

St Brigid's Catholic School

New Norfolk



ANNUAL SCHOOL COMMUNITY REPORT FOR THE 2015 SCHOOL YEAR

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Year	2015
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 2015 School Leadership Team was Ms Joy Matar as Principal, Mr Marty Ogle Assistant Principal Learning and Teaching and ICT Coordinator, Miss Amelia Daun, Religion Education Coordinator and Mrs Anne Duigan SWPBS and Literacy Co-ordinator.

School Board

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

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

NATURE OF THE SCHOOL

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

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

SCHOOL'S INDEX OF COMMONWEALTH SOCIO-ECONOMIC ADVANTAGE (ICSEA) 1011

Distribution of Students

Bottom Quarter	Middle Quarters		Top Quarter
26%	30%	28%	16%
Languages background other than English		Indigenous	
2%		3%	

2015 COMMENCES

The 2015 year commenced with very little change in staffing and the return of all expected students including our 2015 Kindergarten intake.

NUMBERS OF STUDENTS (March 2015)

<i>GRADE</i>	<i>ENROLMENT NUMBER</i>	<i>BOYS</i>	<i>GIRLS</i>
Kindergarten	21	10	11
Prep	29	15	14
Grade 1	28	17	11
Grade 2	23	13	10
Grade 3	29	14	15
Grade 4	25	12	13
Grade 5	27	18	9
Grade 6	26	19	7
<i>TOTALS</i>	208	118	90

During 2015 St Brigid's was chosen randomly to participate in an audit of census data. Evidence for data entered in the August 2014 census was comprehensively examined by Commonwealth government representatives and found to be exact and extensively supported by documentation. The school was also involved in the intensive National Consistent Collection of Data audit in Term 3. Evidence for inclusion and the collating of the financials associated with students recorded on the count formed the basis for this audit. Again the school was able to demonstrate adherence to expectations stipulated by the collection protocols.

AVERAGE ATTENDANCE RATE

The average attendance rate for students in 2015 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	St Mary's College	3
St Virgil's College	7	New Norfolk High School	1
Sacred Heart College	1	New Town High School	2

STUDENT OUTCOMES

REPORTING TO PARENTS

During 2015, reporting to parents consisted of the following formal components:

1. Parent Information Evening and Information Sheets in Week 4, Term 1, 23 or 26 February.
2. Compulsory Parent/Teacher Consultations with Checklist . Monday 30 and Tuesday 31 of March.
3. Written Reports + Optional Parent/Teacher Consultations
Comprehensive written reports issued to parents on Thursday 2 July and optional Parent/Teacher Consultations held on Thursday 23 July.
4. End of Year Report + Optional Parent/Teacher Consultations
End of Year written reports issued to parents on Tuesday 15 December and optional consultations held on Wednesday 16 December.
5. NAPLAN data was distributed to Grade 3 and 5 parents/guardians.

PIPS

The 2015 End of Year PIPS results indicated expected gains and value adding for the majority of students in both Mathematics (87%) and Reading (76%). During 2015 extensive tier 2 intervention was given to those Prep students identified as 'at risk' in the initial testing ie 24% in Reading, 20% in Phonics and 20% in Maths and enrichment initiated for those students in the above average range.

NAPLAN REVIEW

2015 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	404	379	365	409	389
GRADE 3 LIKE SCHOOLS	415	409	402	423	390
GRADE 3 ALL SCHOOLS	426	416	409	433	398
GRADE 5 ST BRIGID'S	521	507	506	517	502
GRADE 5 LIKE SCHOOLS	492	475	493	495	485
GRADE 5 ALL SCHOOLS	599	478	498	503	493

During 2015 ongoing additional assessments and intense tier two intervention was given to those Grade 3 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 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	7	11.2	13	5.1

TEACHING STAFF QUALIFICATIONS

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

NON-INDIGENOUS TEACHERS 100%

PROFESSIONAL LEARNING

The annual professional learning budget was expended in 2015. 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 all teachers attending a systemic professional learning on ICT and Computational Thinking for a day 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 priorities included: Oral Language, ICT and Computational Thinking, ATSI, Grade level networks, School Wide Positive Behaviour Support and students with disabilities network meetings, leadership formation, early career teacher formation, formative assessment, curriculum and pedagogy including Australian Curriculum, especially Health and Physical Education and the Arts, moderation, backward design planning and assessment tasks and, finance and administration processes.

