusiastically to build the sense of community through their annual events. Social events such as the social night, Art Fair, Trivia Night, Walkathon and chocolate drive were great examples of the community coming together to celebrate and enjoy each other’s company as well as fundraising for various areas of the school. The P&F have been significant contributors to our successful resourcing of the whole school with many items for classrooms, leavers’ dinner, towards camps and our literacy programs.
The school continued to be active within the wider community through activities born out of classroom work and school initiatives. We also had a number of students represent the school at Mass at Marysville, Healesville RSL’s Anzac Day March, district sporting events, Maths talent quests, Asian Speaking competitions, writing competitions and in G.A.T.E.W.A.Ys. We had visits during the year from the local library, the bishop, aid organisations, SES, CFA and the Yarra Ranges Council. Students visited the Healesville Sanctuary, worked at the Living and Learning Centre. St Brigid’s had main pages in the local paper advertising school news.

![Image of students at a school event]

We have continued to strengthen relationships with community groups such as local kinders and secondary schools through transition programs, The Leader newspaper, The Healesville Sanctuary, Rotary, Lions Club, HICCI, Golden Wattle and the Parish Care team.

We have continued strong communication at St. Brigid’s with our parents, Parish and the local community. We communicate with our community through newsletters, text messages, emails, notice boards, phone calls, feedback forms, CAFÉ meetings, local mail and teachers being readily available to parents through open classrooms in the morning and interviews. In 2015 we also saw the implementation of Google Classrooms and class blogs so that parents and students have access to homework and classroom activities at home.
Parent Satisfaction
According to our 2015 Parent Opinion - School Survey the school had significant results throughout the entire survey. When comparing the range to other Victorian Schools we reached the middle 50% in:

- Teacher Morale
- Connectedness to School
- Student Motivation
- Connectedness to Peers
- Student Safety
- Classroom Behaviour
- Parent Partnerships
- Approachability
- Parent Input
- Reporting
- School Improvement
- Learning Focus
- Extra-Curricular
- Transitions
- Homework
- Behaviour Management
- Stimulating Learning
- Social Skills
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>99 196</td>
</tr>
<tr>
<td>Other fee income</td>
<td>173 766</td>
</tr>
<tr>
<td>Private income</td>
<td>41 036</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>650 594</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2 268 651</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3 233 243</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2 412 587</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>461 458</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2 874 045</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>139 212</td>
</tr>
<tr>
<td>Other capital income</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>139 212</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>99 982</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>250 000</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>237 500</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the My School website. ACARA school-level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

Next year the school will continue to have 14 classes. At the end of the 2015 school year we had 320 students with that growing again to 325 in 2016. We will be able to house these classes under our current conditions which includes the loan of three portable classrooms from the CEM. These classrooms have had significant infrastructure placed both inside and outside of them to fit with our school environment and master plan.

We have a fantastic school here at St Brigid’s with excellent teachers and staff, a great group of students and a parent body that compliments and is involved in the school and its progress. The challenge for our school is to consolidate our current practices and to plan for future success and growth within our student group in terms of academic, social, faith and as members of St Brigid’s Catholic Primary School.

Our future direction will be delivering a curriculum that is diverse and involves students acquiring knowledge and using that knowledge to the best of their abilities. We are proud of the culture that has developed over many years at St Brigid’s Catholic Primary School. This is one of inclusiveness, pastoral care, a sense of direction and the understanding we are educating the whole child and involve families in this process.

In 2016, we will have major building works being undertaken which hopefully will also involve the refurbishing of the school grounds. We look forward to pursuing these exciting projects which will compliment the many exciting activities and programs we currently have operating at St. Brigid’s particularly our school owned K-Series programs.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>95.1</td>
<td>-4.9</td>
<td>97.8</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>94.7</td>
<td>100.0</td>
<td>5.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>86.8</td>
<td>97.6</td>
<td>10.8</td>
<td>95.7</td>
<td>-1.9</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>92.1</td>
<td>97.6</td>
<td>5.5</td>
<td>97.8</td>
<td>0.2</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>97.3</td>
<td>95.1</td>
<td>-2.2</td>
<td>97.8</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>100.0</td>
<td>97.3</td>
<td>-2.7</td>
<td>100.0</td>
<td>2.7</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>97.1</td>
<td>100.0</td>
<td>2.9</td>
<td>97.7</td>
<td>-2.3</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>91.2</td>
<td>97.3</td>
<td>6.1</td>
<td>97.7</td>
<td>0.4</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>97.1</td>
<td>97.3</td>
<td>0.2</td>
<td>97.7</td>
<td>0.4</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>96.9</td>
<td>97.3</td>
<td>0.4</td>
<td>95.3</td>
<td>-2.0</td>
</tr>
</tbody>
</table>
### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>94.37</td>
</tr>
<tr>
<td>Y02</td>
<td>94.49</td>
</tr>
<tr>
<td>Y03</td>
<td>94.29</td>
</tr>
<tr>
<td>Y04</td>
<td>91.71</td>
</tr>
<tr>
<td>Y05</td>
<td>93.49</td>
</tr>
<tr>
<td>Y06</td>
<td>91.64</td>
</tr>
<tr>
<td>Overall Average Attendance</td>
<td>93.33</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 93.99% |

### Staff Retention Rate

<p>| Staff Retention Rate | 88.46% |</p>
<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
</tr>
</tbody>
</table>