

# *St Brigid's Catholic School*

*New Norfolk*



## **ANNUAL SCHOOL COMMUNITY REPORT**

**FOR THE 2014 SCHOOL YEAR**

# ANNUAL SCHOOL COMMUNITY REPORT

<b>Year</b>	2014
<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 non-Catholic families 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 2013 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 live out our Mission and Values.

## *St Brigid's Catholic School*

### *Our Mission and Values*

The St Brigid's Catholic School community lives and bears witness to our Catholic tradition, and upholds the motto developed by our founders: 'Virtue and Knowledge'. We are guided by the Holy Spirit and called to be a living witness to God's love.

Through virtue we continue to develop the faith of the staff, students and families, supported in our parish. Like Nano Nagle, the founder of the Presentation Sisters, we welcome diversity and have compassion for others.

As seekers of knowledge we are a learning community who encourage and support every individual to achieve their desired aspirations.

#### **We are a community of faith that lives and bears witness to our Catholic tradition.**

- The spirit of the Sisters of Charity and the Presentation Sisters inspires the St Brigid's Catholic School mission of quality Catholic education.
- We develop in all an understanding of the teachings of Christ and the gift of faith as the foundation of our whole school community.

#### **We are a learning community.**

- We aim to develop a love of learning.
- We value positive and safe relationships in our community, and in doing so we provide support to parents as the first and foremost educators of their children.
- We strive to create an environment where education is inclusive and provides a meaningful, relevant and appropriate curriculum that promotes lifelong learning.

#### **Our community encourages and supports individuals to achieve their desired aspirations.**

- We will assist each child to reach his or her academic, spiritual and social potential.
- We will equip our students with confidence and leadership skills for the future.

At St Brigid's Catholic School we

- **Value** life, love, truth, justice, compassion, encouragement, individuality, diversity and inclusiveness.
- **Promote** the Gospel Values of respect, charity, care of and for others, social justice, dignity, self-esteem, nurturing and a holistic development of the individual.

We are proud to be a "W.E.S.T." School – **Welcoming, Encouraging, able to say Sorry and Thank you.**

**We remember that each one of us is unique and made in the image of God!**

2013 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 2014 School Leadership Team was Ms Joy Matar as Principal, Mr Marty Ogle Assistant Principal Learning and Teaching and ICT Coordinator (and Acting Principal during Term 3 while Principal, Joy Matar was on Long Service Leave), Miss Amelia Daun, Religion Education Coordinator and Mrs Anne Duigan SWPBS and Literacy Co-ordinator.

### **School Board**

St Brigid's Catholic School Board members, under the leadership of Board Chair, Mr Brendan Moodie, 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 surrounding the town eg Lachlan, Hamilton, Dromedary, Bushy Park and Gretna. St Brigid's Catholic School is serviced by eleven contract buses which encompass the following areas: New Norfolk, Mt Lloyd, Dromedary, Magra, Gretna, Plenty, Feilton, Brookside, Lachlan, Ironstone Gully, Lower Swamp Road and Molesworth.

### **SCHOOL'S INDEX OF COMMONWEALTH SOCIO-ECONOMIC ADVANTAGE (ICSEA) 1008**

#### **Distribution of Students**

Bottom Quarter	Middle Quarters		Top Quarter
28%	31%	25%	16%
Languages background other than English		Indigenous	
2%		3%	

## **2014 COMMENCES**

The 2014 year commenced with very little change in staffing and the return of all expected students including our large Kindergarten intake.

## **NUMBERS OF STUDENTS** (March 2014)

<i>GRADE</i>	<i>ENROLMENT NUMBER</i>	<i>BOYS</i>	<i>GIRLS</i>
Kindergarten	29	16	13
Prep	27	16	11
Grade 1	24	11	13
Grade 2	29	14	15
Grade 3	27	12	15
Grade 4	25	16	9
Grade 5	25	18	7
Grade 6	29	15	14
<i>TOTALS</i>	215	118	97

## **AVERAGE ATTENDANCE RATE**

The average attendance rate for students in 2014 was 96%. (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	11	St Mary's College	6
St Virgil's College	7	New Norfolk High School	1
Sacred Heart College	2	Ogilvy High School	2

## **STUDENT OUTCOMES**

### **REPORTING TO PARENTS**

During 2014, the reporting system consisted of the following components:

#### **1. Parent Information Evening and Information Sheets**

Week 3, Term 1, Monday 24, Wednesday 26 February and Thursday 27 February.

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

#### **2. Compulsory Parent/Teacher Consultations with Checklist**

Monday 7 and Thursday 10 of April between 3.15pm and 7.30pm.

#### **3. Written Reports + Optional Parent/Teacher Consultations**

Comprehensive written reports issued to parents on Thursday 30 June.

Optional Parent/Teacher Consultations Thursday 24 July.

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

End of Year written reports issued to parents on Tuesday 16 December.

Optional Parent/Teacher Consultations Wednesday 17 December.

NAPLAN data is distributed to Grade 3 and 5 parents/guardians.

