

St Brigid's Catholic School

New Norfolk



ANNUAL SCHOOL COMMUNITY REPORT FOR THE 2013 SCHOOL YEAR

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Year	2013
School Name	St Brigid's Catholic School
School Type	K – 6
Suburb/Town	New Norfolk

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Principal:	Ms Joy Matar

SCHOOL PROFILE

HISTORY, VISION and MISSION

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

The present school property was originally known as "Corumbene", and belonged to the Shoobridge family, pioneers of the hop industry. Early in 1925 the Catholic Church bought Corumbene and in the same year Archbishop Delany approached the Sisters of Charity to administer a school to be developed on the site. On January 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.

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. Mr Marty Ogle took on the role of Acting Principal from June to December when Ms Matar was seconded as Interim Principal of St Paul's Catholic School Bridgewater.

School Leadership Team

Membership of the 2013 School Leadership Team was Ms Joy Matar as Principal, Mr Marty Ogle as Acting Principal (June – December) and Assistant Principal Learning and ICT Coordinator, Miss Amelia Daun, Religion Education Coordinator, Miss Courtney Hunnibel, SWPBS and Early Childhood Co-ordinator and from June, Mr Laurie Bourke, Acting Principal Learning and Teaching.

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 (20 in total) surrounding the town eg Lachlan, Hamilton, Dromedary, Bushy Park and Gretna. St Brigid's Catholic School is serviced by contract buses from the following areas: Magra, Gretna, Plenty, Lachlan, Ironstone Gully and Lower Swamp Road.

SCHOOL'S INDEX OF COMMONWEALTH SOCIO-ECONOMIC ADVANTAGE (ICSEA) 1001

Distribution of Students

Bottom Quarter	Middle Quarters		Top Quarter
34%	29%	23%	14%
Languages other than English		Indigenous	
2%		1%	

2013 COMMENCES

Our year started very sadly with the death during the holidays of a 2012 Kindergarten student. Early in Term 1 the student's family attended a service at the school commemorating their child's life and the siblings, who had moved to the north of the state, spent some time in classes with their friends.

During a shorter Term 1, new and returning children and families across all grades including Kindergarten settled well into the 2013 school year at St Brigid's, as did new staff member, Anne Duigan (Grade 3).

NUMBERS OF STUDENTS (March 2013)

GRADE	ENROLMENT NUMBER	BOYS	GIRLS
Kindergarten	28	17	11
Prep	25	14	11
Grade 1	31	14	17
Grade 2	28	12	16
Grade 3	26	15	11
Grade 4	27	19	8
Grade 5	28	14	14
Grade 6	26	11	15
TOTALS	219	116	103

AVERAGE ATTENDANCE RATE

The average attendance rate for students in 2013 was 95%. (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	10	St Mary's College	3
St Virgil's College	8	New Norfolk High School	4

STUDENT OUTCOMES

REPORTING TO PARENTS

During 2013, the reporting system consisted of the following components:

1. Parent Information Evening and Information Sheets

Week 3, Term 1, Monday 25, Wednesday 27 February and Thursday 28 February.

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

2. Compulsory Parent/Teacher Consultations with Checklist

Monday 15 and Thursday 18 of April between 3.15pm and 7.30pm.

3. Written Reports + Optional Parent/Teacher Consultations

Comprehensive written reports issued to parents on Tuesday 6 August.

Optional Parent/Teacher Consultations Thursday 15 August.

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

End of Year written reports issued to parents on Tuesday 17 December.

Optional Parent/Teacher Consultations Wednesday 18 December.

NAPLAN data is distributed to parents.

PIPS

The 2013 End of Year PIPS results indicated value adding for some students in both Mathematics and Reading. During 2013 extensive support was given to those Prep students identified as 'at risk', in the initial testing ie 12% in Reading and enrichment initiated for those students in the higher range. In Mathematics all students were scored as meeting expectations for Prep.