School priorities included Oral Language, ATSI workshops, Religious Education including MJR, and twilight Religious Education workshops, the Catholic Curriculum Project and ICT included STEAM, cyber safety, iPads and educational apps, data analysis, reading assessment including running records, interpreting data, Daily 5 and formative assessment. Ancillary staff attended workshops including WH&S, finance, cleaners PL and teacher assistants' training. Leadership courses included Responsible Officer Training, training days for co-ordinators eg SWPBS, Literacy, ICT and Formative Assessment. One staff member commenced postgraduate studies in Religious Education and another post graduate studies in Inclusive Education.

Online learning for all staff has become a regular expectation. Units as varied as WHS, Camps and Excursions Risk Management and Anti-Discrimination were offered to all staff.

All teachers continued the AITSL and school teacher development and performance process with professional learning, goal setting, meetings with leadership, classroom observations and feedback discussions. Specific professional learning for teachers included leadership development, collecting and interpreting data, providing feedback to students, differentiation of Maths tasks and setting learning goals for students.

Teachers and teacher assistants regularly shared their expertise and learning. Teachers planned and worked together in their learning clusters and all staff endeavoured to share learnings, which would benefit the students and improve student outcomes.

CAPITAL WORKS

PHYSICAL ENVIRONMENT

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

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

CAPITAL WORKS IN 2015

YEAR	PROJECT	SCOPE
March 2015	Shade sail	Shade sail area in Kinder playground was redesigned and installed.
April/May	Cill Dara storage areas	Refurbishment of the PE storage areas in Cill Dara and remaining small areas untouched in previous projects.
Term 2 2015	Swings	8 swings including a swing for a disabled student in the primary playground.
Term 4, 2015	Water play and sensory playground	Pump, water course, mud kitchen, sensory path and gardens

ST BRIGID'S CATHOLIC SCHOOL CELEBRATES 90 YEARS

On 4th October, at St Peter's Church, we celebrated the 90th anniversary of the laying of the foundation stone for St Brigid's Convent School, now St Brigid's Catholic School. The Eucharistic celebration gave us the chance as a community, to give thanks and remember and honour our past especially the Sisters of Charity and the Presentation Sisters who laid the foundations for our great school.

The events of the 30th of October were a fitting culmination to our marking of 90 years of Catholic education at St Brigid's. The 90 Years Mass, celebrated by Archbishop Julian Porteous, was a very special event. A number of visitors join us for the Mass, morning tea and a viewing of the History Rooms, which were opened by Archbishop Porteous. Past staff and students (some now our students' grandparents), the Director of Catholic Education, Mr John Mula, representatives from the Catholic Education Office, Sr Janet and several of her fellow Presentation sisters and Sr Anne, a Sister of Charity and parish and community members enjoyed the morning. Many commented on the politeness, friendliness and settledness of our students who also demonstrated great pride in their school and its history.

The early afternoon was spent in busy preparation for our 90th anniversary fair. The fair was officially opened by Her Excellency, the Governor, Kate Warner and attended by Archbishop Porteous and Mayor Martin Evans. The fair was certainly an apt ending to a very special day of celebration.

RELIGIOUS EDUCATION, SPIRITUALITY, SACRAMENTAL PROGRAMS & LITURGIES

Parish Priest Father Jaison Kyzhiyil continued to visit and celebrate with our school. He conducted Masses and liturgies, attended celebrations, spent time with students and teachers and engaged students and families in parish celebrations.

As a Catholic school we learn, celebrate and pray together. We welcomed families and parish to our school liturgies and Masses. Ash Wednesday, our Beginning of the Year Mass and Commissioning Service, ANZAC Day, Easter and Stations of Light celebrations, Mothers and Fathers Day celebrations, belated St Brigid's Day celebrations, Sandy Cowling Memorial Celebration, 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 History continued to be enhanced by the regular visits and valuable tutoring time given by Presentation Sister, Janet Sexton. The history and many contributions of the Presentation Sisters at St Brigid's were highlighted in our history rooms. Monday morning prayer and singing time each week was lead 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. With the framework linked to ACARA through the CEO website and ongoing professional learning, the growing expertise of staff continued and programs were enriched for students. The learning of church history was enhanced for students with visits to the Josephite History Centre and our own 90th anniversary history rooms.

