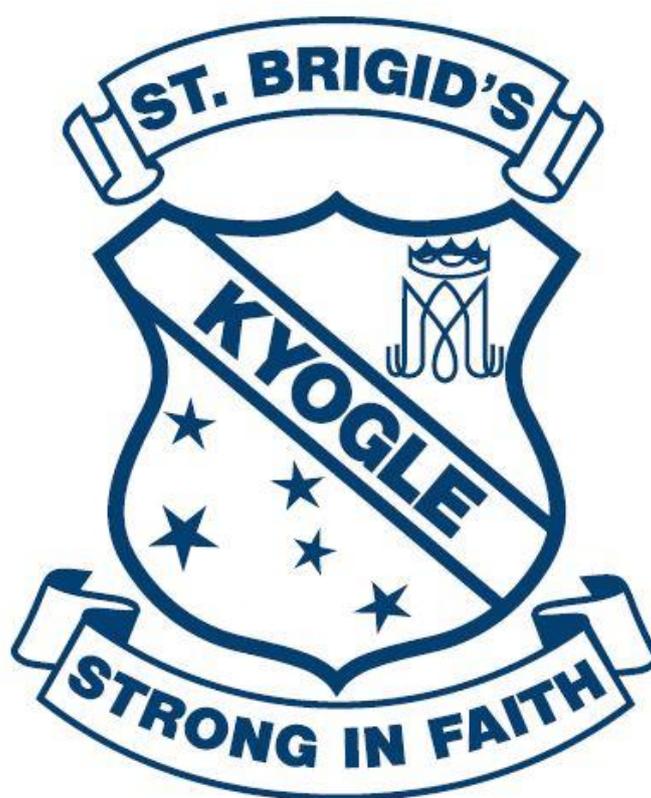


# Annual School Report 2017 School Year

St Brigid's Primary School



Kyogle

Groom Street, Kyogle  
PO Box 228 Kyogle 2474  
Ph: 02 6632 1988  
Fax: 02 6632 2653  
[www.sbpkyogle.lism.catholic.edu.au](http://www.sbpkyogle.lism.catholic.edu.au)

## About this report

St Brigid's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish 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 to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6632 1988 or by visiting the website at [www.sbpkyogle.lism.catholic.edu.au](http://www.sbpkyogle.lism.catholic.edu.au)



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Brigid's Catholic primary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Brigid's offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2017. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Brigid's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017 the school:

- Participated at Credit and Distinction levels in various state and national competitions with our best result being in the University of NSW Maths Competition where a student from Year 2 was placed 1<sup>st</sup> overall in the state.
- Sent 2 teams for the first time to participate in the FIRST Lego Competition in Brisbane.
- Received good news on the Year 6 Religious Education test where two students received a Distinction and eight received Credit certificates. This was a great result from a cohort of 17 students.
- Continued the Reading Recovery Program and had three students from Year 1 successfully exit the program with improved reading levels.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2017 the school:

- Performed at the Aged Care Facility, Carols by Candle Light and various school functions with both the choir and musicians performing.
- Participated in the ANZAC Day March and Dawn Service with our School Leaders delivering speeches at both events.
- Entered a float in the Kyogle Fairymount Festival Parade.
- Encouraged the Works of Mercy by providing community service to the town businesses and nearby neighbours.
- Took part in National Tree Planting Day by planting over 450 seedlings alongside the river at the treatment works in Kyogle.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- Three students qualified for Zone representation in Athletics.
- Three students represented the Diocese of Lismore in swimming at Polding selection trials.
- Teams represented St Brigid's at regional rugby league and netball carnivals.
- Students from St Brigid's had the opportunity to experience a diverse range of in-school learning programs in cricket, rugby league, Australian Rules football and netball.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Brigid's is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mr Tony Hunter  
Principal



## 1.2 A Parent Message

Our Parent Forum consists of 9 members, Principal, Assistant Principal and a parish member. The Forum met 9 times during the year and discussed a range of issues. All members of the Forum lead specific teams who join with staff and other parents to work together to build a strong school community.

There have been many contributions and highlights from the Forum in 2017. These include the purchase of robotic kits for Stage 2, and of numerous Maths and English resources, a free parent talk by Michael Grose (one of Australia's leading parenting experts) garden maintenance, the marking of the soccer and netball fields, and of course the Fun Festival. This year's Fun Festival held in Term 2 was a remarkable success for both the Forum and our school.