NAPLAN REVIEW

2013 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	412	388	403	405	391
GRADE 3 LIKE SCHOOLS	410	408	401	419	390
GRADE 3 ALL SCHOOLS	419	416	411	428	397
GRADE 5 ST BRIGID'S	473	464	495	465	445
GRADE 5 LIKE SCHOOLS	495	470	485	491	477
GRADE 5 ALL SCHOOLS	502	478	494	501	486

STAFF

STAFF NUMBERS

No of 1.0 FTE Teaching Staff	No of Part-time Teaching Staff	FTE Teaching	No of Ancillary Staff	FTE Ancillary
8	8	10.6	14	6.3

TEACHING STAFF QUALIFICATIONS

Masters	Degrees - 5 yrs	Degree - 4 yrs	Degree/Diploma <4 yr
1	4	10	1

NON-INDIGENOUS TEACHERS 100%

PROFESSIONAL LEARNING

The annual professional learning budget was expended in 2013. Much learning was facilitate by TCEO personnel and costs were mainly to cover relief teachers and course registration.

Professional learning for staff in 2013 commenced in Week 0 and was a regular part of the meeting and learning schedule throughout the year. It reflected the system's and school's priorities and individual needs determined from goal setting and included: TCEO and school induction courses, network meetings for Principals, Assistant Principals, Class Clusters, Aboriginal Education, Special Learning Needs, English as Another Language and Information Communication Technology (ICT). The Leadership Team Development Project which saw the Leadership team continue to work with TCEO, ACEL and a coach. School Wide Positive Behaviour Support (SWPBS) Training Days and regular meetings on assessment and reporting as a major focus. A Presentation School conference was attended by three staff who also presented at a conference workshop. ICT PL included cyber safety, iPads and owncloud. Curriculum and pedagogy foci were: Australian Curriculum, moderation, backward design planning and assessment tasks. The introduction of the Daily 5 program Kindergarten to Grade 4 required considerable PL and resources during 2013. All teachers commenced the Teacher Development and Performance process with PL, goals setting, meetings with leadership, classroom observations and feedback discussions. Other PL included Grade 3 and 4 Teachers planning and co-coaching, Workplace Health and Safety, autism and professional learning for Finance Administrator - Staffing, Budget and Audit PL sessions, finance and budgets.

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.

CAPITAL WORKS

PHYSICAL ENVIRONMENT

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

The configuration of the St Brigid's Catholic School site is elongated and land includes areas zoned as flood plain, some of which are now utilised as hardstand courts. The layout of the school site has been restricted to suitable, accessible, flat land. Buildings include the historical administration block, Cill Dara, classrooms, library, facilities, multipurpose room and multi use hall. Playgrounds for primary, early childhood and Kinder students are integrated into the site with an emphasis on indoor/outdoor connections for Prep and Kinder students.

CAPITAL WORKS IN 2013

The Parents and Friends Association funded a waiting and play shade shelter area, which was erected in January 2013.

Term 1 2013 saw the completion of the final stage of the planned major building upgrades for St Brigid's. Part 2 of the 2012/1013 capital works incorporated a substantial covered area between the main classroom blocks incorporating roofing and ground levels evened out to make the zone more useful, a Kinder shade structure, improvements to the Grade 5/6 covered area, disabled access into Cill Dara, with reconfiguring of the disabled car park, upgrading of a Cill Dara storage area in the old kitchen and major electrical work in Cill Dara. The total cost of this project was in excess of \$250,000.

Playgrounds are the next planned capital works areas for St Brigid's. In 2013 the placement of tyres in the playground became a welcomed additional play zone for many students.

YEAR	PROJECT	SCOPE
Throughout 2013	External Work	Redevelopment of the covered area between the two main classroom blocks with roofing and ground levels evened out and improvements to the Grade 5/6 covered area.
	Outside shelter and shade	Kinder shade structure The Parents and Friends Association funded waiting and play shade shelter area. Erected in January.
	Cill Dara	Floor coverings in toilets and staff room, disabled access to Cill Dara and the reconfiguring of the disabled car park, a Cill Dara storage area update to house Maths and Science equipment and upgrading of electricals, exit signs and lighting in Cill Dara.

CATHOLIC LIFE AND MISSION

RELIGIOUS EDUCATION, SPIRITUALITY, SACRAMENTAL PROGRAMS AND LITURGIES

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, Mothers and Fathers Day Celebrations, Catholic Education Week events, a liturgy for Mary MacKillop, Presentation Day Mass and our End of Year Thanksgiving Mass were all highlights of our year. Students attended the Nano Nagle Mass at St Mary's College 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 Mass.

