

# *St Brigid's Catholic School*

*New Norfolk*



## **ANNUAL SCHOOL COMMUNITY REPORT**

### **FOR THE 2012 SCHOOL YEAR**

# ANNUAL SCHOOL COMMUNITY REPORT

<b>Year</b>	2012
<b>School Name</b>	St Brigid's Catholic School
<b>School Type</b>	K – 6
<b>Suburb/Town</b>	New Norfolk

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<b>Principal:</b>	Ms Joy Matar

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## SCHOOL PROFILE

### **HISTORY, VISION and MISSION**

The St Brigid's Catholic School Community takes great pride in the history of the school and the unique role it has played in Catholic education for the Derwent Valley. Our school community is ever mindful of its rich and vibrant past and looks confidently to the future as it continues to provide a valued and authentic primary education alternative for Catholic families and the community of the Derwent Valley.

The present school property was originally known as "Corumbene", and belonged to the Shoobridge family, pioneers of the hop industry. Early in 1925 the Catholic Church bought Corumbene and in the same year Archbishop Delany approached the Sisters of Charity to administer a school to be developed on the site. On January 4<sup>th</sup> 1926, 80 students commenced their schooling at St Brigid's which marked the beginning of Catholic Education in the Derwent Valley. Classes were conducted in two new classrooms as well as in the Convent itself (Cill Dara).

The first 25 years of St Brigid's School saw the Sisters of Charity at the helm. The school was held in high esteem within the New Norfolk community and the Sisters won a place in the hearts of many.

In 1950, a new chapter in the history of St Brigid's began when the Presentation Sisters assumed the running of the school, which catered for both secondary and primary students. In 1966 it was decided that secondary students would attend Catholic Colleges in Hobart and that the school would cater for primary students only. The primary school went from strength to strength as its reputation for a quality education grew and site development continued. In 1992 the Presentation Sisters ended their role as administrators of the school. Consequently, in January 1993, Mr Sean Gill (1993 – 2001) was appointed the first lay principal of St Brigid's School. The changing emphasis in education and the drift of years had produced many developments at St. Brigid's Catholic School, but the people of New Norfolk will long remember the warmth and dedication of the Sisters who followed their commitment to Christ while educating hundreds of students between 1926 and 1992.

With the appointment of the first lay principal another important chapter in the school's history began. Changes to facilities continued and the beginning of 2004 heralded the commencement of the first Kindergarten class. The year 2006 saw the celebration of eighty years of Catholic education in the Derwent Valley and also the 100<sup>th</sup> Anniversary of the Cill Dara building. Between 2007 and 2012 the updating and building of new facilities at St Brigid's was very marked. The Investing on Our Schools Program, the Australian Government's Building the Educational Revolution (BER) program, The Australian Government's PRIDE in our Schools program and Catholic Education Tasmania systemic capital funds provided modern facilities which foster and support current trends in learning and teaching and community involvement.

And so, while remembering and honouring the past the  
St Brigid's Catholic School Community now looks to the future with pride and confidence  
as we realise our Vision and live out our Mission.

## *St Brigid's Catholic School* *Vision Statement*

St Brigid's Catholic School is a faith filled community committed to the example  
of Christ lived in the spirit of the charism of her founders,  
the Sisters of Charity and the Presentation Sisters,  
upholding the motto developed by them 'Virtue and Knowledge'.

Through virtue we aim to continue to develop the faith of  
the staff, students and families supported in our Parish.  
We respect the dignity and uniqueness of every person in Christ,  
and reach out in justice to those in need as we seek to share faith.

As seekers of knowledge we build a community of life long learners  
who strive for truth through the pursuit of excellence in learning.

Each person is encouraged to be and do their best  
as they fulfil their potential as members of the wider world.

## *Mission Statement*

*At St Brigid's Catholic School New Norfolk we strive to be a:*

### **Community of Faith which**

- \* lives and bears witness to our Catholic tradition and the values of our founding orders
- \* develops in all, an understanding of the teachings of Christ and the gift of faith as the foundation of our whole school community.

### **Community of Integrity which**

- \* reveals the Christian message not only by word but also by actions and deeds
  - \* respects and acknowledges the worth and dignity of each individual
- \* assists students to recognise that they are called to be a living witness to God's love
  - \* acknowledge the rights and responsibilities of all within the school community.

### **Community Seeking Life Long Learning which**

- \* recognises and supports parents as the first and foremost educators of their children as they guide and nurture their religious growth, values and attitudes to learning
- \* supports and encourages the development of the whole child with the aim of enabling them to meet their potential in all areas of school life including their spiritual, social and emotional growth and their intellectual, physical and artistic abilities
  - \* contributes to an environment where education is inclusive and provides a meaningful, relevant and appropriate curriculum which promotes life long learning

### **Community which Embraces the Future and**

- \* contributes positively to the personal development of students by educating them for a healthy and ethical life style as they grow to be responsible members of society.

This Mission Statement guides our community in its work and decision-making. It provides a focus for the ongoing development and commitment of the whole school community.

## **GOVERNANCE**

### **Catholic Education**

The Archbishop of Hobart has ultimate responsibility for Catholic Education in Tasmania. The Archbishop receives policy advice from the Tasmanian Catholic Education Commission (TCEC). Policies approved by the Archbishop are enacted by the Director of Catholic Education. At the local level, the Principal is responsible for the leadership and management of the school, in accordance with overall Archdiocesan policy objectives and the advice of the Board.

