

St Brigid's Catholic School

New Norfolk



ANNUAL SCHOOL COMMUNITY REPORT FOR THE 2017 SCHOOL YEAR

THIS REPORT WAS PREPARED BY:

Joy Matar

(Ms) Joy Matar

PRINCIPAL

DATE 15 May 2018

ANNUAL SCHOOL COMMUNITY REPORT

Year	2017
School Name	St Brigid's Catholic School
School Type	K – 6
Suburb/Town	New Norfolk

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SCHOOL PROFILE

HISTORY, MISSION AND VALUES

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 4th 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 100th 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. Between 2014 and 2017 facilities development at St Brigid's has continued. Playground and learning space development, alterations and additions to meet compliance standards and the revisioning of the connections between classroom and outdoor spaces have prompted the developments.

In October 2015 St Brigid's Catholic School commenced celebrations for its 90th anniversary. The highlight being the late October 90th anniversary Mass celebrated by the Archbishop of Hobart, His Grace Julian Porteous and the 90th anniversary fair attended by the Governor of Tasmania, Her Excellency, Kate Warner and Archbishop Porteous. At our celebrations we remembered and honoured our past as we looked to the future with pride and confidence. In the time since we have continued to fulfil our 90th anniversary aspirations.

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!

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 2017 School Leadership Team was Ms Joy Matar as Principal, Mrs Annie Nolan, Assistant Principal Learning and Teaching, Miss Amelia Daun, Assistant Principal Religious Education, Miss Jacinta Keenan Digital Technology Coordinator and Mrs Anne Duigan School Wide Positive Behaviour Support 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, Westaway, Felton, Brookside, Lachlan, Ironstone Gully, Lower Swamp Road and Molesworth.

SCHOOL'S INDEX OF COMMONWEALTH SOCIO-ECONOMIC ADVANTAGE (ICSEA) 994

Distribution of Students

Bottom Quarter	Middle Quarters		Top Quarter
35%	31%	22%	12%
Languages background other than English		Indigenous	
2%		3%	

2017 COMMENCES

The 2017 year commenced with a 16% change in staffing, changes in the composition of the leadership team and the return of all expected students including our largest ever Kindergarten intake of 32 students. The Kinder students formed two groups, each attending for three days. This large intake was possible because of the low numbers of Prep students in 2017 and the planned progression to two Prep/1 classes in 2018.

NUMBERS OF STUDENTS (February 2017)

<i>GRADE</i>	<i>ENROLMENT NUMBER</i>	<i>BOYS</i>	<i>GIRLS</i>
Kindergarten	32	16	16
Prep	21	14	7
Grade 1	23	11	12
Grade 2	31	16	15
Grade 3	28	15	13
Grade 4	24	13	11
Grade 5	27	11	16
Grade 6	27	13	14
<i>TOTALS</i>	213	109	104

AVERAGE ATTENDANCE RATE

The average attendance rate for students in 2017 was 94%. (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

SCHOOL	NUMBER	SCHOOL	NUMBER
Dominic College	16	Friends School	1
St Virgil's College	2	New Norfolk High School	1
Sacred Heart College	4	Interstate	2
St Mary's College	1		

STUDENT OUTCOMES

REPORTING TO PARENTS

During 2017, reporting to parents consisted of the following formal components:

1. Parent Information Evening and Information Sheets in early Term 1, ie 22 and 23 February.
2. Compulsory Parent/Teacher Consultations with Checklist on Monday 3 and Wednesday 5 of April.
3. Written Reports + Optional Parent/Teacher Consultations
Comprehensive written reports issued to parents on 22 June and optional Parent/Teacher Consultations held on Tuesday 4 July.
4. End of Year Report + Optional Parent/Teacher Consultations
End of Year written reports issued to parents on 19 December and optional consultations held on Wednesday 20 December.
5. NAPLAN data was distributed to Grade 3 and 5 parents/guardians.

PIPS

The 2017 End of Year PIPS results indicated expected gains and value adding for many of the 21 students; Mathematics (85% of students) and Reading (70% of students). During 2017 extensive tier 2 intervention was given to those Prep students identified as 'at risk' in the initial testing ie 24% in Reading, 24% in Phonics and 14% in Maths and enrichment initiated for those students in the above average range.