Staff continued to utilise the Good News for Living Framework to plan relevant religious education units. Professional learning through the on site CEO Curriculum Project and ongoing off site PL added to the expertise of staff and enriched programs for students.

Sacramental programs are parish based. Reconciliation, Holy Communion and Confirmation were celebrated as parish events with parent, child, teacher and parish involvement. School resources, facilities and personnel continue to support these programs.

Some members of the school community were involved in Parish life as Parish Councillors, Leaders of Sacramental programs, Readers and Eucharistic Ministers. Sr Janet Sexton continued to be a great asset to our community as a colleague, classroom tutor, a pastoral worker and a very regular attendee and supporter of all our school events.

OUTREACH AND COMMUNITY PARTICIPATION

Once again the funds raised for charities by our community were very significant. Our two major emphases were Project Compassion and Jump Rope for Heart. We also raised funds for other charities including The Archbishop's Samaritan Fund, Legacy, St Vincent de Paul Winter Appeal other community groups and our own Parents and Friends.

Part of our involvement with the broader community is welcoming work experience students on to our site. In 2013 we again had students from various schools and colleges spending time with classes to gain a hands-on first look at teaching as a career option.

OUR LEARNING COMMUNITY

CURRICULUM

The Australian Curriculum is now used extensively for the planning, assessment and reporting of learning in English, Mathematics, History and Science. The evolving Australian Geography, 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 2013 there were several significant extensions to our programs and numerous extra curricula opportunities for our students. A considerable number of new literacy resources to support curriculum were purchased, Daily 5 Training was undertaken by staff and introduced into classes Prep to Grades 3 in particular, ICT hardware and learning options continued to expand and diversify and School Wide Positive Behaviour Support along with Social and Emotional Learning was a major focus.

During Term 1 extra curricula activities included: Mini Vinnies Easter visit to Corembene which was very successful, the Swimming Trials and Swim and Splash Day, St Brigid's Swimming Carnival and the Southern Tasmanian Catholic Primary School Sports Association Interschool Swimming carnival, Buddy classes spent time together eg SWPBS launch day, knitting and crib clubs, enrichment programs including chess, poetry writing, literacy and numeracy and creative thinking, Personal Learning Plans for Indigenous students, Sofos: a online extension learning program for selected gifted students, Grade 3 and 4 Soccer Gala at Tynwald Park, the St Brigid's Student Parliament, Clean Up Australia Day, Grade 6 MJR Day, fund raising events for Project Compassion and choir and drama activities.

The arrival of numerous boxes of Woolies EARN & LEARN learning resources in 2013 was greeted with enthusiasm and wonder. Our community members and their relatives beyond New Norfolk made this an extremely valuable activity.

School Wide Positive Behaviour Support with its ongoing professional learning, team meetings and refinement of a comprehensive teaching matrix continued as major focus for 2013. Make SMART choices, Be your BEST, show CARE and RESPECT and be SAFE are common behavioural language and students and teachers utilise a system of 'dojo' tokens and points to reinforce these positive behaviours. This program will continue indefinitely with signage, behavioural data collection and analysis and ongoing teaching and positive reinforcement being determined as priorities for 2014.

The well being of our students, families and staff is further enriched by the presence at St Brigid's for at least two days a week throughout the year of school chaplain, Sister Carmel Hinkley. Sr Carmel's time with

students and family members and collegiality with staff had proven to be very supportive. It is a wonderful addition to what we can offer those in our community who need more talk time as they face the unknown, anxiety or quite complex life experiences.

Report from Acting Principal Marty Ogle from June –December 2013

Marty Ogle took over from the Principal, Joy Matar, when she accepted the Acting Principal position at St Paul's due to an illness to the Principal.

Mr Laurie Bourke from St John's Richmond joined the staff as Grade 6 teacher and Assistant Principal Learning and Teaching.

Documentation for validation was finalised by the leadership team, members of staff and the community. The process for developing the new Mission and Vision statement was completed, with excellent advice from Board member Dr Jo Jones, and was renamed 'The Mission & Values' statement. It is envisaged that the values will be broadly displayed around the school in 2014.

