

St Brigid's Catholic School

New Norfolk



ANNUAL SCHOOL COMMUNITY REPORT FOR THE 2016 SCHOOL YEAR

ANNUAL SCHOOL COMMUNITY REPORT

Year	2016
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, 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.

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.

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!

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 2016 School Leadership Team was Ms Joy Matar as Principal, Miss Jacinta Keenan Acting Assistant Principal Learning and Teaching and ICT Coordinator, Miss Amelia Daun, Assistant Principal Religious Education 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) 988

Distribution of Students

Bottom Quarter	Middle Quarters		Top Quarter
35%	32%	21%	12%
Languages background other than English		Indigenous	
2%		4%	

2016 COMMENCES

The 2016 year commenced with a 25% change in staffing and in the composition of the leadership team and, the return of all expected students including our 2016 Kindergarten intake of 22 students.

NUMBERS OF STUDENTS (March 2016)

<i>GRADE</i>	<i>ENROLMENT NUMBER</i>	<i>BOYS</i>	<i>GIRLS</i>
Kindergarten	22	12	10
Prep	22	11	11
Grade 1	30	16	14
Grade 2	28	15	13
Grade 3	23	12	11
Grade 4	29	14	15
Grade 5	26	13	13
Grade 6	26	17	9
<i>TOTALS</i>	206	110	96

AVERAGE ATTENDANCE RATE

The average attendance rate for students in 2016 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	12	Friends School	1
St Virgil's College	5	New Norfolk High School	1
Sacred Heart College	1	New Town High School	3
St Mary's College	1	Ogilvy High School	1
		St Michael's Collegiate	1

STUDENT OUTCOMES

REPORTING TO PARENTS

During 2016, reporting to parents consisted of the following formal components:

1. Parent Information Evening and Information Sheets in early Term 1, ie 22 and 25 February.
2. Compulsory Parent/Teacher Consultations with Checklist on Monday 4 and Tuesday 5 of April.
3. Written Reports + Optional Parent/Teacher Consultations

Comprehensive written reports issued to parents on Thursday 23 June and optional Parent/Teacher Consultations held on Thursday 21 July.

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

End of Year written reports issued to parents on Tuesday 13 December and optional consultations held on Wednesday 14 December.

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

PIPS

The 2016 End of Year PIPS results indicated expected gains and value adding for most of the 21 students; Mathematics (95% of students) and Reading (90% of students). During 2016 extensive tier 2 intervention

was given to those Prep students identified as 'at risk' in the initial testing ie 43% in Reading, 19% in Phonics and 29% in Maths and enrichment initiated for those students in the above average range.

NAPLAN REVIEW

2016 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	388	406	385	421	375
GRADE 3 LIKE SCHOOLS	411	414	411	417	388
GRADE 3 ALL SCHOOLS	426	421	420	436	402
GRADE 5 ST BRIGID'S	460	449	460	453	458
GRADE 5 LIKE SCHOOLS	486	468	485	491	481
GRADE 5 ALL SCHOOLS	502	476	493	505	493

During 2016 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, 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
8	8	11.6	15	5.1

TEACHING STAFF QUALIFICATIONS

Masters	Degrees - 5 yrs	Degree - 4 yrs	Degree/Diploma <4 yr
2	3	10	1

NON-INDIGENOUS TEACHERS 6.25%

PROFESSIONAL LEARNING

The annual professional learning budget was expended in 2016. Much learning was facilitate by TCEO personnel and costs were mainly those associated with employing relief teachers and course registration.

Professional learning for teaching staff commenced in Week 0 with teachers attending oral language and reading workshops and teacher assistants involved in a literacy workshop in the days prior to the return of students. 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: Religious Education, Australian Curriculum HASS and Arts, Digital Technology and Computational Thinking and Teacher Development and Performance and Review, Grade level networks, School Wide Positive Behaviour Support and students with disabilities network meetings, ATSI, leadership formation, formative assessment and, finance and administration processes. School priorities included Oral Language, ATSI, Religious Education including The Year of Mercy and curriculum, ICT included STEM, cyber safety, iPads and educational apps, data analysis, Daily 5 and for early childhood teachers the SSP (Speech, Sound, Pic). Ancillary staff attended workshops including WH&S, finance, cleaners PL and teacher assistants' training. One staff member continued postgraduate studies in Religious Education and two post graduate studies in Inclusive Education. All teachers continued the teacher development and performance process with professional learning, goal setting, meetings with leadership, classroom observations and feedback discussions. 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. The introduction of the CETKP (Catholic Education Tasmania Knowledge Portal) necessitated professional learning days for leadership and administration staff.