On behalf of the forum I would like to thank all the St Brigid's staff for their dedication to the school and students during 2017. Our school is blessed with committed, caring and inspiring teachers and support staff. It has been my pleasure to be a part of this year's forum. I encourage any parent who would like to join the forum in 2018 to come and be a part of it. It is a fantastic way to be a part of the school and build relationships with staff and other families.

Mrs Emma Rixon  
Chairperson  
St Brigid's Parent Forum

## 2.0 This Catholic School

### 2.1 The School Community

St Brigid's Primary School is located in Kyogle and is part of the Our Lady of Sorrows Parish which serves the communities of Kyogle, Urbenville and Cawongla. School families are drawn from the towns and communities of Kyogle, Wiangaree and Cawongla and outlying areas west to Ettrick, north to Grady's Creek and Nimbin, and east to Bentley.

Last year the school celebrated 103 years of Catholic education.

The parish priest Fr Erick Quinteros is involved in the life of the school.

St Brigid's is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in weekly school Masses, regular special liturgies, parish family Masses, community dinners and family group gatherings.
- Involvement in the Christmas Nativity pageant and collection of goods to provide Christmas hampers for St Vincent de Paul Society Kyogle.
- Participation in the celebration of the parish sacraments of Reconciliation, Confirmation and Eucharist.
- Engagement in the Learning Assistance Program with members of the parish community.
- Engagement in the Mini Vinnies and Student Proclaim discipleship programs in the school and Diocese.
- Participation in Parent Assembly initiatives and events such as the Family Retreat.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.



## 2.2 School Enrolment

St Brigid's caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2017	TOTAL 2016
<b>Male</b>	9	10	11	7	10	3	10	60	64
<b>Female</b>	7	6	13	6	15	7	8	62	62
<b>Indigenous</b> <i>count included in first two rows</i>	2	0	2	0	0	0	0	4	6
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	0	0	2	0	0	0	0	2	2

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2017 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	93.2	92	90.9	92	94	92.8	88.9	91.9

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	12
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	8
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	8

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97%. This figure is provided to the school by the CSO.

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Implementation of the Positive Behaviour in Schools Program as a part of our School Behaviour Management Policy.
- Completion of Bullying surveys each term to identify areas of need.
- Implementation of the Making Jesus Real (MJR) program including weekly MJR radio broadcasts, MJR awards and daily messages based on the four SERS (Safety, Effort, Respect and Self Responsibility) and the Making Jesus Real values.
- Student Leadership program including our Student Buddy Program inclusive of Year 6, Year 5, Year 1 and Kindergarten as well diverse roles shared throughout the school.
- Excellent citizenship and social justice initiatives promoted by the school through regular community visits, citizenship awards and the work of the Mini Vinnies program in Years 4-6.
- The continuation of our Seasons Program.
- Respect and Responsibility has also been encouraged in the Parish School Forum through the revisiting of roles in the forum.
- Outstanding Citizenship was recognised at our Annual Presentation of Awards by our local Federal Member of Parliament.

## 2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Continuing participation in the Diocese of Lismore School Improvement Surveys conducted by Insight SRC from Melbourne to gauge parent and student feedback.
- Parent gatherings to discuss the results and parent feedback from DOLSIS Surveys and how we can use this feedback in our annual planning.
- Evaluations following Parent Information evenings on social and curriculum matters presented by our Staff and Parent Assembly and how this has assisted in the education of their children.



- Regular planned meetings with parents whose children have been targeted to be placed on the Extending Mathematical Understanding intervention to show the improvements that this is having on children's learning in maths.

### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority 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.

St Brigid's continues to focus on specific goal setting and effective feedback based on identified areas of need. Developing 21st century pedagogy has been supported through the continued implementation of professional learning teams. This pedagogy underpins learning across the school. The Contemporary Learning Framework continues to underpin the practice of the professional learning community within the school. Students in Stages 2 and 3 were given the opportunity to apply their learning in designing and coding. This also saw our school enter teams for the first time in a national robotics competition held in Brisbane. The success experienced by these students has enthused and inspired other students to participate at next year's event.

Staff are constantly participating in professional development as part of the Cycles of Improvement Process in order to improve the teaching and learning outcomes at our school. Their progress has been regularly evaluated through the goal setting process.