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, History, Geography and Science, Health and Physical Education. An audit of Health and Physical Education programs was undertaken during the year. The evolving 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 2015 programs introduced in 2013 were expanded, supported and consolidated and numerous extra curricula opportunities were offered for our students. The quantity of literacy resources continued to expand to support Daily 5 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.

St Brigid's became part of the systemic Literacy Project in 2015, the main focus for 2015 being oral language. At least four 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, Mrs Penny Dilger. Staff learnt, collaborated, planned, set goals, assessed and reflected together. Our Literacy Belief Statement was developed and classroom pedagogy and foci reflected new learnings.

Writing continued to be a major English curriculum focus for 2015 and this was strongly supported, on site, by CEO Education Officer Mrs Penny Dilger. Literacy learning was further enhanced by student participation in various activities including the Premiers Reading Challenge, 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 desktops, laptops, iPads and mini iPads being utilised in all classrooms. Primary students utilised the school iPad borrowing program which

allowed children to be the sole possessors of school iPads for a block of time during which the iPad was used as a learning tool both at school and home. Computational thinking and coding learning was incorporated as additional aspects of the ICT curriculum.

At St Brigid's Catholic School in 2015 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 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 Dance Fever 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 and as visitors to other schools. The staff verses students 20:20 cricket match was again a highlight of the year. As a first, student in senior classes 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 2015. 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. A consequence matrix, presentations at assemblies illustrating focused learnings and whole of staff meetings were developments in 2015.

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 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 first hand experience in the curriculum area of Civics and Citizenship, Student leadership incorporating classroom responsibilities, class councillors, sports leaders and the parliament provided opportunities for involvement, a student voice and the development of leadership skills. The parliamentary committees initiated and organised activities which when passed through parliament and enacted benefitted

the school and the students. Members of the parliament's environmental committee were involved in discussions regarding the playground development 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 and World's Greatest Shave, added further to the list of activities. Our school captains lost their locks for the World's Greatest Shave and their fund raising, which netted over \$3000 was very well supported by our community.

Our school entered a team in the Tournament of Minds in 2015. 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. Our team received a merit award – ie second in their section.

During 2015 all students were involved in comprehensive Family Life and Fire Awareness programs. Student well-being was further enhanced by student discos organised by the Student Parliament, the school picnic, Grade 6 Graduation liturgy and dinner and safety measures such as immunisations for Prep and Grade 6 and evacuation and lockdown practices.

Our Grade 5 and 6 students, along with teacher Miss Amelia Daun, wrote, produced and starred in their production Augmented Reality, a very eye-opening and entertaining school play. Our Grade 4s 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 well being, sport and theatre. Local excursions and excursions to destinations outside the New Norfolk area and also camps were part of our learning and teaching program. Grade 5 and 6 went to the Theatre Royal to see 26th Storey Treehouse Student from K to 6 enjoyed various performances eg the New Norfolk High School Band Concert, the Terripan Theatre puppet show 'Little Red Riding Hood' and the Alpha stage show 'Hercules'. Young students went to the annual Christmas pantomime at the Playhouse Theatre and Grade 5 attended the MacKillop College production.

Other excursions included days at Molesworth Environmental Centre for all classes, a Fish Care excursion, Grade 6 surf day, WWI Exhibition at TMAG and a visit to the tip recovery centre. Fun events including the Footy Colours day, fathers and mothers day celebrations, buddy class activities and the School Wide Positive Behavioural Support reward day and the staff verses students cricket match.

Interactions with other schools included excursions to and from St Paul's Preps with our Prep class, sports and quiz day for Grades 5 and 6 at St John's Catholic School, Richmond, a visit by St Paul's chess club and ukulele group, Grade 3 and 4 Sports day at Dominic College and Grade 6 orientations visits to St Virgil's and Dominic Colleges.