## **PIPS**

The 2014 End of Year PIPS results indicated expected gains and value adding for the majority of students in both Mathematics (76%) and Reading (88%). During 2013 extensive support was given to those Prep students identified as 'at risk' in the initial testing ie 25% in Reading, 66% in Phonics and 14% in Maths and enrichment initiated for those students in the above average range.

## **NAPLAN REVIEW**

**2014 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>384</b>	<b>404</b>	<b>361</b>	<b>376</b>	<b>364</b>
GRADE 3 LIKE SCHOOLS	413	397	404	418	398
GRADE 3 ALL SCHOOLS	418	402	412	426	402
GRADE 5 ST BRIGID'S	<b>515</b>	<b>471</b>	<b>489</b>	<b>511</b>	<b>491</b>
GRADE 5 LIKE SCHOOLS	496	463	490	496	481
GRADE 5 ALL SCHOOLS	501	468	498	504	488

## **STAFF**

### **STAFF NUMBERS**

Number of 1.0 FTE Teaching Staff	Number of Part-time Teaching Staff	FTE Teaching	Number of Ancillary Staff	FTE Ancillary
8	7	11.2	18	5.9

### **TEACHING STAFF QUALIFICATIONS**

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

### **NON-INDIGENOUS TEACHERS** 100%

### **PROFESSIONAL LEARNING**

The annual professional learning budget was expended in 2014. Much learning was facilitated by TCEO personnel and costs were mainly to cover relief teachers and course registration.



Professional learning for teaching staff commenced in Week 0 with all teachers attending a systemic professional learning on Formative Assessment for a day prior to the return of students. Formative assessment is to be a focus of professional learning at both systemic and school level for the next two years. Professional learning was a regular part of the meeting and learning schedule throughout the year. In 2014 systemic sessions did not commence until week four of term, a welcome change for teachers.

Professional learning sessions reflected the system's and school's priorities and individual needs determined from goal setting. System priorities included: ICT, ATSI, Grade level, Gifted and Talented, School Wide Positive Behaviour Support and Special Learning Needs network meetings, Leadership formation, Formative Assessment, National Consistent Collection of Data, curriculum and pedagogy including Australian Curriculum, especially English and Maths, moderation, backward design planning and assessment tasks and, finance and administration processes.

School priorities included Epilepsy and First Aid Training, Autism Awareness, Religious Education including MJR, the Catholic Curriculum Project and the two day Religious Education Conference, ICT included cyber safety, iPads and owncloud, Writing including First Steps Writing and Daily 5, KBIT Training and formative assessment.

All teachers continued the AITSL and school Teacher Development and Performance process with PL, goals setting, meetings with leadership, classroom observations and feedback discussions. Specific professional learning for teachers included English as Another Language, Differentiated Curriculum, Literacy, ICT.

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 and improve student outcomes.

## **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 particularly for Prep and Kinder students.

### **CAPITAL WORKS IN 2014**

<b>YEAR</b>	<b>PROJECT</b>	<b>SCOPE</b>
Throughout 2014	Playground improvements	* Sand pits were created in both the early childhood and primary playgrounds.

Term 1	Classroom Improvements	* Master planning for the playground in partnership with students, CEO consultant and PlayST designer. * Shelving in Grade 6 + additional furniture for all classrooms.
Term 2	Mural	* Student painted murals in C block corridor
	Kitchen Repair	* Repair of water damaged Cill Dara kitchen
Term 3	Roof Repair	* Major work to rectify latent defect from BER project - non-compliant roofing of the new corridor in Block B causing water leaks in the corridor ceiling.
Term 4	Wall Mural	* An indigenous artist worked with all students to create a wall mural on blocks B and C
	Kinder shade structure	* Redesigned following vandalism. Supports in by late 2014.

### **MAJOR CAPITAL OUTLAY IN 2014**

During 2014 the decision was made to utilise some reserved school funds for the purchase of a 12 seater Toyota Hiace to replace the 7 seater Spacia. The buying of this vehicle ensured that, by utilising the school coaster bus and the Hiace, a class of thirty students plus accompanying adults could be transported on excursions and camps.

## **SCHOOL REGISTRATION**

During early 2014 documentation for School Registration was finalised by the leadership team, members of staff and the community. The documentation was submitted in May and the three person School Registration Board review panel visited the school on 12 June 2014.

The Panel worked through the documentation provided, initially and during the review day, to address each of the Standards required to be met by the School to ensure re-registration. The standard are:

Curriculum (Standard 4.1.1)

Assessment and Reporting Procedures (Standard 4.1.2)

Teacher Registration (Standard 4.2)

Facilities (Standard 4.3)

Minimum Number of Students to Attend a School (Standard 4.4)

Kinds of Students to Attend a School (Standard 4.5)

Enrolment and Attendance (Standard 4.6)

Financial Viability (Standard 4.7)

Governance and Administration (Standard 4.8)

Grievance Process (Standard 4.10)

Code of Conduct (Standard 4.11)

Review and Development (Standard 4.12)

The school was compliant with all standards and the panel chair reported:

"The Panel was very impressed with many aspects of St Brigid's Catholic School. There is a clear commitment from staff to the School and its philosophy and values.