The School Wide Positive Behaviour (SWPB) program has begun to be embedded in all classes and especially out of the classrooms during recess and lunch. There have been a variety of focuses during the year including correct lining up at the 'kiss'n'drop' after school, entering the Presentation Centre in a refined manner plus walking safely in lines for the bus. The 'Dojo' reward system has continued to be effective, as has having lunch with the Principal and a pool visit.

The Chaplaincy program is working very well and Sr Carmel's assistance and support is invaluable. She has continued the 'Rainbows' program plus helping with two other programs in the community eg 'Get Lost Mr Scary' and a special Parent program.

With staff professional learning, there was a focus on the Federal Government initiative AITSL - Australian Institute for Teaching and School Leadership where teachers set personal and school based goals. On the Show Day holiday, a special session on personal 'life balance' was conducted with Lynden Leppard. It was very well received by both the teaching and non-teaching staff.

Teachers have continued to implement the ACARA curriculum by using the backward planning model and all teachers have continued to report to parents using the ACARA standards. A number of parents spoke to the Principal about the decision to report in the English area only using 2 criteria (grouping listening/reading/viewing & speaking/writing/creating). This still needs to be discussed at various levels.

The decision was made by CEO to implement the Geography subject in 2014 but the HPE (Health, Physical Education) will be left until 2015 and/or until the new governments review has been completed.

The NAPLAN and PAT results have indicated that many of the teaching programs have continued to improve results. The spelling mastery and 'Letters and Sounds' programs have improved results right across the school but there was a 'long tail' at the bottom end in the Year 5 class in both reading and maths. Plans are in place to rectify this in 2014. A special Summer reading program kit was developed by teachers and twenty eight students took the kit home over the Christmas holiday period to ensure that they do not 'stagnate' with their reading over the break.

The implementation of the 'Daily Five' reading program has seen class teachers from Kinder to year 3 modify their approach to reading and the results, especially in Grade 1 to 3 Reading Recovery have been amazing. A National Partnerships grant for Literacy of \$10,000 focused on providing resources and

professional learning to develop deeper comprehension. \$6000 worth of reading books were purchased and a strong professional development program conducted. Teachers were able to view other teachers practice focusing on the 'Daily Five' program.

The teacher mentoring program for graduate teachers in the school has continued and teachers have continued 'to grow' in their understanding of pedagogy and curriculum. This program will continue in 2014. The Grade 6 Science Fair was held late in the year and was extremely well attended. The students presented a number of Science projects that had interested them and they explained their findings to the audience over and over again. This resulted in consolidating their learning plus sharing with their fellow students and parents.

The main focus of fundraising for the school was supporting the 'Jump Rope for Heart' program and the students raised over \$1000. All grades took part in improving their rope skills plus fitness and they were enthralled when the Holy Rosary team visited our school assembly. The P & F school fair was again very well supported by the community and over \$6000 was raised.

The Board has continued to be an excellent advisory group for the Principal and even though it is a small group, they continue to advise on the school budget, policies and general everyday events. They oversaw the validation process and especially gave constant feedback on the 'Mission and Values' statement.

A highlight for the St Brigid's community was during the Catholic Education Week when parent Sandra Hetherington was awarded a TCEC recognition award as a Friend of the School. Her support over many years to our community has been amazing. She spoke from the heart about how inspired she was and is of the St Brigid's attitude to those in and around their community – she was a very gracious recipient.

The school athletics at the New Norfolk Esplanade was very successful and the selected school athletics team enjoyed amazing success with a huge number of placings and an excellent school spirit at the STCPSSA Carnival. The school again took part in the Presentation Day with St Cuthbert's and after a quiz, the students competed in netball and football – a great day!

Thirty six Grade 5 and 6 students and four staff flew to Canberra in September and enjoyed a wonderful educational experience visiting the many sites throughout our National capital. Another highlight for the Grade 5 and 6 students and a number of staff was the musical 'Easy'. After a huge amount of work at lunchtimes, after school and at the weekends, the students amazed the crowds with their talent and enthusiasm. They also performed in front of three other schools and it was very well received.

It was sad to hear that our parish priest, Father Mike Delaney was being transferred up north. Fr Mike was always a huge supporter of St Brigid's Catholic School and went out of his way to explain and role model 'Catholic' to the community.