### **Systemic Catholic Schools Governing Council**

The SCSGC governs the System of Catholic Schools in collegial partnership with the Director of Catholic Education, Principals and Boards. The Council assumes final responsibility for all decisions and actions of members of the System of Catholic Schools acting on its behalf.

The Council's role is primarily one of overseeing, supporting and monitoring the operation of the System of Schools.

#### Tasmanian Catholic Education Office (TCEO)

The Tasmanian Catholic Education Office, under the guidance of the Director, implements the policies developed by the Tasmanian Catholic Education Commission and the Systemic Catholic Schools Governing Council. The Office also provides a wide range of professional and management services to all Catholic schools, including Archdiocesan and Congregation Colleges. These services are provided generally using Commonwealth recurrent and targeted funds, or through levies contributed by all Catholic schools. They cover a range of areas including Catholic Culture and Ethos, Learning and Achievement, Curriculum and Pedagogy, Learning Environment and Leadership. The Tasmanian Catholic Education Office is the contact point for a range of Tasmanian and Australian Government and education agencies.

#### School Leaders

The Archbishop of Hobart appoints the Principals of Systemic Schools on recommendation of the Director in collaboration with the recommendation of an Appointment Panel.

#### Leadership within the school:

##### **School Principal**

The overall leadership and management of St Brigid's Catholic School have been entrusted to the school Principal, Ms Joy Matar.

##### **School Leadership Team**

Membership of the 2012 School Leadership Team was Ms Joy Matar as Principal, Mr Marty Ogle as Assistant Principal Learning and ICT Coordinator, Mr Ryan Kinder Assistant Principal Religious Education and Miss Courtney Hunnibell as Early Childhood Cluster Leader and School Wide Positive Behaviour Support team leader.

##### **School Board**

St Brigid's Catholic School Board members, under the leadership of Board Chair, Mr Andrew Denholm, acted as advisers to the School Leadership Team. The Constitution, Section 3.4, states that the responsibilities of the Board are:

- to advise on and assist with the formulation of policy for the conduct of the School in line with TCEC/TCEO policies and Governing Council directives;
- to co-operate with and support the Principal in maintaining the School as an institute of Catholic Education;
- to contribute and assist, where possible, on matters regarded as major initiatives and/or changes;
- to liaise with the local Parish Priest/s and/or Parish Pastoral Council/s, in matters of mutual concern to the School and Parish/s;
- to participate in, and co-operate with, the School on the planning, research, development, implementation and evaluation of the School's Strategic Plan;
- to contribute to the planning and management of maintenance and building programs necessary for the recurrent and long-term welfare and effective development of the School; and

- to oversee the finances of the School and the prudent use of funds, according to the provisions of this Constitution and the directions of the TCEO.

### **NATURE OF THE SCHOOL**

St Brigid's Catholic School, New Norfolk, is a co-educational school catering for students from Kindergarten to Grade 6.

New Norfolk is a semi-rural community and the student profile reflects this. Slightly over half of the student population live in New Norfolk. The remaining students come from areas and townships (20 in total) surrounding the town eg Lachlan, Hamilton, Dromedary, Bushy Park and Gretna. St Brigid's Catholic School is serviced by contract buses from the following areas: Magra, Gretna, Plenty, Lachlan, Ironstone Gully and Lower Swamp Road.

### **SCHOOL'S INDEX OF COMMONWEALTH SOCIO-ECONOMIC ADVANTAGE (ICSEA)** 965

### **2012 COMMENCES**

February 2012 saw the return to school with classes situated in 'permanent' rooms for the first back to school since 2009. New and returning children and families across all grades including Kindergarten settled well to the 2012 school year as did new staff members, teacher Miss Jessamy Rundle and teacher assistant, Miss Chelsea Dillon. Staff continued the focus on improving educational outcomes for all our students with established and new programs and a continued strong focus on exploring and utilising the Australian Curriculum, planning, assessment, moderation and reporting.

### **NUMBERS OF STUDENTS** (July 2012)

GRADE	ENROLMENT NUMBER	BOYS	GIRLS
Kindergarten	28	15	13
Prep	28	14	14
Grade 1	30	16	14
Grade 2	26	14	12
Grade 3	26	18	8
Grade 4	26	12	14
Grade 5	27	12	15
Grade 6	20	12	8
<b>TOTALS</b>	<b>211</b>	<b>113</b>	<b>98</b>

### **AVERAGE ATTENDANCE RATE**

The average attendance rate for students in 2012 was 93%. (MySchool census data)

## **ST BRIGID'S CATHOLIC SCHOOL ATTENDANCE POLICY**

### **RATIONALE**

All students at St Brigid's Catholic School will attend school as required by Government Legislation for Australian School Age Children.

### **AIM**

To ensure that attendance at school is a regular and ongoing part of School life for all students enrolled at St Brigid's Catholic School.

### **IMPLEMENTATION**

#### **Attendance**

Once a student is enrolled at St Brigid's Catholic School:

- The parent of that student must ensure that the student attends school each day as required.
- The Principal must ensure that a register of absences is kept.
- If a student is absent and no notification has been received by 9.30 am, the school office then calls the parent/carer to ascertain the reason for the absence.
- If absenteeism continues for no valid reason, the Principal then contacts the parents/carers to discuss the continuing absences and to try to resolve issues to the satisfaction of all parties.
- If the absence continues and the parents/carers are aware of their obligations under the Education Act, then parents will be informed that legal proceedings will be pursued if they continue to ignore their obligations. Procedure in this case will follow those recommended by the Tasmanian Catholic Education Office.
- The Principal will inform the Tasmanian Catholic Education Office and will follow legal instructions given from the Office.