NAPLAN REVIEW

2017 My School Data from the website www.myschool.edu.au/

Comparatives for like and all schools -

	READING	WRITING	SPELLING	GRAMMAR and PUNCTUATION	NUMERACY
GRADE 3 ST BRIGID'S	418	400	395	398	376
GRADE 3 LIKE SCHOOLS	414	404	406	422	394
GRADE 3 ALL SCHOOLS	431	414	416	439	409
GRADE 5 ST BRIGID'S	477	443	452	453	457
GRADE 5 LIKE SCHOOLS	491	468	492	485	481
GRADE 5 ALL SCHOOLS	506	473	501	499	494

During 2017 ongoing additional assessments and intense tier two intervention was given to those Grade 3s (10 students) and Grade 5s (9 students) identified as 'at risk'. This cohort were supported to develop strategies for working memory, their learning experiences were differentiated and they received additional literacy and numeracy, life skills and digital technology support.

STAFF

STAFF NUMBERS

Number of 1.0 FTE Teaching Staff	Number of Part-time Teaching Staff	FTE Teaching	Number of Ancillary Staff	FTE Ancillary
9	7	11.3	15	4.7

TEACHING STAFF QUALIFICATIONS

Masters	Degrees - 5 yrs	Degree - 4 yrs	Degree/Diploma <4 yr
2	4	9	1

NON-INDIGENOUS TEACHERS 93.75%

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. (2016).

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 & COMPLIANCE WORKS IN 2017

YEAR	PROJECT	SCOPE
January	Student Toilet Area	Redevelopment of the main student toilet block including all fittings, partitions, painting and flooring.
Term 4	Upgrading for compliance with standards for lockdowns	PA system, binds, door fittings.
Term 4	Fencing	Commencement of new fencing on school's Montagu St boundary.

OUR LEARNING COMMUNITY

RELIGIOUS EDUCATION, SPIRITUALITY, SACRAMENTAL PROGRAMS & LITURGIES

Parish Priest Father Jaison Kyzhiyil continued to celebrate liturgies with our school community. As a Catholic school we learn, celebrate and pray together. We welcomed families and parish to our school prayer services and Masses. Ash Wednesday, our Beginning of the Year Mass and Commissioning Service, Holy Week celebrations, Mothers' and Fathers' Day celebrations, Remembrance Day 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 Catholic Education Week Mass at St Mary's Cathedral.

Monday morning prayer and singing time was led each week by either Grade 6 students or teachers. Sacramental programs are parish based. Reconciliation, Confirmation and Holy Communion were celebrated as parish events with parent, child, teacher and parish involvement.

Staff continued to use the Good News for Living Framework to plan relevant religious education units. The scope and sequence for each grade level, planned in 2016 was utilised in 2017.

PROFESSIONAL LEARNING

The annual professional learning budget was expended in 2017. Much onsite learning was facilitated by members of the school leadership team and TCEO personnel. Costs were mainly those associated with employing relief teachers, external course registration and some travel and accommodation costs.

Professional learning for teaching staff commenced in Week 0 with teachers attending oral language learning, asthma management training, digital technology sessions, and CETKP (Catholic Education Tasmania Knowledge Portal) training. Professional learning was a regular part of the meeting and learning schedule throughout the year. Professional learning sessions reflected the system's and school's priorities and individual needs determined from goal setting. System imperatives included: Mission and Religious Formation, Digital Technology, Literacy, Student Wellbeing, Teacher Development and Performance and Review, grade level networks, NCCD, ATSI, leadership formation and finance and administration processes.

School priorities included English – Reading and Oral Language, ATSI, Religious Education and Catholic Identity and staff formation, integrated curriculum, implementation of the Australian curriculum for HASS and Arts, Digital Technology including CSER MOOCs, data analysis and student wellbeing and community.