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 WORKS IN 2016

YEAR	PROJECT	SCOPE
January	Female Staff Toilet Area	Repairs and refurbishment following a hot water service leak.
July	Primary Sandpit Area	Lining, permanent boarder and new sand

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 liturgies and Masses. Ash Wednesday, our Beginning of the Year Mass and Commissioning Service, ANZAC Day, Holy Week celebrations, Mothers' and Fathers' Day celebrations, Remembrance Day, 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 Catholic Education Week Mass at St Mary's Cathedral.

Our links to our Presentation charism continued as the history and many contributions of the Presentation Sisters at St Brigid's were referenced at events and celebrations. Monday morning prayer and singing time each week was led by Grade 6 students. Sacramental programs are parish based. Reconciliation, Confirmation and Holy Communion were celebrated as parish events with parent, child, teacher and parish involvement.

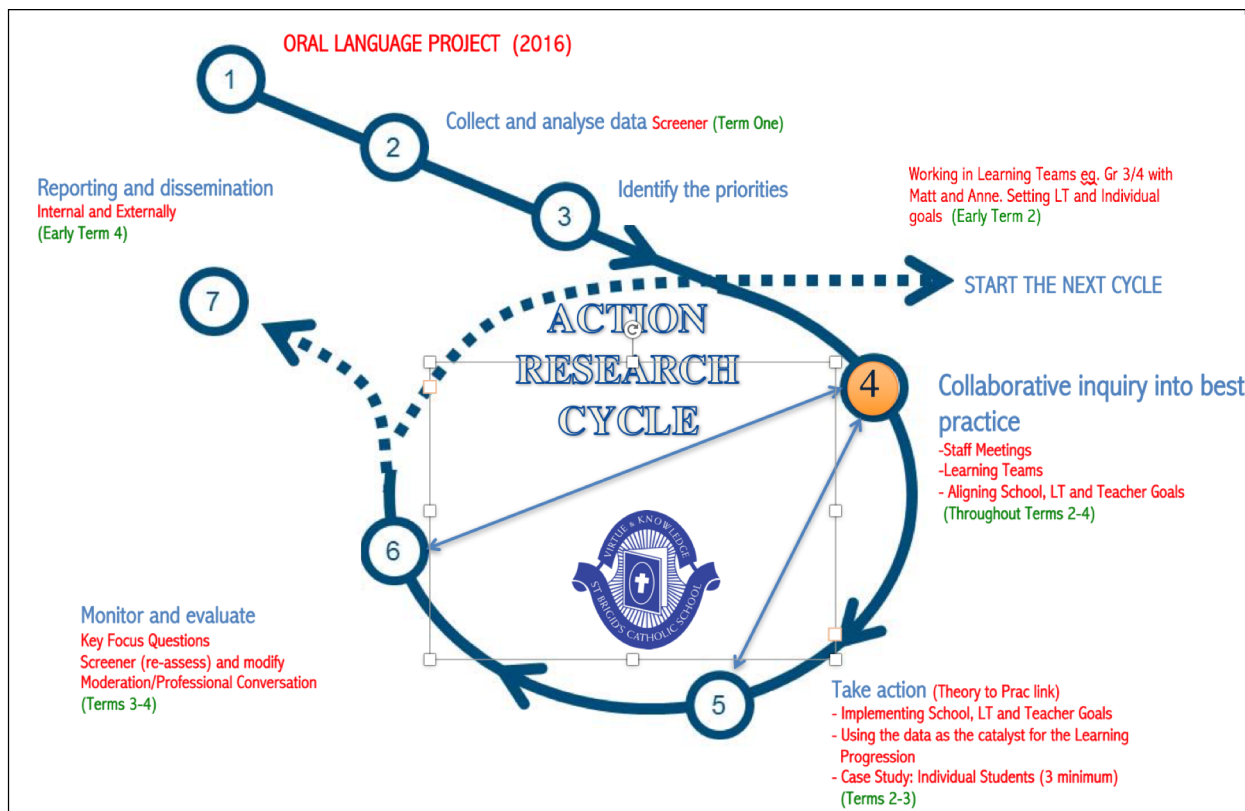
Staff continued to utilise the Good News for Living Framework to plan relevant religious education units. Term 4 saw staff collaborating in sessions facilitated by our APRE to develop a scope and sequence for each grade level to be utilised in 2017 and beyond.

OUR LEARNING COMMUNITY

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 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 2016 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. Daily 5 along with literacy programs such as speech programs, Letters and Sounds, Sound Check, Spelling Mastery, Multi Lit and literacy cycles were given time priority in all classes. The SSP (Speech, Sound, Pic) was introduced in grades Prep to Grade 3 with professional learning lead by the Acting APL&T.