#### **Keeping Records**

- All class teachers are issued Weekly Attendance Sheets for the daily recording of absences.
- By 9.30 a.m. attendance lists of students absent, and reasons for absence if known, are recorded and sent in the message bag to the office. (see Absentee Record proforma)
- If reason for absence is unknown the administrative assistant calls the students' parents/carers and seeks further information.
- Records of all absentees and reasons for absence are recorded and kept on file in the student database.

## **POST GRADE 6 DESTINATIONS**

<b>SCHOOL</b>	<b>NUMBER</b>	<b>SCHOOL</b>	<b>NUMBER</b>
Dominic College	6	Ogilvy High School	1
St Virgil's College	7	New Town High School	1
St Mary's College	4	New Norfolk High School	1
Sacred Heart College	1		

# STUDENT OUTCOMES

## REPORTING TO PARENTS

During 2012, the reporting system consisted of the following components:

1. Parent Information Evening and Information Sheets

Week 3, Term 1, Monday 27 February and Thursday 1 March.

Teachers discussed with parents details of curriculum, programs, activities and general information concerning the class.

2. Compulsory Parent/Teacher Consultations with Checklist

Wednesday 18 and Thursday 19 of April between 3.15pm and 6.45pm.

3. Written Reports + Optional Parent/Teacher Consultations

Comprehensive written reports issued to parents on Thursday 26 July.

Optional Parent/Teacher Consultations Tuesday 7 August.

4. End of Year Report + Optional Parent/Teacher Consultations

End of Year written reports issued to parents on Tuesday 18 December.

Optional Parent/Teacher Consultations Wednesday 19 December.

PIPS and NAPLAN data is distributed to parents.

## PIPS

The 2012 End of Year PIPS results indicated an excellent year for value adding in both Mathematics and Reading in Prep. During 2012 extensive support was given to those Prep students identified as 'at risk', in the initial testing ie 19% in Mathematics and 26% in Reading and enrichment initiated for those students in the higher range. End of Year PIPS results showed that 72% of 2012 Prep students exceeded expected learning gains in Mathematics and 57% did so in Reading.

## NAPLAN REVIEW

**2012 My School Data** from the website [www.myschool.edu.au/](http://www.myschool.edu.au/)

### **Comparatives for like and all schools -**

	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
GRADE 3 ST BRIGID'S	<b>415</b>	<b>404</b>	<b>386</b>	<b>403</b>	<b>382</b>
GRADE 3 LIKE SCHOOLS	399	399	393	400	378
GRADE 3 ALL SCHOOLS	420	416	414	424	396
GRADE 5 ST BRIGID'S	<b>527</b>	<b>491</b>	<b>516</b>	<b>518</b>	<b>505</b>
GRADE 5 LIKE SCHOOLS	474	458	474	468	470
GRADE 5 ALL SCHOOLS	494	477	495	491	489



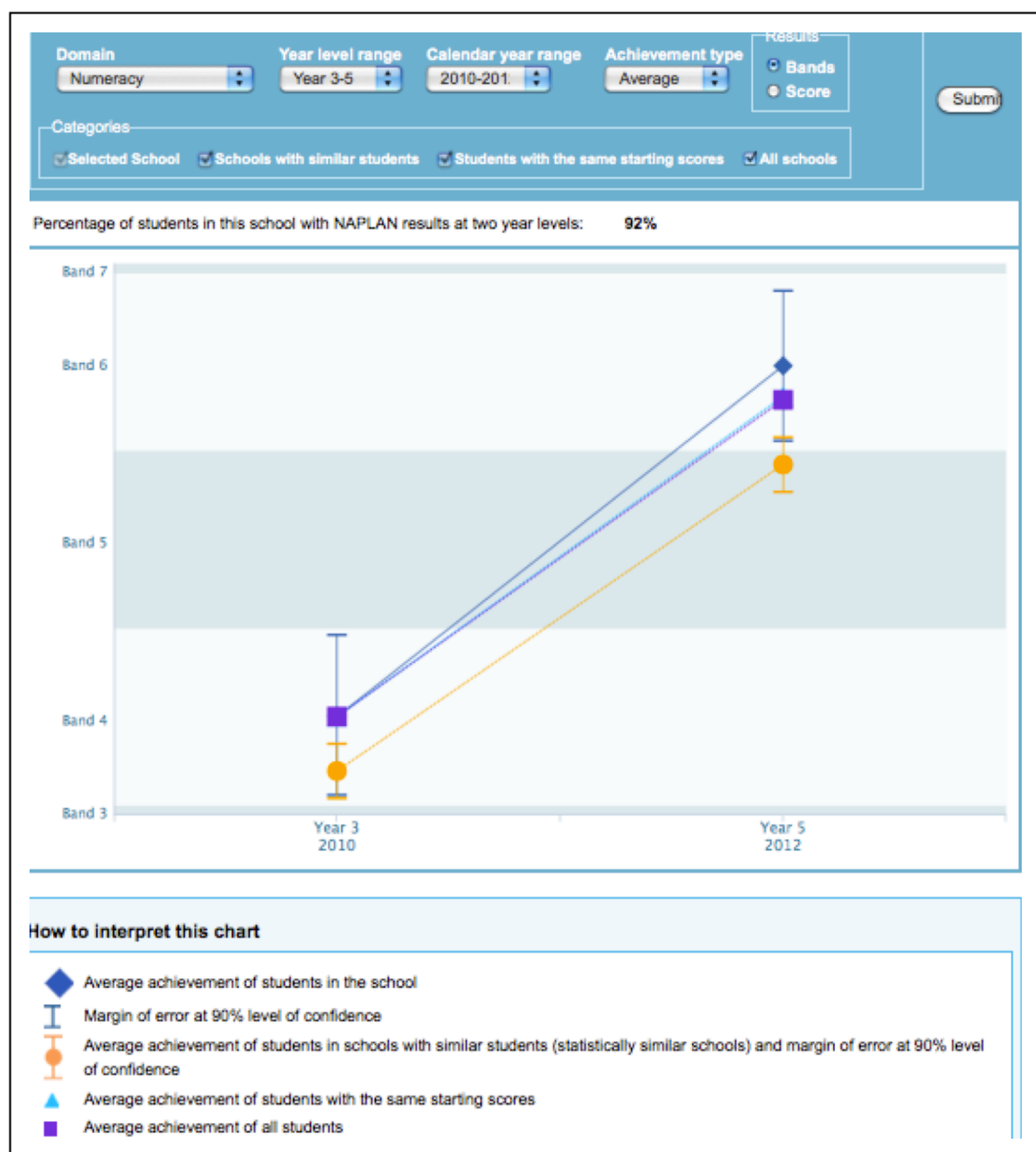
## Percentage of Students At or Above Benchmarks for 2008, 2009, 2010, 2011 and 2012