The Digital Technology Coordinator, Miss Jacinta Keenan, led the introduction of the new Digital technologies curriculum and school adopted DT and ICT programs. Before school 'Brekky with a Techie' was an integral part of the DT/ICT professional learning program. Throughout the year many teaching staff successfully completed the Computer Science Education Research (CSER) Group digital technology MOOCs. This training was supported by our Digital Technology Coordinator and the Assistant Principal L&T attending MOOC sessions at the TCEO and then sharing their learning and expertise with other staff as they worked their way through the learning modules.

The continued roll out of the CETKP (Catholic Education Tasmania Knowledge Portal) required ongoing professional learning days for teachers and administration staff. Ancillary staff also attended workshops including WH&S, finance, utility officer courses, cleaners professional learning and teacher assistants' training.

The 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.

One staff member completed postgraduate studies in Religious Education during 2017 and two continued their post graduate studies in Inclusive Education. All teachers and the leadership team utilised the Educator Impact for Teachers and Education Impact for Leaders programs to assess practice, set goals and give a platform for observations, feedback and professional learning conversations. The Principal was involved in the Life Styles Inventory 1 & 2 process, analysis, and reviews.

During Term 4 planning and professional learning for our 2018 'Ready to Learn' program incorporated learning in the area of Circles, wellbeing and creating positive social and emotional conditions for learning. Mr Greg Dwyer, Wellbeing Education Officer from the TCEO led the professional learning and with the SWPBS Coordinator facilitated the development of our school initiated 'Ready to Learn' program.

LEARNING PROGRAMS

The Australian Curriculum is now used extensively at St Brigid's for the planning, assessment and reporting of learning in English, Mathematics, HASS and Science, Health and Physical Education. The evolving Digital Technologies, Arts and Languages curricula are referenced and utilised. 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 2017 successful programs introduced in previous years 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 which is now a daily aspect of all classrooms, home reading and library borrowing. Daily 5 along with literacy programs such as speech programs, Letters and Sounds, SSP (Speech, Sound, Pic), Sound Check, Spelling Mastery, Multi Lit and literacy cycles were given time priority in all classes.

St Brigid's continue to be part of the systemic Literacy Project in 2017, the main focus areas for 2017 being Reading and oral language. At least two professional learning sessions per term were allocated to staff learning in this area. Professional learning followed systemic learning by members of the leadership team and was facilitated by our Literacy coordinator, Mrs Anne Duigan and Assistant Principal Teaching and Learning, Mrs Annie Nolan. Staff learnt, collaborated, planned, set goals, assessed and reflected together.

Literacy learning was further enhanced by student participation in various activities including the Premiers Reading Challenge, Readers Cup, Book Week activities, Scholastic book buying, National Simultaneous Story-time and Grade 6 Reading excursions to the state library, Fullers and the Red Cross book shops.

ICT hardware and learning options continued to expand and diversify with iPads being utilised in all classrooms and Grades 3, 4 and 5 continuing the roll out of a BYO iPad program. Parent meetings, cybersafety units and the use of educational apps enhanced this program and iPads have become an important tool for learning. Grade 6 students continued to utilise 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. Early childhood classes all have a bank of iPads for at school use. Computational thinking and coding were incorporated as additional aspects of the ICT/DT curriculum.

At St Brigid's Catholic School in 2017 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 and early childhood classes visited the Corumbene Aged Care facility. Spanish was learnt by Preps to Grade 6s for two terms and all classes including Kindergarten participated in the enjoyable DanceFever program. The DanceFever Showcase at Guilford Young College for primary students and the dance event at St Brigid's for early childhood students were highlights of Term 4.

Physical Education and sports are an integral part of the school culture. Early childhood students had 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 4. Clinics for various sports added to the diversity of the Physical Education Program.

During the year extra curricula PE activities also included: the early childhood Swim and Splash afternoon, 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 2 interschool round robin. The staff verses

students 20:20 cricket match was again a highlight of the year. Student in senior classes again participated in the Southern Primary School Basketball Championships in October. Fun and success were the order of the weekend experience.

Lunch time activity programs which expanded learning opportunities for students included art groups, a play program, chess club and coding club and prayer room activities. These were facilitated by various teachers in their areas of interest and expertise.

School Wide Positive Behaviour Support with its ongoing professional learning, team meetings, refined and comprehensive teaching matrix and electronic office referral system continued in 2017. 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.

