

2016 Annual School Report to the Community

St Brigids Primary School Coonamble

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Principal Mrs Gai Gilmour



Principal's Message

The strong Brigidine history of St Brigid's is reflected in the school's motto of Strength and Gentleness. This is also a guiding principle in the education of students at our school. St Brigid's strives to maintain a community focus, which encompasses the students, staff, parents and carers of our school. Students are encouraged to achieve to the best of their ability and this is reflected in the results achieved throughout 2016. The staff of the school are professional and at all times work towards achieving the best outcomes for students. The focus is student learning. In 2016 the school focussed on the continued development of a Professional Learning Community which supports the development of curriculum and student learning. Once again in 2016 the St Brigid's Parents and Friends Association were very active and supportive in all areas of school life. We thank them for their enthusiasm and hard work in supporting our school. Gai Gilmour Principal

Parent Body Message

2016 has been very successful. The community spirit this school produces is the envy of most that surround or know us. Well done to you magnificent parents and friends.

We started this year with funding to classroom resources for the kids with \$3000 towards home school readers.

As the P & F body always enjoy supporting their children and travel far and wide we purchased 4 x St Brigid's branded marquees and banner to fly the flag of support.

One of our major works for the year was the replacement and supply of more seating at the entrance of the school. We also added seating for the kids at the bus entrance, a new BBQ and further classroom readers.

This year the Walk-a-Thon, promoting healthy living, was simply awesome and \$10,000 was raised.

A big thank you to Andrew Windsor our Cattle Coordinator along with our cattle agisting families. It's been a massive year for the cattle account with record prices across the board.

To Mrs Pip Brown and her wonderful volunteers, including Row McRae the P&F rep, for the canteen support.

Thank you to all members of the community who contributed during 2016 to make it a very successful year.

Mark Hoath

P&F President

Student Body Message

Students at St Brigid's Catholic School Coonamble are happy and enjoy coming to school. A selection of quotes obtained from our Year 6 students reinforce this:

Isaac: 'I think St Brigid's is good because the teachers really care about us.'

Olivia: 'St Brigid's gives us heaps of opportunities like sports, public speaking, swimming. It is such a great school.'

Sarah: 'I like that we do things with the Church, our Masses and stuff and talk about how to live it.'

Alexander: 'I think St Brigid's is a good school. We all care for each other and learn lots.'

These few simple quotes from our senior students summarise the general feeling of the students and address all areas of importance at our school, from our Faith underpinning our pastoral care and the everyday practises to the quality of learning and opportunities provided to our students.

SECTION TWO: SCHOOL FEATURES

St Brigids Primary School is a Catholic systemic Co-Educational School located in Coonamble.

St Brigid's is a single streamed Kindergarten to Year 6 School with seven classes. At the time of the School Census (February 2017) the student population was 139. There are 11 teaching staff and 8 non-teaching staff employed at the school. St Brigid's was renamed on the 1st February, 2003 from St Bernard's. This change was to acknowledge our heritage as the first Brigidine School in Australia. In 2008 the Brigidine Sisters celebrated their arrival in Coonamble, a hundred and twenty-five years previous. On completing Year 6 at St Brigid's, students either attend Coonamble High School or continue their studies at various boarding schools. The families associated with St Brigid's are a reflection of the wider community and include self-employed property owners, contractors, professionals, small business owners and local government employees.

Pastoral Care Initiatives and Programs in 2016 included,

- The Buddy System between Year 6 and Kindergarten
- The Peer Support Program for the students from Kindergarten to Year Six
- Students who experienced problems were referred for counselling through Centacare
- The Caught Being Good Program was continued each week. The students receiving the awards are given a free lunch certificate (redeemable from the school canteen) from the Parents and Friends Association.

Curriculum Initiatives in 2016 included working as a PLC and in PLTs to identify and articulate essential learnings in the area of Maths and these became the driver for pedagogical change in many classrooms. Early identification and intervention for under-achieving students took place with the assessment tool DIBELS, while the MULTILIT Reading Tutor Program was also continued in 2016. We continued the Live Life Well Program, which will provide a great deal of support to the school in the PD/H/PE area. The daily fruit/vegetable break was continued as the Crunch and Sip program.