Marty Ogle Acting Principal

OTHER EXTRA CURRICULA SUBJECTS

At St Brigid's Catholic School in 2013 we offered the extra curricula subjects Choir, Music, Drama, Dance, Japanese and 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 our liturgical celebrations. The valuable Japanese, Spanish, Dance and Visual Art curriculum areas were offered as term subjects.

Physical Education and sports are an integral part of the school culture. Early childhood students have a designated motor skills lesson as well as a sports lesson. Students participated enthusiastically in our sporting carnivals throughout the year - Swimming, Athletics and Cross Country and represented our school at the Southern Catholic Primary Carnivals. Senior students were involved in football and netball games with other schools during Term 2. 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.

Student well-being was enhanced by student discos organised by the Student Parliament, the staff verses students 20/20 match, a whole school dance presentation, the school picnic, Grade 6 Graduation Mass and dinner and such safety measures as immunisations for Prep and Grade 6 and evacuation and lockdown practices. Involvement in the Mini Vinnes group provided a diversity of opportunities for the students in the group.

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

Molesworth Environmental Centre excursions for all classes were a highlight during Term 4. Excursion to the city and local areas, CSIRO sustainability centre, TMAG, long day excursions, a surf day and performances added to the learning program.

Grade 4 had a two-night camp at Orana and visited various sites. Our special learning needs students were involved in excursions and Grade 5 & 6 challenged St Cuthbert's for the Presentation Cup - a day of quizzing, sport and fun.

Incursions and activities covered many areas of learning including well being, sport and theatre. Student enjoyed a performance and fun events including the Footy Colours day, buddy class activities, the School Wide Positive Behavioural Support reward day and the school fair.

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

TARGETED PROGRAMS

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

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

Transition programs for students with disabilities progressing to Grade 7 in 2014 and orientation programs for 2014 Kindergarten students were conducted.

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

COMMUNITY LEARNING

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

From March until October the Parent Child playgroup for children 0 to 4 ran for an hour and a half on a Friday morning. This program was staffed by our Kindergarten teacher and largely self-funded. Up to thirty participants, parents and children shared play and social time together and this formed a natural transition for many children enrolled for the 2014 Kindergarten into the Parent Child pre Kinder sessions which were held in the latter half of Term 4.

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. 2013 saw funds held year for contribution towards upgrading student transport in 2014. Major events for the P&F were fund raising chocolates, raffles, special days for students eg barbecues and the successful School Fair.

STRATEGIC PLANNING

SCHOOL IMPROVEMENT GOALS FOR 2013

For the 2013 School Improvement goals, a variety of actions had been undertaken and many of the named success indicators were in evidence by December 2013.

Catholic Culture and Ethos

VISION AND MISSION

- ✓ Articulate, promote, foster and live the Vision and Mission of St Brigid's Catholic School.

Discern the currency and appropriateness of the School's Vision and Mission statements and renew of necessary. This in preparation for undertaking the development of a school Strategic Pathway for 2014 - 2019.
Publish and refer to the Vision and Mission Statements regularly in Newsletters and printed and articulated material.
Develop a student interpretation of the statements.
Utilise the School Improvement Framework and Process for Tasmanian Catholic School to undertake Year 1 for the development of a new school improvement strategic pathway.

Leadership

LEADING SELF, LEADING OTHERS & LEADING FOR CONTINUOUS CHANGE

- ✓ Foster leadership structure which build the capacity of staff to be educational leaders, promote distributive leadership, build staff team and advance professional relationships with the northern cluster of Catholic schools Learning Environment.

Continue and expand engagement with networks, clusters and other Catholic schools through: cluster meetings, shared PL, school visits and utilising ICT for broadening networks.
Involvement of the Leadership Team in the Leadership Development Team Project 2013, which includes meetings, coaching sessions, PL session - Leading the Catholic Community, Numeracy Course.
Implement Teacher Performance and Development- utilise TCEO support and AITSL Standards Professional Standards for Teachers.
Implement the expected program of adoption for new workplace health and safety policies and practices.
Preparation for Validation 2013 and Registration 2014.

CULTURAL LEADERSHIP

- ✓ Promote the Catholic faith and our unique learning environment with the school and the broader community.

Continue engagement and promotion within the local community, the Parish of Central Tasmania, and our school community through involvement, marketing and invitation.
Engage the students in a focus on the Presentation charism and by doing so celebrate the Presentation History of St Brigid's.