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. Sr Carmel coordinated programs including FAST (Families and School Together). This saw a number of our families meeting for 8 consecutive weeks in Term 3 to share a meal, engage in family activities, share adult talk about family relationships while children were at supervised play and build ongoing friendships with other families. The feedback from the program was extremely positive and its social impact noticeable.

All students visited the Molesworth Environmental Centre, buddy classes spent time together, Aboriginal culture was explored through visits to TMAG, Bedlam Walls and Risdon Cove, selected gifted students participated in Sofos, an online extension learning program and a team entered the 2017 Tournament of Minds.

The St Brigid's Student Parliament continued to promote student leadership and decision making as well as providing firsthand 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 and workplace health and safety ministers met with the WH&S officer. Student learnings in this area were strongly illustrated during the biannual trip to Canberra. Student understanding of the parliamentary system and law making was an advantage when touring and learning is the national capital.

Students participated in the National Day Against Bullying, Clean Up Australia Day, Grade 6 MJR Days and fund raising events eg for Project Compassion added further to the list of activities.

During 2017 student well-being and family engagement was furthered enhanced with the Grade 6 Graduation liturgy and dinner, safety measures such as immunisations for Prep and Grade 6 and evacuation and lockdown practices and days celebrating family ie Mothers' Day lunch prepared by senior students and Fathers' Day breakfast prepared by staff.

All students, Kinder to Grade 6 participated in a four week visual arts program. At the completion of the program works were displayed at, and during the week of the school fair and many artworks were kept for entry in the following year's Hamilton Show art competition.

Our Grade 4s again participated in the National Week of Tastes program with local grower and chef, Rodney Dunn of the Agrarian Kitchen.

Incursions and activities covered many areas of learning including wellbeing, sport and theatre. Local excursions and excursions to destinations outside the New Norfolk area and also the Grade 5 & 6 Canberra tour were part of our learning and teaching program.

Perhaps the highlight of visiting theatre was the Alpha Company stage show, The Snow Queen. Our younger students went to the annual Christmas pantomime at the Playhouse Theatre and classes attended productions at southern Catholic schools and colleges.

Other excursions included days at Molesworth Environmental Centre for all classes, long-day excursions for Grade 4, Grade 6 surf day, Gordon Power station visit, an excursion to Mt Field National Park and TMAG and Bedlam Wells. Grade 5s and 6s students and four staff flew to Canberra for four days in October/November and enjoyed a wonderful educational experience visiting many sites throughout our national capital. Those students not able to travel interstate spent the days involved in a parallel program in Hobart and at local points of interest.

Fun events including the Pirates Day, St Vinnie's Fashion Parade, Book Week Parade and celebrations, Discos, Dance Club, Footy Colours day, buddy class activities and the School Wide Positive Behavioural Support lunches and reward days and the staff verses students cricket match.

TARGETED PROGRAMS

Intervention programs for students with specific learning needs and disabilities were supported by 1:1 and small target group tier two intervention. Included were literacy, motor skills, speech, play programs, social and life skills programs. Students from age six requiring Literacy support were given extra classroom support and small group learning with the SNL teacher. Their parents were encouraged to support their learning at home and repeated reading, sound check, SSP, extra Letters and Sounds work were programmed for them. 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 and some parent help.

A successful intervention program is our Summer Reading program. Students performing below expectation in Reading were identified in mid term 4 and parents were asked to support a reading and learning program for them at home over the long summer break. Identified students from Prep to Grade 5 were lent literacy packs of games and resources, at least ten good fit books and library 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 over the long break 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, articulation screeners in early years and some Early Numeracy Interviews. All

provided data to assist with identifying students learning needs, trends in class learning and whole school learning. The Learning Support Teacher, TCEO Education Officer and School Psychologist conducted other assessments eg KBIT, YARC as required for targeted students and additional specialist assessments eg speech, vision, occupational therapy were sought or encouraged where necessary.

Transition programs for students requiring extra support in progressing to Grade 7 in 2017 and orientation programs for 2017 Kindergarten students were conducted.