The teaching and learning program of the School is commendable and the staff interviewed by the Panel were impressive in their dedication to providing students with differentiated learning programs catering to their needs.

The environment of the School is engaging and disciplined providing a strong sense of ordered practice. This is clearly a School aware of its purpose and direction and focussed strongly on the academic and social needs of children."

St Brigid's Catholic School was registered for the maximum possible 5 years period ie 2016 – 2020.

## **PRINCIPALS APPRAISAL**

In October Principal, Joy Matar, underwent the Tasmanian Catholic Education Office principal appraisal process. A two person panel visited the school for two days in mid November. Prior to the visit, through a survey instrument (utilising Survey Monkey), staff and others were asked to respond to a series of statements regarding Joy Matar's performance in relation to the School's Mission Statement, and the five dimensions of the Tasmanian Catholic Education Principal's Role Statement:

- Leading the Catholic School Community
- Leading Learning and Teaching
- Developing Self and Others
- Leading Improvement, innovation and change
- Leading the School Organisation

Ms Matar also submitted a Self-Evaluation Report under the five dimensions.

Structured interviews were conducted by the Panel with a selection of class teachers (x4), the Assistant Principal Learning and Teaching, the Religious Education Coordinator, the Special Learning Needs Coordinator, the Office Administrator and Library Assistant, a Teacher Assistant, the TCEO Acting Head of School Services: South, St Brigid's Board Chair and P&F President.

The appraisal report detailed commendations and recommendations in each of the five leadership dimensions and resulted in Joy Matar being offered a further four year contract, 2015 – 2018, as Principal of St Brigid's Catholic School.

## **RELIGIOUS EDUCATION, SPIRITUALITY, SACRAMENTAL PROGRAMS & LITURGIES**

In August we gratefully welcomed new Parish Priest Father Jaison Kyzhiyil to New Norfolk and the Central Tasmanian Parish. Fr Jaison visited the school many times throughout the remainder of the year, conducting Masses and liturgies, attending celebrations, spending time with students and teachers, featuring in cricket matches and engaging students and families in parish celebrations.

As a Catholic School we learn, celebrate and pray together. We welcomed families and parish to our school liturgies and Masses. Ash Wednesday, our Beginning of the Year Mass and Commissioning Service, Lent and Holy Week liturgies, Assumption Mass, Mothers and Fathers Day Celebrations, a liturgy for Mary MacKillop, Presentation Day Mass, Blessing of the Advent Wreaths liturgy and our End of Year Thanksgiving Mass were all highlights of our year. Class groups attended Parish Masses and representative students attended the Nano Nagle and Edmund Rice Masses and the Induction Mass for St Vincent de Paul leaders at St Mary's Cathedral. 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 Liturgy.

Our links to our Presentation History continue to be enhanced by the regular visits and valuable tutoring time given by Presentation Sister Janet Sexton. Early in the year a large, limited-addition print of the new Nano Nagle icon was hung in the foyer of the administration block, Cill Dara. This is a beautiful and significant addition to our school memorabilia.

Monday Morning prayer and singing time each week was lead by Grade 6 students with their focus taken from the Grade 6 MJR (Making Jesus Real) program and tying into our focused Catholic Curriculum Project, "Prayer – connecting it to W.E.S.T" the purpose of which was to explore Catholicity in our community by placing Jesus, his message and his mission at the forefront of what we teach. At St Brigid's Catholic School the whole school incorporates the acronym W.E.S.T. in their teaching, play and learning. Over the years it has become embedded in all we do in and out of school.

Staff continued to utilise the Good News for Living Framework to plan relevant religious education units. With the framework linked to ACARA through the CEO website and ongoing professional learning developing, the growing expertise of staff continued and programs were enriched for students.

Sacramental programs are parish based. Reconciliation, Holy Communion and Confirmation were celebrated as parish events with parent, child, teacher and parish involvement. Fourteen of our students celebrated the Confirmation and First Eucharist at St Peter's with Archbishop Julian in August. School learning, resources, facilities and personnel continue to support these programs. Some members of the school community continued to be involved in Parish life as Parish Councillors, Leaders of Sacramental programs, Readers and Eucharistic Ministers.

## **LEARNING COMMUNITY**

The Australian Curriculum is now used extensively at St Brigid's for the planning, assessment and reporting of learning in English, Mathematics, History, Geography and Science. The evolving Health and Well Being, Arts and Languages curricula are referenced and utilised but as yet not part of the mandated TCEO reporting process. Ongoing professional learning, cluster planning, teacher development and performance targets and professional discussions continue to support the embedding of the Australian Curriculum into planning and pedagogy.