Learning Environment

STUDENT ENGAGEMENT IN LEARNING

POSITIVE BEHAVIOURS

- ✓ Explore ways to expand student engagement in the life of the school through contributions, support, reflection and responsibility.

Continue School Wide Positive Behaviour Support - embedding in the school culture, ongoing roll out of program components and professional learning.
Continuation of the Grade 6 student parliament to promote student voice and student involvement in the well-being of their peers.
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.

Curriculum and Pedagogy

CURRICULUM

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

STAFF DEVELOPMENT AND PROFESSIONAL LEARNING

- ✓ Clearly identify and access in a timely and productive manner professional learning which supports current and long term needs.
- ✓ Resource, consolidate and embed initiatives which build and support learning pathways and promote a K to 6 philosophy.

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.

Specific focus on Literacy - Daily 5 and PALLS practices and Numeracy through the Numeracy Leadership Training.

Student Learning and Achievement

ASSESSMENT REPORTING AND FEEDBACK

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

Introduce the new reporting format.

Moderation at class, whole and school and cluster level.

TCEO Central Educational Goals for 2013:

Educational Initiatives
The AITSL Teacher standards
Literacy Strategy
Numeracy Strategy
Assessment for Learning
General Capabilities
Catholic Curriculum
Mentoring Early Years Teachers

St Brigid's Catholic School Foci for 2013

AITSL Teacher Performance and development
Literacy particularly Reading and including Daily 5
Australian Curriculum - General Capabilities
Assessment and Reporting including Moderation
Workplace Health and Safety
Aboriginal Students PLPs

St Brigid's Catholic School Leadership Team Foci for 2013

ACEL and AITSL Standards and Professional Learning
School Improvement
Preparation for Validation and Registration
Workplace Health and Safety
Literacy and Numeracy Strategies
Catholic Curriculum

THIS REPORT WAS PREPARED BY

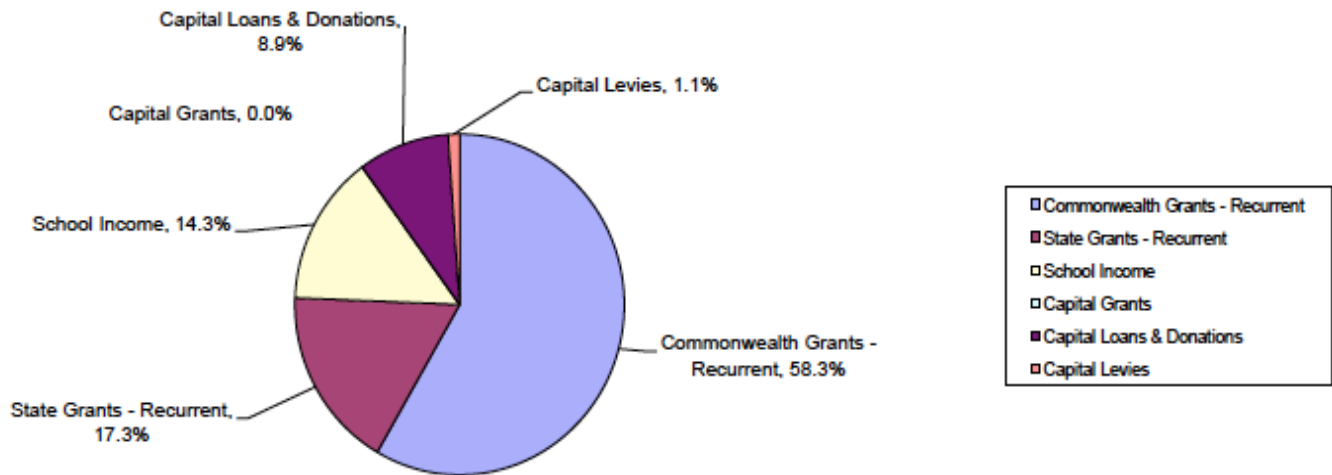
Joy Matar

(Ms) Joy Matar

PRINCIPAL

DATE 4 May 2014

ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK
SOURCES OF INCOME 2013
Total Income \$2.35 million



ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK
EXPENDITURE 2013
Total Expenditure \$2.3 million