For students who have experienced grief through death, divorce or separation the Rainbows program, facilitated by School Chaplain, Sr Carmel Hinkley, offered the opportunity for learning and support.

Student learning and wellbeing was very ably supported by our Special Learning Needs teacher, Anthea Denholm, the TCEO Student Support Education Officer, Andrea Gabon and the TCEO psychologist, Robyn Evans.

COMMUNITY LEARNING

Parents were involved in learning/information sessions throughout the year. Class information sessions and a New Parent Orientation Evening were a part of the annual program.

Our BYO iPad program was supported by meetings which informed parents on how to set restriction on their child's iPad and monitor their child's online safety.

From February until November the Parent Child playgroup for children 0 to 4 ran for an hour and a half on a Wednesday morning. This program was staffed by a teacher assistant with support from the SLN teacher, Mrs Anthea Denholm and the early years coordinator Mrs Annie Nolan. Up to twenty participants, parents and children shared play and social time together and this formed a natural transition for children enrolled for the 2018 Kindergarten into the Parent Child pre Kinder sessions which were held on five consecutive Fridays in the latter half of Term 4 and facilitated by the 2018 Kindergarten teacher, Mrs Helen Byrne.

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, St Vincent de Paul, the Missions, the Cancer Council and our own Parents Fundraising Group. The Grade 6 Student Parliament Fundraising committee were very active raising fund for the school, St Vincent de Paul and Brain Cancer Support.

Local community participation included Clean Up Australia with the clean up focusing on the paths adjacent to the school and the school grounds. The school choir members and early childhood classes continued to be welcomed visitors to Corumbene Aged Care in 2017.

St Brigid's staff formed as a Relay for Life team, which fundraised during 2016 and then in early 2017 participated in the Derwent Valley Relay for Life event at Tynwald. Our students participate in the annual ANZAC march and wreath laying ceremony. The 'manning' of the Animal Nursery at the Hamilton show has become a regular St Brigid's event. Several of our families are heavily engaged in this country show with students participating in many events.

Grade 6s were active in events which benefitted the community. They organised the very worthwhile St Vinnie's Fashion Parade. After a fun and well supported event, donated clothing which formed the basis for many an 'interesting' outfit was donated to the local St Vincent de Paul shop.

Part of our involvement with the broader community is welcoming UTAS education students, TAFE Certificate III teacher assistant training and high school work experience students on to our site. In 2017 we again had students from UTAS, TAFE and secondary schools spending time with classes to practise their learning or gain a hands-on first look at working in a school as a career option.

BOARD and THE SCHOOL FUNDRAISING GROUP

As well as parents, carers and friends being involved in educational programs assisting students, a core of parents contributed greatly to governance and fundraising. Regular meetings of the St Brigid's Catholic School Board ensured financial accountability and a discussion of current and future directions for the school.

A goal of the Board's is the empowering of parent partnerships. The development of the Reporting Process and Staff Communication Survey was an important collaboration between the school leadership team, staff and the School Board. It is recognised that clear communication between parents and school is critical to ensuring improved education outcomes. The Board worked with staff to develop the survey, which was distributed with mid-year school reports. They received much positive feedback regarding current practices and after analysis and discussion actions were taken where necessary. These included the development of a Communication Plan which will be completed in 2018.

The fundraising group supported projects within the school. Among other things they conducted the very much appreciated Father's and Mother's Day stalls, manned school barbecues, held a very successful Christmas Fair, organised regular raffles and also the roster for the Hamilton Show. All funds raised are for the benefit of the current students be it in the way of outdoor puddle suits, curriculum resources or play equipment.