	2008 READING	2009 READING	2010 READING	2011 READING	2012 READING
GRADE 3	<b>93%</b>	<b>100%</b>	<b>100%</b>	<b>97%</b>	<b>96%</b>
GRADE 5	<b>100%</b>	<b>96%</b>	<b>89%</b>	<b>100%</b>	<b>100%</b>
	2008 GRAMMAR and PUNCTUATION	2009 GRAMMAR and PUNCTUATION	2010 GRAMMAR and PUNCTUATION	2011 GRAMMAR and PUNCTUATION	2012 GRAMMAR and PUNCTUATION
GRADE 3	<b>93%</b>	<b>92%</b>	<b>100%</b>	<b>86%</b>	<b>100%</b>
GRADE 5	<b>90%</b>	<b>88%</b>	<b>93%</b>	<b>100%</b>	<b>88%</b>
	2008 WRITING	2009 WRITING	2010 WRITING	2011 WRITING	2012 WRITING
GRADE 3	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
GRADE 5	<b>100%</b>	<b>88%</b>	<b>96%</b>	<b>100%</b>	<b>100%</b>
	2008 NUMERACY	2009 NUMERACY	2010 NUMERACY	2011 NUMERACY	2012 NUMERACY
GRADE 3	<b>93%</b>	<b>100%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>
GRADE 5	<b>100%</b>	<b>96%</b>	<b>93%</b>	<b>100%</b>	<b>100%</b>
	2008 SPELLING	2009 SPELLING	2010 SPELLING	2011 SPELLING	2012 SPELLING
GRADE 3	<b>93%</b>	<b>100%</b>	<b>100%</b>	<b>89%</b>	<b>96%</b>
GRADE 5	<b>90%</b>	<b>96%</b>	<b>93%</b>	<b>100%</b>	<b>100%</b>

### Grade 3 to 5 Gains

See graphs.





## STAFF

### STAFF NUMBERS

No of 1.0 FTE Teaching Staff	No of Part-time Teaching Staff	No of Ancillary Staff
7	7	14

### TEACHING STAFF QUALIFICATIONS

Masters	Degrees - 5 yrs	Degree - 4 yrs	Degree/Diploma <4 yr
1	3	9	1

### NON-INDIGENOUS TEACHERS 100%

## **PROFESSIONAL LEARNING**

Professional learning for staff in 2012 commenced in Week 0 and was a regular part of the meeting and learning schedule throughout the year. It reflected the system's and school's priorities and individual needs and included: TCEO and school induction courses, network meetings for Principals, Assistant Principals, Class Clusters, Aboriginal Education, Special Learning Needs, English as Another Language, information Communication Technology (ICT) and Gifted and Talented, the Leadership Team Development Project which saw the Leadership team working with TCEO, ACEL and a coach, School Wide Positive Behaviour Support (SWPBS) Training Days and regular meetings, assessment and reporting as a major focus, a TCEO Religious Education conference which two staff attended, ICT with cyber safety, iPads and the Stephen Hepple Conference, ACARA focusing on Australian Curriculum, Science unit moderation, backward design planning, assessment tasks, TCEO documentation and expectations eg Learning and Teaching Platform, Grade 1 and 2 Teachers planning and co-coaching PL, Children's Book Conference in Adelaide, St Mary's Cathedral Twilight Conversations, Liturgy professional learning with Father Mike, Workplace Health and Safety, critical incidents training, a Kinder Teacher Assistant completing the Early Learning TA certificate - a future requirement for all Kinder TAs, autism professional learning including Positive Partnerships PL and Tony Atwood PL, Finance Administrator - Staffing, Budget and Audit PL sessions, fraud, finance and budget professional learning focusing on the new classing, monthly budget and quarterly reporting plus staffing FTE calculations, and whole staff Epilepsy Training and Mandatory Reporting information session.