In December Grades 5 and 6, with the assistance of teachers Miss Amelia Daun and Mr Marty Ogle, conducted a STEM (Science, Technology, Engineering and Maths) fair. This involved students exhibiting and presenting their science, technology, engineering and maths research projects and activities to the students and parents. The fair was very well patronised by the parents and friends and enthusiastically received by the younger students .

Grade 4 experienced a two-night camp at Orana, Lauderdale. Students visited various sites and undertook activities as part of their three days out. Grade 5s and 6s students and four staff flew to Canberra in September 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.

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 aged 7 requiring Literacy support were placed on the MultiLit program, repeated reading programs provided ongoing support for students across the school and sound check was utilised to support the classroom Letters and Sounds program. Differentiation within the classroom and in small group learning teams, plus a withdrawal enrichment program supported learning program for higher achievers and interest groups. Learning support was provided in all classes through the utilisation of Teacher Assistants, Parent Help and one part-time teacher. Some of our students with disabilities were given ongoing 1:1 access to iPads.

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

A whole school PAT testing program and screen testing were conducted in October. Along with PIPS, NAPLAN, Reading level assessments and 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 2016 and orientation programs for 2016 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.

Understanding NAPLAN sessions were offered to parents of Grade 3 and 5 students. This allowed parents to better understand the testing program, to gain insights into their child's NAPLAN report and to see the diverse information which the NAPLAN reports create for use by school and teachers.

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 our Kindergarten teacher assistant 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 2016 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 2016 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, Legacy, 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 and farmer relief through hay bale purchasing.

Local community participation included Clean Up Australia with the clean up focusing on the river flats and paths adjacent to the school and the school grounds. A group of Grade 6, and later in the year Grade 5, 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 My Journey Project was the national award winner for diversional therapy in aged care. Shakira Bone a participant in the program was awarded the Derwent Valley Young Australian of the Year. The school choir members were also welcome visitors to Corumbene in 2015.

During 2014 St Brigid's staff formed a Relay for Life team, which fundraised during that year and then in early 2015 participated in the Derwent Valley Relay for Life event at Boyer Oval. The February 2015 Gala Dinner, chocolate sales, a movie night and donations contributed to our fundraising. Principal, Joy Matar was a participant in the Luminary Ceremony which highlighted the reason behind the event and paid tribute to cancer sufferers, survivors and carers. The generosity of the St Brigid's Catholic School Community was very evident as through engagement in two major events we has raised over \$10 000 to support cancer sufferers. The 'manning' of the Animal Nursery at the Hamilton show has become a regular St Brigid's event. Several of our families are engaged in this country show with students participating in many events.

Grade 6s were active in events which benefitted the community. They organised the inaugural 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. Students were part of the consultation process with planners for the Derwent Valley Council in the discussion of things they like/don't like about the New Norfolk environs and suggestions for the future.

Early in 2015, St Brigid's was the host school for the annual Making Jesus Real (MJR) Conference. Visitors from round Australia spent time working in our school and were very impressed by the venue, the atmosphere of the school, the participation of our students and the content of the MJR program.

Part of our involvement with the broader community is welcoming UTAS education students and high school work experience students on to our site. In 2015 we again had students from UTAS and secondary schools spending time with classes to practise their learning or gain a hands-on first look at teaching as a career option. School of Medicine students also visited St Brigid's as part of their Rural Communities Program in the Derwent Valley.

Teachers visited ptunarra the local child and family centre to familiarise themselves with its work in the Derwent Valley Community, classes visited local facilities eg the school dentist and community workers visited classes.