SCHOOL IMPROVEMENT GOALS FOR 2017

Religious Education and Catholic Identity
<ul style="list-style-type: none"> ▪ Integration of the Archbishop's Charter into planning, documentation, conversation. ▪ More integration of strands in RE teaching to cover all eight strands in one year. ▪ Continue weekly school liturgy/ritual prayer. ▪ Grades 3 to 6 each prepare a Mass at least once per term. ▪ All staff to meet requirements of new Accreditation policy. ▪ Continue and strengthen the use of the prayer room. ▪ Staff formation at staff meeting utilise Going Deeper. ▪ Staff formation on Brigidine and Presentation spirituality. ▪ APRE to coordinate/organize staff PL in an individual basis eg Catholic doctrine, Godly Play, assessment strategies.
The implementation of the Australian Curriculum – HASS and Arts
<ul style="list-style-type: none"> ▪ Arts - Collaboration between class teachers and specialists to ensure that all strands are covered. ▪ HASS – sharing of ideas for planning and assessment. ▪ Working in learning teams to come to a greater understanding of curriculum content and how learning can be undertaken across curricula. ▪ HASS - Grades 5 & 6 prepared for Canberra tour with HASS Civics and Citizenship learning.
Teacher Quality
<ul style="list-style-type: none"> ▪ Literacy Project – Reading professional learning ▪ Maths and test vocabulary professional learning

<ul style="list-style-type: none"> Digital technologies professional learning New Accreditation policy - support staff to meet accreditations Assistant Principals and leadership team attending retreats, aspiring leaders program.
Digital Technology and Computational thinking
<ul style="list-style-type: none"> CETKP - all staff - trained and utilising. Policies, handbook, PBS documentation etc to be uploaded to CETKP ICT MOOCS – for at least 3 teachers Seesaw across the school BYO iPads for Grades 3 – 5 Start to upgrade hardware to iPad 2s Ongoing roll out of Google platform Professional learning for staff as required – ie on a who doesn't know basis.
English
<ul style="list-style-type: none"> Reinforcing the need for very accurate PM Benchmarking evaluations – comprehension particularly. All staff familiar with reading expectations, using PM Benchmarks across the grades Focus on Maths and testing vocabulary Professional learning - reading – especially comprehension and fluency Oral language screener (Boehm) to be conducted on Kinder, Prep and Grade 1s in early 2017.
Student Wellbeing - School Wide Positive Behaviour Support.
<ul style="list-style-type: none"> Revive the school SWPBS flags (repairs required) Revisit matrix – language eg SMART v BEST how are they to be utilised and place for examples in the matrix. Data collation – how best to capture information, utilisation of CETKP, what data do we need.
Community Wellbeing
<p>Parish links</p> <ul style="list-style-type: none"> Set guideline and clarify expectations for school involvement in Sacramental programs. Encourage parents and parishioners to attend school religious and other celebrations. <p>SWPBS</p> <ul style="list-style-type: none"> Continued focus on ICT Matrix and its active use in the classroom <p>Chaplaincy Program</p> <ul style="list-style-type: none"> Continue chaplaincy program. <p>SLN and Enrichment Programs</p> <ul style="list-style-type: none"> Continue current programs Eco schools, Sofos, My Journey and be discerning in anything else which is offered. Staff to think carefully re the time needed to implement and the gains. <p>Focus on Transition to Secondary Schools (and Others)</p> <ul style="list-style-type: none"> Continue to build relationships with all colleges and high schools to which our students transition Undertake transition visit days in Term 4. <p>Community Outreach inc Cyber Safety</p> <ul style="list-style-type: none"> Upskilling of members of the school community including parents and staff so that they can successfully monitor students' internet usage including monitoring of appropriate apps and websites. Information sessions for families on how to configure devices to limit potential risks
Staff Formation
<ul style="list-style-type: none"> Going Deeper program utilised for staff formation. Meeting the requirements of the new Accreditation Policy eg staff encouraged to enrol in Graduate Certificate. Staff professional learning – Brigidine spirituality and Presentation Charism Staff offered professional learning and experiences as needed eg retreats, Catholic doctrine, etc
ATSI – Indigenous Education
<ul style="list-style-type: none"> TMAG Experience for ATSI students and Buddies. Class excursions to Bedlam Walls, Risdon Cove, TMAG Personal Learning Plans for those ATSI students not meeting expected outcomes. Identify ATSI children at our B4 program and engage families with learning and the school. Develop a community of practice. Release time for ATSI coordinator Teachers utilising AITSL standards when planning and reflecting Identify ATSI children with extra- ordinary social and emotional needs and engage families with learning and the school. Identify ATSI children requiring extra support in transitioning.

FINANCIALS