Teachers and teacher assistants regularly shared their expertise and learning. Teachers planned and worked together in their learning clusters and all staff endeavoured to share learnings, which would benefit the students. This ranged from new programs to a simple 'way of doing' which advanced a student's outcomes. Late in 2012 staff undertook reviews in the areas of ICT and Literacy to inform professional learning and resourcing needs for 2013. Both opened up considerable discussion of needs, current practice and future directions.

## **AVERAGE EXPENDITURE ON PROFESSIONAL LEARNING FOR TEACHERS**

Outlay - an average of at least \$990.00 per teacher.

PLUS - Some professional learning including Australian Curriculum, SWPBS, mandatory reporting and ICT workshops were conducted on site utilising school staff and TCEO expertise and was therefore cost neutral.

- For some other courses relief teaching was covered internally and therefore course cost was the only outlay.

Ancillary staff were also involved in ongoing professional learning.

## **CAPITAL WORKS**

### **PHYSICAL ENVIRONMENT**

St Brigid's Catholic School is set on 3-hectares of land bordered by Montagu Street and the Derwent River in New Norfolk. New Norfolk is a semi-rural town 35 kilometres northwest of Hobart, with a population of approximately 5500 (2011 census).

The configuration of the St Brigid's Catholic School site is elongated and land includes areas zoned as flood plain, some of which are now utilised as hardstand courts. The layout of the school site has been restricted to suitable, accessible, flat land. Buildings include the historical administration block, Cill Dara, classrooms,

library, facilities, multipurpose room and multi use hall. Playgrounds for primary, early childhood and Kinder students are integrated into the site with an emphasis on indoor/outdoor connections for Prep and Kinder students.

### **CAPITAL WORKS IN 2012**

2012 was a much quieter year for capital works at St Brigid's. After several years of construction and the resultant disruption, only minor works took place and those were mostly undertaken in holiday periods. This included removal of old joinery up stairs in Cill Dara and the creation of a prayer room, upgrading of the wet area in the multipurpose room, and further work to facilitate noise reduction in the Kinder/Prep area. The Parents and Friends Association funded a waiting and play shade shelter area, which was erected in January 2013. A systemic capital grant was approved for the redevelopment of the covered area between the two main classroom blocks with roofing and ground levels evened out, a Kinder shade structure, improvements to the Grade 5/6 covered area, floor coverings in Cill Dara, disabled access to Cill Dara and the reconfiguring of the disabled car park, a Cill Dara storage area update to house Maths and Science equipment and upgrading of electricals, exit signs and lighting in Cill Dara. This work was to be undertaken in early 2013.

<b>YEAR</b>	<b>PROJECT</b>	<b>SCOPE</b>
Throughout 2012	Cill Dara	Old joinery upstairs in Cill Dara removed and the creation of a prayer room.
	Multipurpose Room	Upgrading of the wet area in the multipurpose room.
	Kinder/Prep	Further work to facilitate noise reduction in the Kinder/Prep area – Addition of a wall and door, soundproofing panels.

## **CATHOLIC LIFE AND MISSION**

### **RELIGIOUS EDUCATION, SPIRITUALITY AND LITURGIES AND CELEBRATIONS**

At St Brigid's Catholic School, Religious Education is the most important aspect of the school's learning program and permeates the culture of the school community. During 2012 Father Mike Delaney continued as the Parish priest for the Central Tasmanian Parish and his input and celebrations were most appreciated by staff, students and community. Religious Education was lead by our Assistant to the Principal – Religious Education and 'Good News for Living', continued as the core document used by teachers in Religious Education learning and teaching. Making Jesus Real was again a major focus for the Grade 6 class. The teachings in this program underpinned learning and the development of positive relationships and skills for our student leaders - the Grade 6 students.

As a Catholic school we celebrated as a prayer community at various events including Ash Wednesday, our Beginning of the Year Mass and Commissioning Service, St Patrick's Day celebrations, Lent and Holy Week liturgies, the CYM A Way Across Australia celebration at St Matthew's Pontville, ANZAC Day, Mothers Day, Catholic Education Week events and celebrations, the Assumption Mass, Fathers Day, all Saints Day, Presentation Day, Remembrance Day, the Blessing of our Advent Wreaths and our End of Year Thanksgiving

Mass. We acknowledged the traditional owners of our land with a ceremony and the placing of a commemorative plaque.

Representative students attended the Project Compassion Launch, Nano Nagle Mass at the Cathedral for St Mary's College Feast Day and St Virgil's College's Edmund Rice Mass. Grade 6s remembered and celebrated their journey through primary school at the regional Grade 6 Leavers Mass and the St Brigid's Catholic School Grade 6 Graduation Mass. A highlight of the year was certainly the Kinder/Prep Nativity presentation held in the final week of the school year.

Celebration highlights included Mothers and Fathers Day events and Special Persons day. Many special people and their children joined together on these days to give thanks and share time and learning. In early August Archbishop Adrian visited St Brigid's and Confirmation and First Eucharist were celebrated at St Peter's Church followed by a morning tea in the Presentation Centre. At the Presentation Mass in November, Presentations Sisters and parishioners were our guests.

### **THE SCHOOL IN THE LIFE OF THE PARISH**

Sacramental programs are parish based. Reconciliation, First Eucharist and Confirmation were celebrated as parish events with parent, child, teacher and parish involvement.

Throughout the year students attended Parish Masses and parents /carers and parishioners were invited to school liturgical celebrations. Sr Janet Sexton continued to be a great asset to our community as a colleague, classroom tutor, a pastoral worker and a very regular attendee and supporter of all our school events.