During 2014 programs introduced in 2013 were expanded, supported and consolidated and numerous extra curricula opportunities were offered for our students. The quantity of literacy resources continued to expand

to support Daily 5 or Daily 3 which are now daily aspects of all classrooms. Daily 3 or 5 along with literacy programs such as Letters and Sounds, Spelling Mastery, Multi Lit and literacy cycles were given time priority in all classes. Writing was the major English curriculum focus for 2014 and this was strongly supported, on site, by CEO Education Officer Mrs Penny Dilger. Literacy learning was further enhanced by student participation in various activities including the Premiers Reading Challenge, Book Week activities, Scholastic book buying, National Simultaneous Storytime and Narrative Dressup Day in early childhood classes.

ICT hardware and learning options continued to expand and diversify with desktops, laptops, ipads and mini iPads being utilised in all classrooms. Primary students utilised the school iPad borrowing program which allowed children to be the sole possessors of school iPads for a block of time during which the iPad was used as a learning tool both at school and home. Coding learning was introduced to teachers and is gradually being incorporated as another aspect of the ICT curriculum.

At St Brigid's Catholic School in 2014 we offered the specialist subjects of Choir, Music, Drama, Dance, Spanish, Visual Art and Physical Education. Our students were very eager to attend their weekly Drama and Music lessons. The School choir led singing at celebrations and visited the Corumbene Aged Care facility. The valuable Spanish, Dance (Dance Fever) and Visual Art curriculum areas were offered as term subjects.

For the first time students from Kindergarten to Grade 6 participated in the national Dance Fever program. Term 4 was spent enjoying weekly lessons and learning dances which were highlighted at the very successful evening Dance Fever event at the Derwent Entertainment Centre for primary aged students from participating Catholic schools and the Dance Fever Showcase event at St Brigid's for early childhood students. Both events drew considerable parental and family support.

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. All children Prep to Grade 6 participated in a one-week swimming program in Term 3. Clinics for various sports added to the diversity of the Physical Education Program.

During the year extra curricula PE activities also included: the Swimming Trials and Swim and Splash Day, St Brigid's Swimming, Cross Country and Athletics Carnivals and the Southern Tasmanian Catholic Primary School Sports Association Interschool Swimming, Cross Country and Athletics carnivals and Grades 5 & 6 were involved in football and netball matches as part of the Term 3 Round Robin and as visitors to other schools. The staff verses students 20;20 cricket match was again a highlight of the year, with staff almost managing to score their first win with the help of visiting Indian recruits.

School Wide Positive Behaviour Support with its ongoing professional learning, team meetings, refined and comprehensive teaching matrix and electronic office referral system continued as major focus for 2014. Make SMART choices, Be your BEST, show CARE and RESPECT and be SAFE is common behavioural language for students and teachers and teachers continue to utilise a system of 'dojo' tokens and points to reinforce these positive behaviours. Signage and behavioural data collection and analysis were the SWPBS priorities for 2014.

The well being of our students, families and staff continued to be enriched by the presence at St Brigid's of school chaplain, Sister Carmel Hinkley. Sr Carmel's time with students and family members and collegiality with staff had proven to be invaluable as a wonderful addition to what St Brigid's can offer those in our community who need more talk time as they face the unknown, anxiety or quite complex life experiences.

Students visited the CSIRO Sustainability Centre and the Molesworth Environmental Centre, Buddy classes spent time together, our School Chaplain coordinated games, knitting and crib clubs, enrichment programs

including chess, poetry writing, literacy and numeracy and creative thinking were conducted, Personal Learning Plans were enacted for Indigenous students, Aboriginal culture was explored through visits to TMAG and Risdon Cove and selected gifted students participated in Sofos, an online extension learning program.

The St Brigid's Student Parliament continued to promote student leadership and decision making as well as providing first hand experience in the curriculum area of Civics and Citizenship, Student Leadership incorporating classroom responsibilities, class councillors, sports leaders and the parliament 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. Members of the parliament's environmental committee were involved in discussions regarding the playground development, meeting with peer for ideas and with the designer to have input into the plan.

Students participated in the National Day Against Bullying and had a visit from Cassie from Chloe's voice and in Term 4 Grade 6s planned, developed and hosted a Bullying Awareness Fair. The fair was well supported by all classes and engaging for all students. Clean Up Australia Day, Grade 6 MJR Days and fund raising events eg for Project Compassion, added further to the list of student activities.

Our school entered two teams in the Tournament of Minds in 2014. Fourteen students 'trained' together and then travelled to Launceston to competed against forty-five other primary school teams. The Applied Technology team received Honours (2nd) – an amazing effort for our first year in this international competition. Student well-being was enhanced by student discos organised by the Student Parliament, the school picnic, Grade 6 Graduation liturgy and dinner and such safety measures such 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. Incursions and activities covered many areas of learning including well being, sport and theatre. Student enjoyed performances eg King Arthur for K to 6, the Christmas pantomime for young students and St Mary's College production of The Wizz for Grade 6. Fun events including the Footy Colours day, fathers and mothers day events, buddy class activities, the School Wide Positive Behavioural Support reward day and Snakes Alive.

Grade 4 experienced a two-night camp at Orana, Lauderdale. Students visited various sites and undertook activities as part of their three days out eg Waterworks reserve for a Parks and Wildlife lead experience and team building activities at the campsite. Grade 5s and 6s spent a fun filled three days at Far South at Strathblane (near Dover). Students visited local sites eg Ida Bay Railway and Hasting Caves and enjoyed various activities eg outdoor constructing, fishing and canoeing.