#### **3.2 Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 12 students presented for the tests while in Year 5 there were 12 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Brigid's, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Brigid's students in each band compared to the State percentage.

### Year 3 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	29.2	15.4	21.8	46.2	22.7	30.8	15.7	7.7	6.5	0	4.0	0
Writing	14.5	0	38.7	41.7	23.1	33.3	17.7	16.7	4.3	8.3	1.6	0
Spelling	28.3	16.7	24.4	41.7	21.1	33.3	14.1	0	9.1	8.3	3.1	0
Grammar and Punctuation	35.8	16.7	26.5	50	14.4	8.3	10.7	16.7	6.9	8.3	6.0	0
Numeracy	23.0	23.1	20.3	15.4	27.3	30.8	17.0	30.8	9.6	0	2.9	0

### Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	18.4	10	21.3	50	26.1	10	17.0	20	12.7	10	4.5	0
Writing	5.3	0	12.8	0	30.0	40	36.0	50	9.3	10	6.5	0
Spelling	17.4	10	20.8	30	29.5	40	19.3	10	8.1	0	5.0	10
Grammar and Punctuation	21.8	0	14.4	30	25.7	10	16.0	20	15.6	40	6.4	0
Numeracy	13.4	10	19.1	30	29.3	10	23.6	40	11.6	10	3.0	0

The results show that students have performed well in 2017. This is largely due to the effectiveness of the school's targeted intervention programs. Additionally, teachers at the school believe that motivation levels have improved through the increased use of interactive technology. Students are more engaged with the lesson content and are willing to practise their new found skills using this technology. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. The percentage of students achieving minimum standards has followed previous years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2017 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	April 7	Leadership Team
Mathematics K-6	April 24	Tim Waugh
Staff Proclaim	May 19	CSO Lismore
Positive Behaviour Support	October 9	Leadership Team

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
EMU Phase 3 Schools	4	Prof Anne Giovasani
PBS Conference	3	DET Queensland
Leadership Symposium	2	Diocese of Cairns
Response to Intervention	5	Viveca Larcher (CSO)
Teacher Assistant Literacy Workshop	5	CSO Lismore
K-2 Early Learning Progressions	3	NSW DoE
Digital Technologies	3	ACARA

The professional learning expenditure has been calculated at \$7 096 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

## 4.0 School Policies

### 4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
Assessment and Reporting	No change	School Office
Alcohol and Drugs	No change	School Office
Animals in Schools	No change	School Office
Attendance Policy	Changes Made	School Office
Behaviour Management Policy	Changes Made	School Office
Child Protection Policy	No change	School Office
Critical Incident Policy	New Policy	School Office
Excursion Policy	No change	School Office
First Aid Policy	No change	School Office
Homework Policy	No Change	School Office
Illicit Substances Policy	No change	School Office
Maintenance Policy	Changes Made	School Office



Medication Policy	Changes made	School Office
Mobile Phone Policy	No change	School Office
New Staff Orientation Policy	No change	School Office
Pastoral Care Policy	Changes made	School Office
Privacy Policy	No change	School Office
Retention Policy	No change	School Office
School Fees Policy	No change	School Office
Student Leadership Policy	No change	School Office
Sun Safety Policy	No change	School Office
Technology and Internet Policy	No change	School Office
Overseas and Interstate Excursions Policy	No change	School Office
Well Being Policy	Changes made	School Office
Work, Health and Safety Policy	No change	School Office

## 4.2 Enrolment Policy

Every new enrolment at St Brigid's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

## 4.3 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To succeed in our Pastoral Care mission, St Brigid's undertakes programs that focus on the whole child and their spiritual, social, mental and physical wellbeing. These include Seasons, the Learning Assistant Program, counselling, clay therapy and staff mentoring.

## 4.4 Discipline Policy

The school's policy is based on procedural fairness and upholding the dignity, rights and wellbeing of all students and staff. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. Principles of restorative justice are embedded in our discipline policy. The policy is discussed with students, staff and parents on a regular basis through the training process. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published on the website.

## 4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. When raising concerns, parents and caregivers are asked to speak directly the relevant staff member. All attempts will be made to respond to these concerns promptly, fairly, and confidentially. The policy is available at the front office or from the school's website.