BOARD and THE PARENTS AND FRIENDS ASSOCIATION

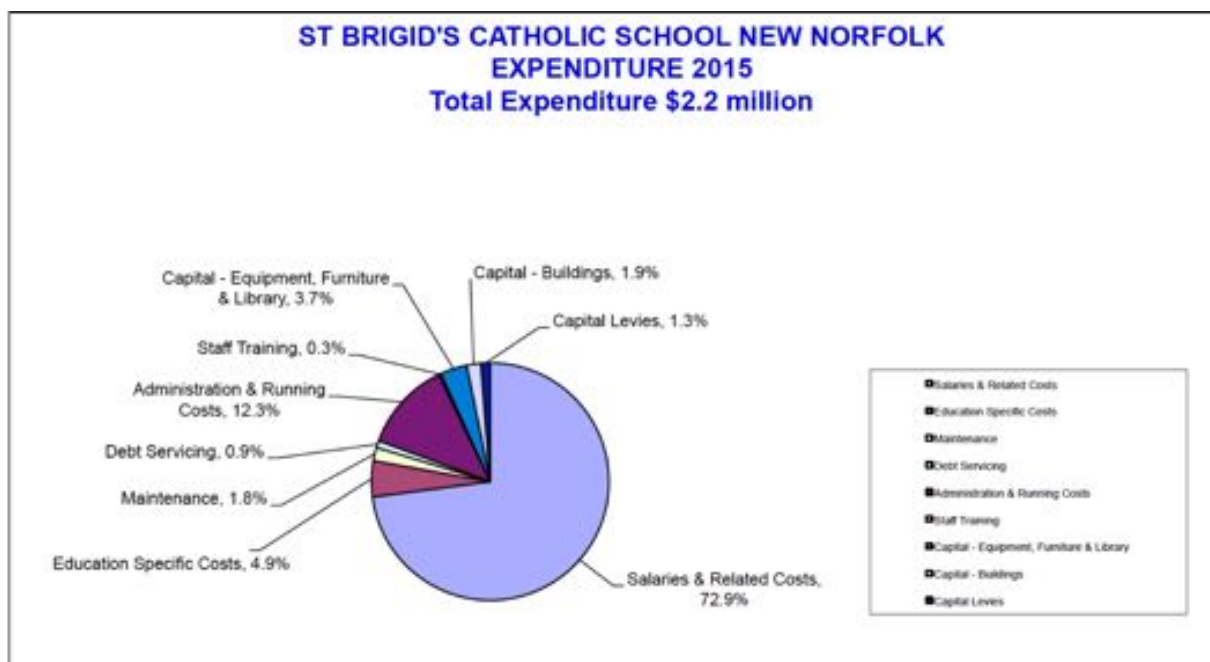
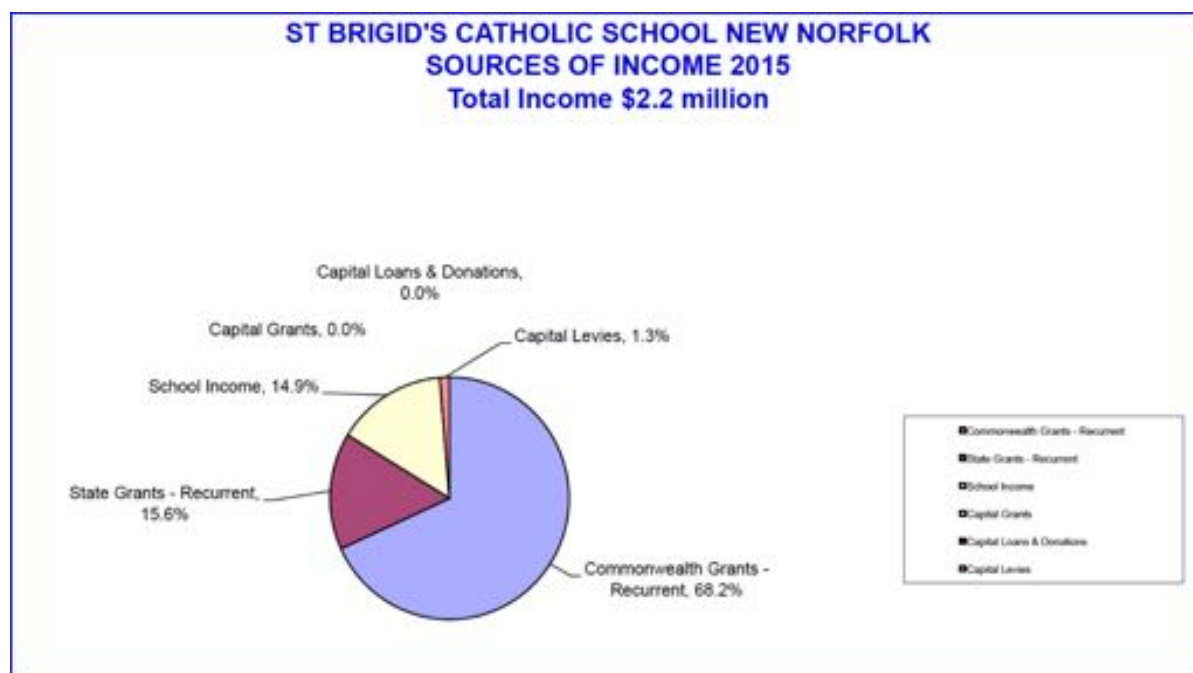
As well as parents, carers and friends being involved in educational programs assisting students, a core of parents contributed greatly to governance and fund raising. Regular meetings of the St Brigid's Catholic School Board ensured financial accountability and a discussion of current and future directions for the school. The fundraising of the Parents and Friends supported projects within the school. 2015 funds are targetted to the primary playground sandpit redevelopment and uniforms for our basketball teams. 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 2015