St Brigid's continue to be part of the systemic Literacy Project in 2016, the main focus for 2016 being 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 the education officer from the TCEO, Mr Matt Kean. Staff learnt, collaborated, planned, set goals, assessed and reflected together. Considerable time was allocated to the establishment of a data collection sheets and the action research project.



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 and 4 commencing 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, not just in Grades 3 and 4 but, across the school. Grade 5 and 6 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. Early childhood classes all have a bank of iPads for at school use. Computational thinking and coding learning were incorporated as additional aspects of the ICT curriculum. At St Brigid's Catholic School in 2016 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. Both events drew considerable parental and family support.

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 3 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.

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 2016. 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 utilisation of the consequence matrix, presentations at assemblies illustrating focused learnings and whole of staff meetings were continued in 2016.

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.

All students visited the Molesworth Environmental Centre, buddy classes spent time together, our School Chaplain coordinated games, knitting and crib clubs, enrichment programs including coding, drawing, 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, Bedlam Walls 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 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.

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.

Our school entered a team in the Tournament of Minds in 2016. The students did a fantastic job in the state-wide event working as a team in a problem solving challenge which required the presentation and explanation of thinking.

During 2016 student well-being was furthered via 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, Fathers' Day breakfast prepared by staff and grandparents afternoon tea, classroom visit time and assembly.

All students, Kinder to Grade 6 participated in a two week visual arts program. At the completion of the program we held an Arts on Show Day where Drama and Music and Visual Arts showcased student learning. 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 Grade 5 & 6 camp were part of our learning and teaching program. Perhaps the highlight of visiting theatre was the Alpha Company stage show, The Hunchback of Notre Dame. Young 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, a Fish Care excursion, Grade 6 surf day and National Park. Fun events including the Footy Colours day, buddy class activities and the School Wide Positive Behavioural Support reward day 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, 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 Parent Help. Some of our students with specific learning needs were given ongoing 1:1 access to iPads.

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 and some Early 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 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, and conducted in Terms 2 and 3 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, Cheryl Weily 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 Friday morning. This program was staffed by our Kindergarten teacher and was largely self-funded. Up to twenty participants, parents and children shared play and social time together and this formed a natural transition for children enrolled for the 2017 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 2017 Kindergarten teacher, 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 and Friends. The Grade 6 Student Parliament Fundraising committee were very active raising fund for the school, St Vincent de Paul, Bethlehem House and the Tasmanian Dogs Home.

Local community participation included Clean Up Australia with the clean up focusing on the paths adjacent to the school and the school grounds. A group of Grade 6 students continue the My Journey Project at 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 continue to be collected, collated and shared. The school choir members and early childhood classes were also welcome visitors to Corumbene in 2016.

St Brigid's staff formed as a Relay for Life team, which fundraised during that year and then in early 2016 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 2016 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 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. 2016 funds are targetted to playground and kitchen garden development. 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.

SCHOOL IMPROVEMENT GOALS FOR 2016

<i>System Imperatives</i>	
Imperative 1.	Religious Education and Catholic Identity
Imperative 2.	The implementation of the Australian Curriculum – HASS and Arts
Imperative 3.	Teacher Quality
Imperative 4.	ICT Capability Digital technology and Computational Thinking
<i>School Imperatives</i>	
LITERACY STRATEGY	
<u>Goals:</u> Increase the capacity for leadership in the area of Literacy. Staff, fund and support intervention programs and class based programs for literacy learning. Provide learning for all staff in targeted literacy area of oral language. Ensure that all teaching staff can analyse and utilise data to assess learning and identify needs and as a basis for planning for learning.	
STUDENT WELL BEING - SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT	
<u>Goals:</u> Continue the appointment of a coordinator Engage the coordinator in system PL with the view to utilising expertise and facilitating discussions and change at St Brigid's. Ensure that the SWPBS program is visible and evident at St Brigid's. Encouraged, acknowledged and reinforced positive behaviours. Have all teachers utilise the established teaching matrix through explicit teaching to promote School Wide Positive Behaviour Support. Have all staff utilise the online office referral system to record inappropriate behaviours and that records are analysed regularly to identify needs	