## **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 and interest groups. 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 1:1 access to iPads through the TCEO iPad program.

A successful intervention program is our Summer Reading program. Students performing below expectation in Reading were identified in mid term 4, parents were asked to attend a learning session where 'reading without tears' and 'repetitive reading' were explained and demonstrated and literacy games were shared. Identified students from Prep to Grade 4 were lent literacy packs of games and resources and at least ten good fit books to support and practice their reading skills over the summer holidays. Data was collected prior to and post the summer holidays and results to date indicate that there are strong benefits from the program with reading level gains or at least stability rather than regression being the major benefit of the program.

A whole school PAT testing program and screen testing were conducted in October. Along with PIPS, NAPLAN, Reading level assessments and Numeracy Interviews, they provided data to assist with identifying students learning needs, trends in class learning and whole school learning.

Transition programs for students with disabilities progressing to Grade 7 in 2015 and orientation programs for 2015 Kindergarten students were conducted.

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

## **COMMUNITY LEARNING**

Parents were involved in learning/information sessions throughout the year. 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 twenty-five participants, parents and children shared play and social time together and this formed a natural transition for many children enrolled for the 2015 Kindergarten into the Parent Child pre Kinder sessions which were held in the latter half of Term 4.

## **OUTREACH AND COMMUNITY PARTICIPATION**

Once again the funds raised for charities by our community were very significant. Recipients included Project Compassion, the Archbishop's Samaritan Fund, Legacy, St Vincent de Paul, the Missions and our own Parents and Friends. The Grade 6 Student Parliament Fundraising committee were very active raising fund for the school, St Vincent de Paul and the RSPCA.

St Vinnies group leaders attended the St Vincent de Paul Mass and a larger group attended the St Vinnies student day in Term 1. The group focused their outreach on our local St Vinnie store.

In Term 4 Felix from St Jude's School in Tanzania visited St Brigid's. His visit gave students a tangible link to a school visited and supported by our REC, Amelia Daun and insights into the needs and successes of the school in raising the education opportunities for the children of the region.

Local community participation included Clean Up Australia with the clean up focusing on the river flats and paths adjacent to the school and the school grounds. The local New Norfolk High School chaplain became a

St Brigid's visitor as he built a relationship with older students and promoted their engagement in local community groups.

A group of Grade 5 and 6 students became involved in the Collecting of Oral Histories Project with preselected residents of the Corumbene Aged Care Facility. This project was initiated by a support worker and, a volunteer at the home who is also a school grandparent and involved our students as companions and interviewers who spoke with residents to gather histories of their lives and the New Norfolk Community. The histories are being collected, collated and shared. This project earned a Derwent Valley Council Australia Day Award and because of its value and success, the engagement of the students and the enthusiasm of residents it will be continued in 2015. The school choir was also a welcomed visitor to Corumbene in 2014.

Part of our involvement with the broader community is welcoming UTAS education students and high school work experience students on to our site. In 2014 we again had students from UTAS and schools spending time with classes to practise their learning or gain a hands-on first look at teaching as a career option. School of Medicine students also visited St Brigid's as part of their Rural Communities Program in the Derwent Valley.

## **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. 2014 funds were initially targeted to a school vehicle but with the purchase of the Hiace will be diverted to the playground redevelopment. Major events for the P&F were fund raising chocolates, raffles, and special days for students eg barbecues and the Winter Warmers and Summer Sizzlers days.

## **STRATEGIC PLANNING**

### **SCHOOL IMPROVEMENT GOALS FOR 2014**

For 2014 School Improvement, indicators of high quality, goals and success indicators in focus area were determined in late 2013 and by December 2014 many of the named strategies to success were in evidence.

### **Catholic Culture and Ethos**

#### **VISION AND MISSION**

Indicators of high quality include:

- The Vision and Mission Statement ('Mission & Values') of the school clearly articulates the centrality of Gospel values and the Catholic culture and ethos in all facets of school life.
- The Religious Education program has priority within the school, and is implemented with integrity according to archdiocesan guidelines.



## SPIRITUAL FORMATION

Indicators of high quality include:

- The school has a spirituality plan that ensures a variety of opportunities for individual and community spiritual formation for staff and students that supports people in their spiritual journey.