## 5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

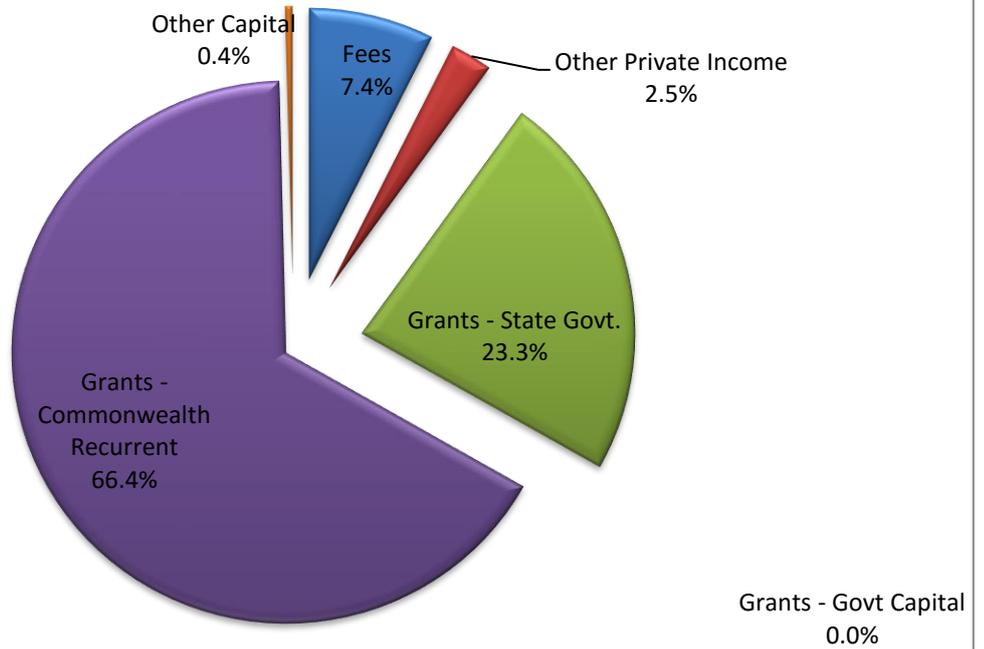
Key improvements achieved this year	Key Improvements for next year
<p><b>Catholic Identity and Mission</b></p> <ul style="list-style-type: none"> <li>Introduced and integrated the Foundational Values document leading to intentional discipleship of staff and students.</li> </ul>	<p><b>Catholic Identity and Mission</b></p> <ul style="list-style-type: none"> <li>Provide opportunities to increase engagement in Catholic practices and celebrations.</li> <li>Reintroduce the Class Parent program.</li> <li>Continue to develop the partnership with the Parent Assembly in support of this recommendation.</li> </ul>
<p><b>Organisation and Co Leadership</b></p> <ul style="list-style-type: none"> <li>Developed an effective PLT process to drive student learning.</li> <li>Commenced building the capacity of staff through engagement with the Cycles of Improvement process.</li> </ul>	<p><b>Organisation and Co Leadership</b></p> <ul style="list-style-type: none"> <li>Ensure consistent behaviour management systems are in place to enhance student learning.</li> <li>Implement a passive play area to cater to students' needs in the Kindergarten area.</li> <li></li> </ul>
<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Reviewed and developed whole school approach to Spelling.</li> <li>Developed and started to embed PBS as the platform for behaviour in our school.</li> <li>Developed whole school agreed practice through the implementation of Literacy/Numeracy Action Plan and Extending Mathematical Understanding processes.</li> </ul>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Improve teacher capacity in planning and implementing the Writing program.</li> <li>Improve teacher capacity in teaching Mathematics.</li> <li>Implement STEM across all grades.</li> </ul>
<p><b>Community and Relationships</b></p> <ul style="list-style-type: none"> <li>Continued to build professional and ethical relationships between the school and wider community.</li> <li>Investigated new and innovate ways to broaden communication with parents and care givers.</li> </ul>	<p><b>Community and Relationships</b></p> <ul style="list-style-type: none"> <li>Increase student involvement and participation through an enhanced student voice.</li> <li>Support staff to use digital technologies and ICT to enhance student engagement and learning outcomes.</li> </ul>

## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2017 is presented below:

## 2017 INCOME - St Brigid's Primary School KYOGLE



## 2017 EXPENSE - St Brigid's Primary School KYOGLE