<p>COMMUNITY /WELLBEING 2016</p> <p><u>Goal:</u></p> <p>Strengthen family, school, community and parish partnerships, informed by our shared mission with a major focus on pastoral care and support.</p>
<p>STAFF FORMATION 2016</p> <p><u>Goal:</u></p> <p>Ensure that a variety of opportunities for individual spiritual formation are offer to staff.</p>
<p><i>School Improvement - Operational</i></p>
<p><u>Community</u></p> <p>Develop an individual approach to inviting families to the Sacramental life of the Church. Eg Baptism Confirmation, First Communion.</p>
<p><u>Leading Continuous Change and Leading the School Organisation</u></p> <p>Adoption of the BYO iPad program for Grades 3 and 4 with the creation of a BYO iPad policy etc</p> <ul style="list-style-type: none"> - Review our current policies regarding ICT, uniform homework and volunteers. - Plan to create a formal induction program and checklist for new staff. - Hope for TCEO/TCEC direction on the creation of a system-wide "Parent Charter", to build on the suite of child-safe organization policies. - Receive and utilise the new Archbishop's Charter
<p><u>Staff, Student, Community Wellbeing</u></p> <p>Support and grow collaborative planning and professional learning teams. Continue across grade groupings in Literacy in particular but also to support gifted Mathematics students.</p>
<p><u>Curriculum</u></p> <p>Daily 5 across the school</p> <p>Explicit teaching of behaviours, book choices, learning choices, collaboration</p> <p>Australian Curriculum – roll out of HASS and Arts curricula for planning assessment and reporting</p>
<p><u>Student Achievement</u></p> <p>Literacy Strategy Action Research Project – Vocabulary</p>
<p><u>Assessment Reporting Feedback</u></p> <p>Digitalisation of progress data eg PM Benchmarks, PAT, PIPS NAPLAN for each student</p>

FINANCIALS

Net recurrent income 2015

- Australian Government recurrent funding
- State/territory government recurrent funding
- Fees, charges and parent contributions
- Other private sources

Total gross income

(excluding income from government capital grants)

Less deductions

Total net recurrent income

\$ Total	\$ Per student
1,538,298	8,139
465,501	2,463
281,427	1,489
57,536	304
2,342,762	12,396
150,076	794
2,192,686	11,602

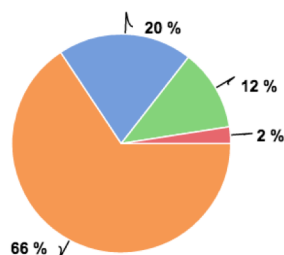
Capital expenditure 2015

- Australian Government capital expenditure
- State/territory government capital expenditure
- New school loans
- Income allocated to current capital projects
- Other

Total capital expenditure

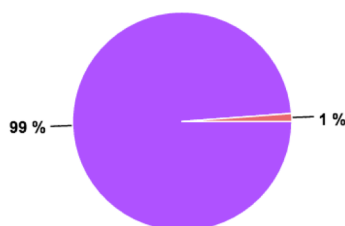
\$ Total	\$ Total 2009-2015
0	2,545,000
0	305,000
0	25,422
124,375	832,336
1,494	308,139
125,869	4,015,897

Total gross income 2015



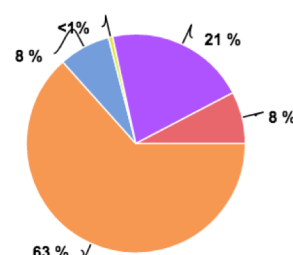
(excluding income from government capital grants)

Total capital expenditure 2015



Percentages are rounded and may not add to 100%.

Total capital expenditure 2009-2015



THIS REPORT WAS PREPARED BY:

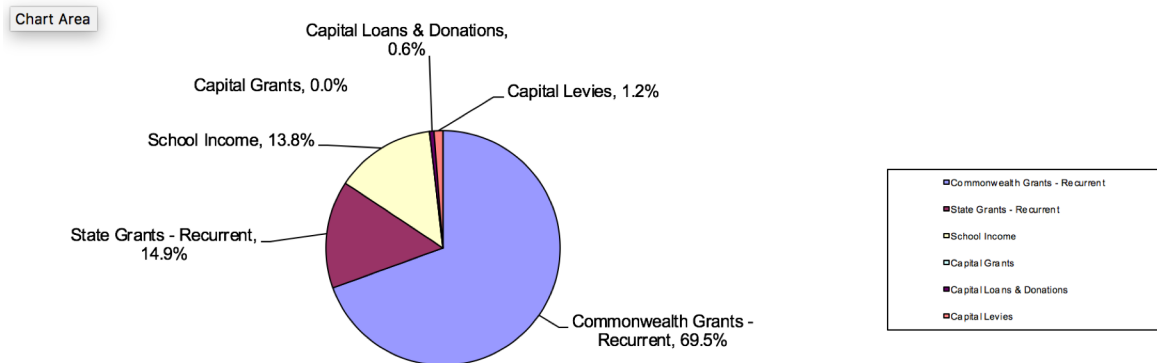
Joy Matar

(Ms) Joy Matar

PRINCIPAL

DATE 11 May 2017

ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK
SOURCES OF INCOME 2016
Total Income \$2.5 million



ST BRIGID'S CATHOLIC SCHOOL NEW NORFOLK
EXPENDITURE 2016
Total Expenditure \$2.7 million