### Strategies

✓	Ensure that the new (2013) 'Mission & Values' are constantly published, prominently displayed and referred to in Newsletters and other community resource eg website, handbook etc.
✓	Develop a student interpretation of the 'Mission & Values'.
✓	Utilise the School Improvement Framework and Process for Tasmanian Catholic School to undertake development of a new school improvement strategic pathway for the next four years 2014 – 2017.
✓	Totally review the Religious Education program: <ul style="list-style-type: none"><li>i) In light of the new four-term structure, scope &amp; sequence the K- 6 RE program.</li><li>ii) Work with CEO staff who are constantly aware of new Australian wide Religious Education trends/programs/planning resources.</li><li>iii) Take into account the necessity to integrate the program a) across the school b) across the curriculum.</li></ul>
✓	Ensure that Prayer is central to the school community: Opportunities will be provided for all to experience and use different forms of prayer. <ul style="list-style-type: none"><li>i) In Term 1 Prayer will be the focus of RE planning at the beginning of the year and this process will become the blueprint for other RE strands.</li><li>ii) Sacred space(s) for prayer is provided in a prominent place within the school and classrooms.</li></ul>
✓	Continue to investigate RE assessment.
✓	Continue the work begun in term four 2013 including: <ul style="list-style-type: none"><li>i) Balance of work/play/family/self .</li><li>ii) Reflecting on what the social coaching (2013) achieved and how we need constant reminders at weekly staff meetings, daily bulletins about 'life balance'.</li><li>iii) Reinforcing deep understanding of Pastoral Care across the whole community.</li><li>iv) The school is committed to promoting a positive culture where staff/student morale is regularly monitored and identified needs are addressed.</li></ul>

## **Leadership**

### LEADING THE CATHOLIC SCHOOL COMMUNITY

Indicators of high quality include:

- School leaders value and promote an openness to the vitality and movement of God's Spirit at work in the life of the school.
- School leaders promote the evangelising mission of the school as part of God's vision of love for humanity and the coming of the Kingdom in the Church's mission.
- School leaders work to nurture and support a community where positive relationships flourish - with God, and with others.
- School leaders strongly advocate and support staff to develop the Catholicity of the school in its culture, policies, practices and curriculum.

## LEADING SELF

Indicators of high quality include:

- School leaders foster a life giving culture by modelling self care, and work life balance.
- School leaders actively monitor and build positive relationship and trust with staff, and with students and parents.
- Leaders aspire to excellence for the entire school community – for themselves, as well as for their staff and students. These are clearly explained and communicated, resourced and supported by action.

## LEADING FOR CONTINUOUS CHANGE

Indicators of high quality include:

- School leaders inspire, and support others in developing a common vision, mission and strategic direction, with long-term goals for how the school can improve over the planning cycle, and a clear focus on improving student learning.
- School Leaders encourage and nurture future-focused thinking, creativity and innovation.
- School leaders collaboratively develop a cohesive improvement plan that combines mandated government and system priorities with goals derived from the school community's engagement in ongoing school improvement processes.
- School leaders ensure continuity in school improvement by prioritising and fostering a culture of ongoing inquiry into what is working well, what needs to be improved, and what, if improved, would have a strong positive impact on student learning.
- School leaders engage the school community in a variety of evaluative strategies to ascertain how well the school is achieving its goals.

## Strategies

✓ Continue the implementation and follow up of the AITSL Standards Professional Standards and Goal setting for Teachers.
✓ Thoroughly analyse the 'VALUES' highlighted in the School Mission and Values statement 2013. i) Ensure these values are continually expanded upon and visually seen by all members of the community. ii) Ensure these values are continually connected to Jesus, St Brigid, Nano Nagle etc
✓ Thoroughly explore the use of retreats, 'Courage to Be' program, use of CEO qualified staff at least once a term special focus meetings.
✓ Involve the Leadership Team in essential and authentic planning which includes meetings, coaching sessions, and PL session.
✓ Continue the understanding and importance of the new workplace health and safety policies and practices.
✓ Finalise preparation for Registration 2014.
✓ Encourage extra study among staff - TCEO scholarships accessed.
✓ Foster leadership within curriculum and activity areas i) Co-ordinators with defined roles and expectations. ii) Utilise the expertise of staff in particular areas and define and promote communication and responsibility. iii) Engage more staff in leading staff meetings and professional learning sessions. iv) Continue the collaboration between teaching teams K/P, 1 /2, 3 /4, 5/6 but also ensure there is time for sharing across K - 6. eg RE scope & sequence, Prayer focus.
✓ Encourage leadership group and staff to focus on whole school long term educational goals that are S.M.A.R.T. and liable to clearly improve specific student learning

✓ Explore ways to improve the poor response to whole community data gathering eg surveymonkey 2013 Parents Survey.
✓ Explore the forever changing and quick moving world of ICT so as to find solutions (both educational and financial) that suit the needs of our community. <ul style="list-style-type: none"> <li>i) Evaluate the current ICT structure of our school/community and after talks with our staff/Board/ P&amp;F/ community, find equitable ways to ensure we are still delivering up-to-date ICT pedagogies and resources that inspire the creativity of our staff and students.</li> <li>ii) Contact other schools to investigate how they intend on delivering 21<sup>st</sup> century education eg 1-1 laptop program, iPad program, open door device program (students bring own iPods/iPads/laptops to school)</li> </ul>
✓ Continue School Wide Positive Behaviour Support - embedding in the school culture, ongoing roll out of program components and professional learning.
✓ Promote student leadership and support <ul style="list-style-type: none"> <li>i) Continuation of the Grade 6 Student Parliament to promote student voice and student involvement in the well-being of their peers.</li> <li>ii) Continuation and initiation of groups which serve the needs of students and also the broader community. Eg Mini Vinnies, focus groups facilitated by the School Chaplain e.g. knitting club, discussion and support groups eg life skills, chess etc.</li> </ul>

## **Learning Environment**

### STUDENT AND STAFF WELLBEING

Indicators of high quality include:

- Pastoral Care Policy and practices ensure the care, welfare and protection of students and staff.
- Staff have collective responsibility and accountability for students and each other.
- Provision is made for meeting the emotional, physical and social needs of individuals.