### **OUTREACH AND COMMUNITY PARTICIPATION**

Outreach during 2012 included support for community events and fundraising for Caritas, Legacy, Pink Ribbon Day, The Archbishop's Samaritan Fund and October fundraising for Missions. Our families were very generous in their contributions to fund raising and the students enthusiastic and proud of their efforts.

The major community and fundraising focus during the year was the support for a student diagnosed with cancer, and her family. The Grade 6 Student Parliament quickly rallied the local community together and held a dinner/dance, which has raised over \$20,000. This was deposited into the family's account to help offset expenses involved with family trips to Melbourne during prolonged periods of medical treatment and to support our student with resources to use during her extended time at home. The family were totally overwhelmed by the amount of support they received from school and the broader community.

St Brigid's School students were involved in community events, including Clean Up Australia Day, New Norfolk ANZAC Day celebrations, the Rally for Respect, the Day for Daniel and our choir visit to Corombene for Christmas Carols.

Part of our involvement with the broader community is welcoming UTAS practicum students on to our site. Contact with our Catholic colleges as a process to supporting the orientation and transitioning of our students to secondary school included programs for Grade 5 in secondary schools, Dominic and St Virgil's, and orientation and transition for Grade 6 students.

Our community members and their relatives beyond New Norfolk were very enthusiastic about the Woolies EARN & LEARN program which netted a wonderful 21 boxes of learning resources for students Kindergarten to Grade 6.

## **OUR LEARNING COMMUNITY**

### **CURRICULUM**

A commitment to improving student outcomes is the primary focus for our school. During 2012 many proven programs were ongoing and a major focus for all teachers was the utilisation of the Australian Curriculum in the areas of English, Mathematics, Science and Maths and familiarisation with the Geography curriculum. ICT hardware and learning options continued to expand and diversify incredibly. Following the purchase of over 30 iPads, a very successful iPad program was introduced with devices taken home by primary students. Class planning, teaching and learning utilised the iPad apps during that period and families were able to share learning on the iPads. Library lessons, the book fair, Scholastic book sales, National Simultaneous Story Time for The Year of Reading, early childhood Narrative Day and staff enthusiasm for reading promoted literacy learning across the school and the explicit teaching in regular programs eg Letters and Sounds, MultiLit, and Spelling Mastery added to students' skills.

Students celebrated Catholic Education Week, Book Week and Literacy and Numeracy week - 'Reach for the Stars', with the school focus being looking at books and how they utilise measurement language in a huge variety of ways. The Grade four class successfully entered the Literacy and Numeracy week competition and won a \$250 Target voucher.

The introduction of School Wide Positive Behaviour Support with its ongoing professional learning, team meetings and development of a comprehensive teaching matrix was a major focus for 2012. Make SMART choices, Be your BEST, show CARE and RESPECT and be SAFE became the common behavioural language and students and teachers developed a system of 'dojo' cards and points to reinforce these positive behaviours. This program will continue indefinitely with signage, behavioural data collection and analysis and ongoing teaching and positive reinforcement being determined as priorities for 2013.

The well being of our students and staff was further enriched by the presence at St Brigid's for at least two days a week during Term 3 of school chaplain, Sister Carmel Hinkley. Sr Carmel's time with students and collegiality with staff had proven to be very supportive. It is a wonderful addition to what we can offer students who need more talk time as they face the unknown, anxiety or quite complex life experiences.

### **EXTRA CURRICULA SUBJECTS**

At St Brigid's Catholic School in 2012 we offered the extra curricula subjects Choir, Music, Drama, Dance, French and Physical Education.

Our students were very eager to attend their weekly Drama, Dance and Music lessons. The School choir led singing at our liturgical celebrations and choir and drama students participated at the Clarence City Eisteddfods.

Physical Education and sports are an integral part of the school culture. Early childhood students have a designated motor skills lesson as well as a sports lesson. Students participated enthusiastically in our sporting carnivals throughout the year - Swimming, Athletics and Cross Country and represented our school at the Southern Catholic Primary Carnivals. Senior students were involved in football and netball games with other schools during Term 2. A cross-country team ventured to Symmons Plains for the Tasmanian Primary Schools Cross Country Carnival. All children Prep to Grade 6 participated in a one-week swimming program in Term 3.

A cricket day at Boyer run by Cricket Tas, a Hockey program, the Gymstar visit and Aus Kick Clinics added to the diversity of the Physical Education Program.

French was taught during a block of six weeks and also supported by a regular relief teacher. Cultural studies were integrated into class units of work.

Student well-being was enhanced by student discos organised by the Student Parliament, the staff verses students 20/20 Match, a whole school dance presentation, the school picnic, Grade 6 Graduation Mass and dinner and such safety measures as immunisations for Prep and Grade 6 and evacuation and lockdown practices.

Local excursions and excursions to destinations outside the New Norfolk area and also camps were part of our learning and teaching program.

Molesworth Environmental Centre excursions for all classes were a highlight during Term 1. Other excursions included Preps to the Royal Hobart Show, Grade 3s excursion to the city, Grade 2s farm excursion Kinder/Prep excursion to Salmon Ponds, Grade 3 long day excursion to Port Arthur, Grade 5 long day excursion to Launceston, Grade 4s to Mt Field, Grade 6 Surf Day and Grades 1 and 2, Prep and Kinder to the Christmas pantomime.