<i>System Imperatives</i>	
Imperative 1.	Religious Education Focus
Imperative 2.	The implementation of the Australian Curriculum - HPE
Imperative 3.	The implementation of cluster planning and network meetings to include planning and moderation process: inter and intra school.
Imperative 4.	Implementation of teacher performance, development and review
Imperative 5.	ICT Capability Digital technology and Computational thinking
<i>School Imperatives</i>	
LITERACY STRATEGY Goal: To engage in the first year of the CEO Literacy strategy to increase Literacy leadership capacity and teacher understanding and expertise in the area of Oral Language. The rationale being that our students all deserve quality teaching and learning experiences which optimise their chances of success. We thus require a staff with the knowledge and expertise to make a difference in student literacy outcomes.	
CATHOLIC CURRICULUM PROJECT Goal To explore Catholicity in our community by placing Jesus, his message and his mission at the forefront of what we teach and for staff to discuss and understand how to integrate 'story' and RE through oral language. The rationale being that we believe that our Catholic faith underpins all that we do in Catholic Education and	

that engagement in the Catholic Curriculum Project gives staff/students/community the opportunity to discover that a 'holistic' curriculum approach integrated with all things Catholic is an essential journey to give students a REAL purpose in this world.
<p>COMMUNITY/WELLBEING</p> <p>Goal: To strengthen family, school, community and parish partnerships, informed by our shared mission with a major focus on pastoral care and support.</p> <p>The rationale being that Catholic education is a partnership, best shared by a community of stakeholders.</p>
<p>STAFF FORMATION</p> <p>Goal: Ensure that a variety of opportunities for individual spiritual formation are offer to staff.</p> <p>The rationale being that formation is the personal and professional formation offered for each and all in the Catholic Education community enabling our relationship with God to flourish.</p>
<p>STAFF PROFESSIONAL LEARNING</p> <p>Goal: To provide quality professional learning (additional to the Literacy Strategy) which continues learning commenced in 2014, supports foci for 2015, extends staff learning experiences and meets systemic expectations for assessment and reporting.</p> <p>The rationale being that quality teaching and gains in student outcomes are supported by the implementation and embedding of staff learning which provides opportunities for sharing and challenging practice in a positive way.</p>
<i>School Improvement - Operational</i>
<p>Community</p> <p>Planning for 90th Anniversary celebrations. October 2015</p> <p>Includes – Mass to celebrate laying of the Foundation Stone, Mass & 90th Anniversary School Fair, History Room.</p>
<p>Leading Others</p> <p>Mentoring of beginning teachers. Support of UTAS practicing teachers.</p>
<p>Leading the School Organisation and Ecological sustainable behaviours</p> <p>Completion of a Master Plan for playground development.</p> <p>Application of release of school reserve funds</p> <p>Completion of 2015 targetted playground development</p>
<p>Leading Continuous Change</p> <p>Policy reviews Editing of Parent Handbook, Staff handbook, website etc</p> <p>Governance Conference</p>

FINANCIALS



THIS REPORT WAS PREPARED BY:

Joy Matar

(Ms) Joy Matar
 PRINCIPAL

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