### STUDENT ENGAGEMENT IN LEARNING

Indicators of high quality include:

- A variety of opportunities for individual and collaborative group engagement in authentic, inquiry-oriented projects are provided.
- Students have opportunities to contribute their views and participate in class and school leadership.
- Learning opportunities connect students with their local community and the global communities, and give context and purpose to their learning.

### POSITIVE BEHAVIOURS

Indicators of high quality include:

- Interactions between all members of the school community are respectful of the human dignity of each person and reflect Gospel values, for example, of justice, dignity and respect.
- A whole school policy and approach supports positive behaviour and ensures an orderly, safe and supportive environment for students and staff.
- The school's policy and procedures are followed, to ensure that coordinated and consistent practices exist within classrooms and the wider school context.
- Teachers manage challenging behaviour in a manner consistent with school policy, by establishing clear expectation of students, and dealing promptly, fairly and respectfully with discipline issues.
- Positive and trusting relationships exist between the staff, students and parents/caregivers.
- All members of the school community are aware of and support the school's policy and approach.

- New staff and families are inducted into the school's approach.
- Students are affirmed and rewarded for positive behaviours.

### Strategies

✓ In light of the new disability Federal Government requirements, ensure staff and the community are fully aware of Special Learning Needs (SLN) stipulations for 2014.
✓ Staff and student wellbeing <ul style="list-style-type: none"> <li>i) Continue to reflect on what the social coaching (2013) achieved and how we need constant reminders at weekly staff meetings, daily bulletins about 'life balance'.</li> <li>ii) Continue weekly student checks at staff meetings</li> </ul>
✓ After continuing to analyse data, focus on children experiencing difficulties all grades.
✓ Begin steering staff, students and parents towards a more creative way of thinking
✓ Continue to reinforce the strong need to ensure that the Student Parliament is 'the voice' of the students and that the students roles are real and impact on their school.
✓ Continue to explore ways of getting students 'out of their school and the Derwent Valley' eg online webs, sponsoring a specified international charity, skyping NT communities etc
✓ Continue with all aspects of the School Wide Positive Behaviour (SWPB) program ensuring: <ul style="list-style-type: none"> <li>i) The leadership of this group is thoroughly supported.</li> <li>ii) 2014 focus on data collection.</li> <li>iii) The whole community is aware of the program and what its current data collection demonstrates.</li> <li>iv) Variations to the 2013 program are discussed, tried and then evaluated.</li> </ul>

### Curriculum and Teaching

#### QUALITY TEACHING

Indicators of high quality include:

- Teachers design learning tasks based on the knowledge of their students, content, pedagogy, pedagogical content knowledge, and curriculum.
- Teachers select and use a range of appropriate pedagogical strategies, including explicit teaching and inquiry based learning.
- Teachers provide opportunities for students to develop the general capabilities – literacy, numeracy, information communication technologies (ICT), critical and creative thinking, ethical behaviour, personal and social competence and intercultural understandings.
- Teachers have high expectation for all students, and clear, explicit learning targets.

#### RELIGIOUS EDUCATION

Indicators of high quality include:

The Religious Education (RE) Program details:

- The rationale,
- How the program is coordinated,
- Time spent on face-to-face teaching of RE etc.
- Outlines what will be taught, including a two-year plan for the doctrinal content and spiritual values of the program,
- Explicit links with the general curriculum and outreach activities undertaken by students.

## STAFF PROFESSIONAL LEARNING

Indicators of high quality include:

- Professional learning provides opportunity for sharing and challenging practice in a positive way.
- School goals and individual staff learning goals are addressed within the professional learning plan.
- Professional learning opportunities support the implementation and embedding of staff learning through such strategies as action learning, focused dialogue, 'study groups', coaching, mentoring etc

### Strategies

✓	Continue focus on professional learning on the Australian Curriculum, embedding General Capabilities and Cross Curriculum Perspectives, utilising TCEO documentation, backward design and continuing focus on planning, assessment, moderation and reporting.
✓	Continue specific focus on Literacy - Daily 5 model and Daily 3 model for upper grades and then focus on writing- an area highlighted from 2013 NAPLAN data that needs attention
✓	PALLS practices and Numeracy through the Numeracy Leadership Training.
✓	To totally review the Religious Education program
✓	Providing sacred space(s) for prayer is provided
✓	Areas of major focus will be: <ul style="list-style-type: none"><li>i) RE - especially scope &amp; sequencing, integration, Prayer, assessment</li><li>ii) Literacy – Daily 5 &amp; Daily Three gradually focusing on writing, endeavour to expand PALLs program</li><li>iii) Numeracy – continue with CEO focus areas</li><li>iv) The introduction of HPE &amp; Geography into ACARA version 5.</li><li>v) Focus on students in the bottom quartile</li><li>vi) SWPBS</li></ul>