Grade 4 had a two-night camp at The Lea and visited various sites, and for Grade 5 and 6 spent a day filled three days at Far South at Southport. Our special learning needs students were involved in the Special Olympics Day and excursions with students from other schools. Grade 5 & 6 challenged St Cuthbert's for the Presentation Cup - a day of quizzing, sport and fun.

Incursions covered many areas of learning including well being, sport and theatre. Student enjoyed a performance by the Terrapin Puppets, the professional and enthralling Beauty and The Beast performance, visits by the St Virgil's College band and the New Norfolk High Band. Past St Brigid's students now at Dominic students visited to talk with Grades 4, 5 and 6. Making Jesus Real (MJR) days were included in the Grade 6 program and other fun events were the Footy Colours day, buddy class activities, the School Wide Positive Behavioural Support launch day and the school fair.

Student Leadership incorporated classroom responsibilities, class councillors, sports leaders and the St Brigid's Catholic School Student Parliament, which provided opportunities for involvement, a student voice and the development of leadership skills. The parliamentary committees initiated and organised activities which when passed through parliament and enacted benefitted the school and the students. Their commitment to and enthusiasm for the fundraising for our young cancer sufferer was extremely commendable.

### **TARGETED PROGRAMS**

Students with disabilities and funded students were supported via 1:1 and small target group learning. Included were numeracy and literacy, motor skills, speech and life skills programs. Students from aged 7 requiring Literacy support were placed on the MultiLit program. Differentiation within the classroom and in small group learning teams, plus a withdrawal enrichment program supported learning program for higher achievers. Learning support was provided in all classes through the utilisation of Teacher Assistants, Parent Help and one part-time teacher. Some of our students with disabilities were given ongoing access 1:1 to iPads through the TCEO iPad program. Support from the system allowed for helpful professional learning and the successful usage of devices and apps.

A whole school PAT testing program and screen testing were conducted in October. Along with PIPS, NAPLAN and Numeracy Interviews, they provided data to assist with identifying students learning needs, trends in class learning and whole school learning. Grade 6 students were involved in National Assessment Program for Science Literacy.

Transition programs for students with disabilities progressing to Grade 7 in 2013 and orientation programs for 2013 Kindergarten students were conducted.

For students who have experienced grief through death, divorce or separation the Rainbows program, conducted in Term 2 and 3 offered the opportunity for learning and support.

### **COMMUNITY LEARNING**

Parents were involved in learning/information sessions throughout the year eg a learning session before the launch of the Grade 6 iPad trial program, a cyber safety session and Letters and Sounds and PIPS information sessions. Class information sessions, a New Parent Orientation Evening and Parent-Child sessions were a part of the annual program.

From March until October the Parent Child playgroup for children 0 to 4 ran for an hour and a half on a Friday morning. This program was staffed by our Kindergarten teacher and largely self-funded. Up to thirty participants, parents and children shared play and social time together and this formed a natural transition for many children enrolled for the 2013 Kindergarten into the Parent Child pre Kinder sessions which were held in the latter half of Term 3.

### **BOARD and THE PARENTS AND FRIENDS ASSOCIATION**

As well as parents, carers and friends being involved in educational programs assisting students, a core of parents contributed greatly to governance and fund raising. Regular meetings of the St Brigid's Catholic School Board ensured financial accountability and a discussion of current and future directions for the school. The fundraising of the Parents and Friends supported projects within the school. 2012 saw funds allocated to the building of a waiting and play shade shelter area which was erected in January 2013. Major events for the P&F were fund raising chocolates, raffles, special days for students eg barbecues and the successful November School Fair.

## **STRATEGIC PLANNING**

### **SCHOOL IMPROVEMENT GOALS FOR 2012**

The School Improvement goals for 2012 were derived from the St Brigid's Catholic School Strategic Plan 2010 - 2014. For all targeted goals, a variety of actions had been undertaken by December 2012 and many success indicators were in evidence.

### **CATHOLIC CULTURE AND ETHOS**

#### ***1.3. SCHOOL CLIMATE***

To engage our diverse community members in dialogues, learning, partnerships and celebrations which support formation and enrich our school climate.



### *1.5. SPIRITUAL FORMATION*

To support ongoing Staff and community faith and spiritual formation through celebrations and learnings and to facilitate the gaining of the requisite levels of Accreditation for all staff

## LEADERSHIP

### *2.1 EDUCATIONAL LEADERSHIP*

Now 2.3 LEADING OTHERS & 2.4 LEADING CONTINUOUS CHANGE

To foster leadership structures which build the capacity of staff to be educational leaders, promote distributive leadership, build staff teams and advance professional relationships with the Northern cluster of Catholic schools.

### *2.4. PASTORAL LEADERSHIP*

Now 2.1 LEADING THE CATHOLIC SCHOOL COMMUNITY

- (i) To ensure that through personnel, action, professional learning, programs and policy, pastoral care is at the forefront of relationships.
- (ii) To explicitly target and encourage Catholic families in the parish to consider enrolment at the school

## LEARNING ENVIRONMENT

### *3.1. STAFF, STUDENT AND COMMUNITY WELFARE*

Now: STAFF, STUDENT AND COMMUNITY WELLBEING

To explore, introduce and maintain programs which promote student, staff and community welfare, support and growth.

## CURRICULUM AND PEDAGOGY

### *4.3. CURRICULUM*

To maintain a balance in the curriculum and ensure that new structures are given the time, support and resources required to promote sustainability.