## **Student Learning and Achievement**

### STUDENT ACHIEVEMENT

Indicators of high quality include:

- Students are confident, active participants in their learning. They are provided with opportunities to reflect, self-assess and monitor, set goals, talk about their progress, and develop insights into their own capabilities.
- Students have opportunities to reflect on their own learning and evaluate their learning progress.
- here are high and explicit expectations for student learning.
- Clear and relevant goals, pathways and learning outcomes for all students have been developed by teachers, and where appropriate, with students, and also relevant staff, parents, specialist/service providers.

### ASSESSMENT, REPORTING AND FEEDBACK

Indicators of high quality include:

- Teachers use assessment 'as' and 'for' learning as well as 'of' learning.
- Assessment practices provide specific, accurate, constructive and timely feedback to students.
- The school uses relevant data (eg National Standards, standardised tests, professional reports, school surveys and teacher assessments) to track student learning, inform planning and raise student learning outcomes.
- Teachers profile and monitor student progress and development at a class level to inform planning.

- Teachers have a clear understanding of standards for assessment and participate in moderation activities, to support consistent and comparable judgments of student learning.
- Students are explicitly informed about how to demonstrate achievement and how to improve progress.

#### Strategies

✓	Promotion, professional learning and dialogue and expectations re planning utilising backward design which incorporates authentic assessment tasks as an integral part of planning.
✓	Explore and develop further assessment tools eg rubrics, whole school / shared assessment tasks, moderation processes
✓	Timely and realistic testing programs with thorough analysis of data to inform practice. ie PIPs, NAPLAN, PAT, Spelling Mastery, Reading Levels.
✓	Analysis of data from to inform whole school foci and target particular students.
✓	Access TCE personnel and service providers to initiate timely assessment and support of identified students. Then: i) Provide personnel and material resources to support student needs. ii) Ensure timely sharing and updating of IEPs for all students with needs, based on analysis of needs and data. iii) Schedule regular case meetings to discuss assessments, IEPs
✓	Promote and allow time for collaboration in clusters to monitor the authenticity of assessment tasks.
✓	Student Reporting i) Undertake the completion of a Term 1 Checklist and Term 2 Written Reports and schedule into the school calendar, Parent Information sessions in early Term 1 and Parent Teacher Consultations X 3, to provide feedback to parents/carers. ii) Continue to monitor the new reporting format. iii) For Grade 3-6 students investigate students reporting to the parents/carers' at parent/teacher meetings eg using IT portfolios, own written material.
✓	Provide the essential ICT support for data collection and analysis.
✓	Moderation at class, whole and school and cluster level

THIS REPORT WAS PREPARED BY

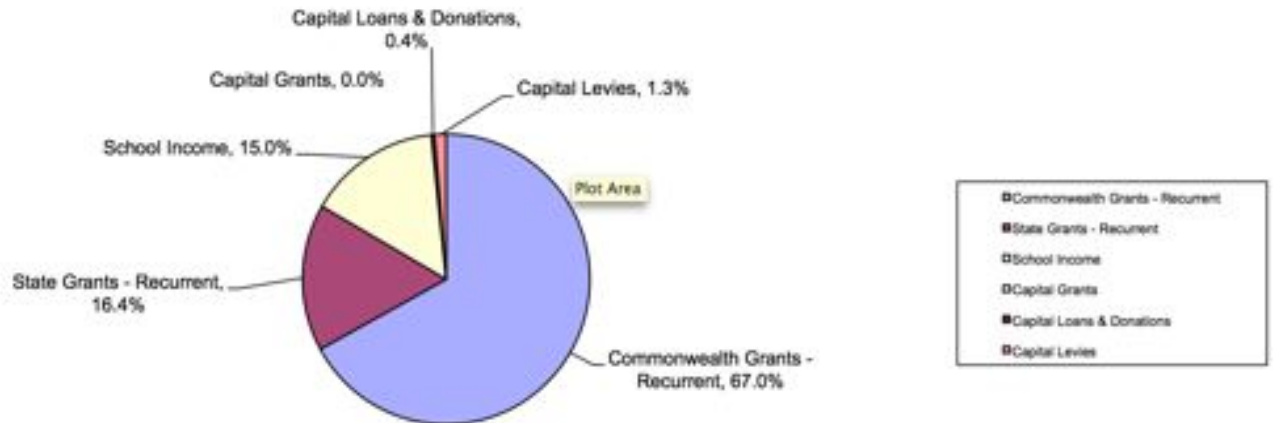
*Joy Matar*

(Ms) Joy Matar

PRINCIPAL

DATE 20 April 2015

**ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK**  
**SOURCES OF INCOME 2014**  
**Total Income \$2.1 million**



**ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK**  
**EXPENDITURE 2014**  
**Total Expenditure \$2.1 million**