### *4.5. VALUES EDUCATION*

Now incorporated in 1.3 SCHOOL CLIMATE, 3.1 STAFF, STUDENT AND COMMUNITY & WELLBEING and 4.3 CURRICULUM

To promote a common language and understanding among students, parents and staff through student personal development programs, the explicit teaching of Christian values, environmental care and respect for cultural diversity and traditions and the living of programs in word and deed.

## STUDENT LEARNING AND ACHIEVEMENT

### *5.2. ASSESSMENT AND FEEDBACK*

Now – ASSESSMENT, REPORTING AND FEEDBACK

To explore the range of assessment options, promote assessment as, for and of learning and use authentic assessment data to set targets for improved student outcomes and informed practice.

THIS REPORT WAS PREPARED BY

*Joy Matar*

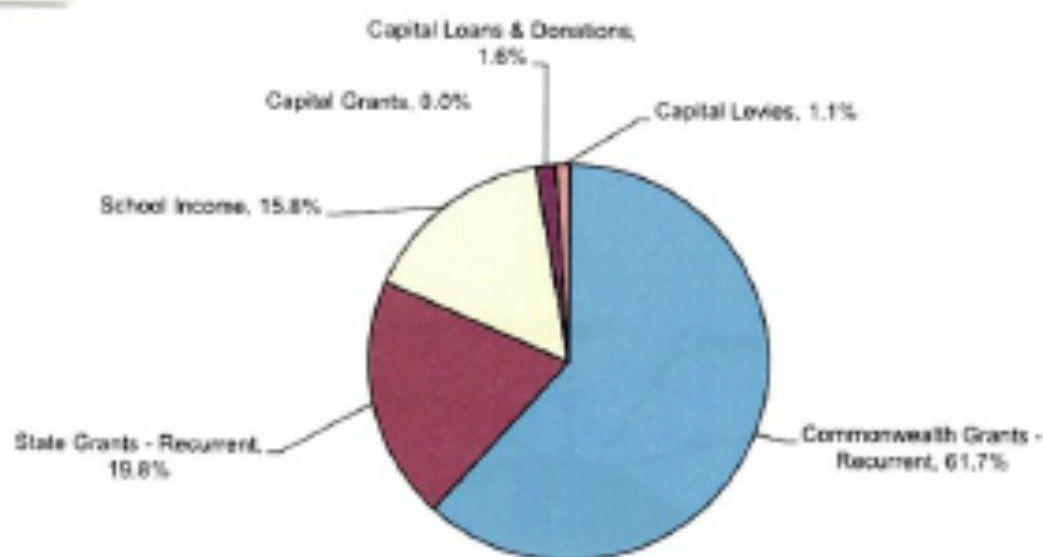
(Ms) Joy Matar

PRINCIPAL

DATE 9 June 2013

**ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK**  
**SOURCES OF INCOME 2012**  
**Total Income \$1.9 million**

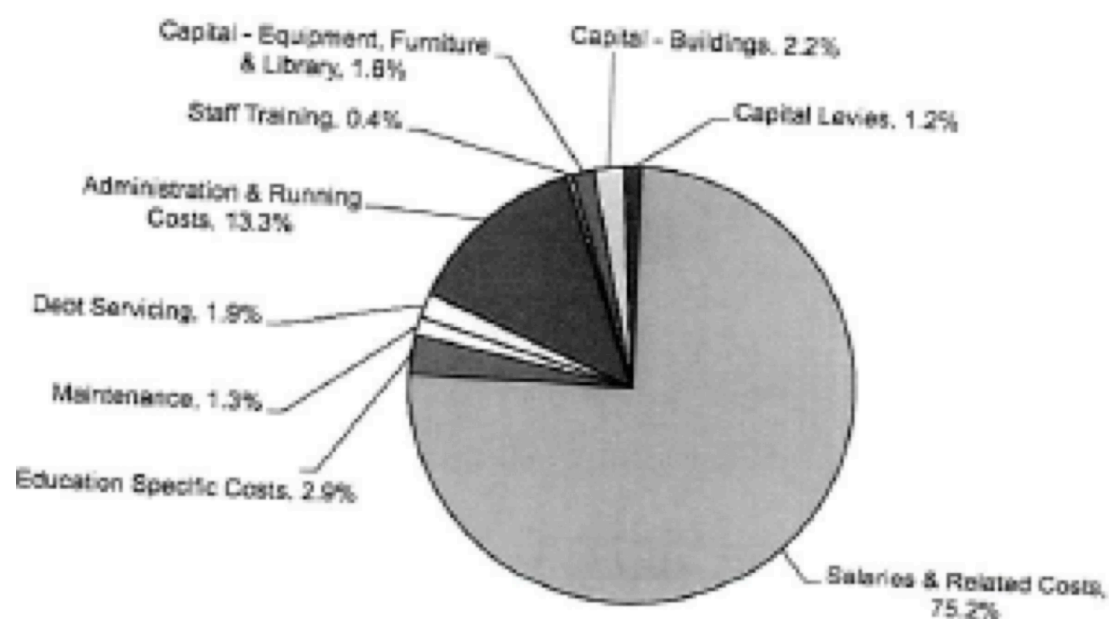
Chart Area



- Commonwealth Grants - Recurrent
- State Grants - Recurrent
- School Income
- Capital Grants
- Capital Loans & Donations
- Capital Levies

# ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK EXPENDITURE 2012

Total Expenditure \$1.9 million



- Salaries & Related Costs
- Education Specific Costs
- Maintenance
- Debt Servicing
- Administration & Running Costs
- Staff Training
- Capital - Equipment, Furniture & Library
- Capital - Buildings
- Capital Levies