The school facilities have been continually upgraded to provide the students with the very best learning environment. Reading texts were generously donated by the P and F for classroom use. The beautification of the school grounds is ongoing. The students are fortunate to have so much space to play undercover and on grass.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
83	60	5	143

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2016 was 90.96%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.06%
Year 1	92.58%
Year 2	91.51%
Year 3	92.39%
Year 4	89.31%
Year 5	91.75%
Year 6	89.10%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	9	19

* This number includes 8 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Child Protection, Bullying and Harrassment, CPR, Circle of Mercy
Term 2	Assessment Policy Development Day
Term 3	Maths- Planning for the Differentiated Classroom: Number and Algebra, NAPLAN Analysis, NESA Accreditation
Term 4	MCCL - Spelling, focus on Curriculum

Professional Learning is seen by all staff at St Brigid's as part of our core business and takes place as a matter of course during our fortnightly PLC meetings and weekly PLT meetings. All students benefit from the life long learning principles embraced by all staff.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	11
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

"LIVING AND LEARNING IN STRENGTH AND GENTLENESS"

This simple statement not only reflects our Brigidine Heritage but it also guides the learning which is taking place in our classrooms today.

Prayer and Liturgy

The staff commence their weekly staff meeting with a prayer. Children pray throughout the day – whole school morning assembly, grace before meals, special intentions and the end of the day prayer. Each class is responsible for preparing liturgies throughout the year and each Thursday before whole school assembly, a class is rostered to organise a prayer. In each classroom a sacred space is made with a table covered with a cloth in the appropriate liturgical colour according to the church calendar and the use of sacred symbols, e.g. the cross, the bible, the school candle. In the school foyer the Religious Education Coordinator has organised a prayer focus that is regularly changed and the students view the display. Liturgies are held to celebrate special events such as the beginning of the school year, Grandparents' Day, Farewell Mass, Feast Days, Ash Wednesday, Easter, Mary's Birthday and the Missions. Classes attend Mass in the church or chapel when a priest is available. The students of Years Six, Three and Two are involved in the Sacramental Programs. The parents/carers are expected to support their children and attend the commitment Mass and meeting prior to the sacrament. Years 3 and 6 each have a retreat day in the lead up to the Sacraments of Eucharist and Confirmation.

Pastoral Care and Social Justice

St Brigid's aims to provide pastoral care through the following strategies:

A Buddy System - The Year Six students are allocated a Kindergarten student, which they support throughout the year. The Year Six students assist the Kinder students in the classroom and in the playground. At the beginning of the year they sit together in church. The Kindergarten students know they can go to their buddies if they need a friend or assistance. At St Brigid's, all classes are involved in the support of the Missions, particularly during Lent and in October during Mission Week.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	31.80

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our school follows the syllabi set out by the NSW Board of Studies. The seven Key Learning Areas are: English, Mathematics, History and Geography, Religious Education, Science, Creative Arts, Personal Development, Health and Physical Education. A number of learning support programs exist within the school including a literacy and numeracy support program in Kindergarten, MultiLit tutoring program from Years 1 to 6, integration of students with special needs and individual literacy and numeracy support. MiniLit and Multilit continued during 2016. There was also extra support provided for identified Aboriginal students by the CEO to increase their involvement in the program and also with Quicksmart to assist in Maths. ICT is integrated into the teachers' programs with a SMARTboard and laptops in every classroom. Sport is very strong at St Brigid's with a number of students representing at state level in swimming, athletics and cross country in 2016. One student also attended the National Swimming Championships held in Darwin. Years 5 and 6 took part in the annual McNamee teams day with St Joseph's Gilgandra. School teams played in Rugby League and Netball carnivals. Students are able to participate in choir on a voluntary basis. Students audition for the local Moorambilla Festival. We integrate the Musica Viva Schools Program into class music each year. St Brigid's has a successful excursion program, which is integrated into the class units of work. The excursions usually are Kinder – Farm Visit, Year 1- Dinosaur discoveries to Lightning Ridge, Year 2- Zoo Snooz Dubbo, Year 3- Warrumbungles National Park, Year 4 - History and Communications two days in Dubbo and Wellington, Years 5 and 6 – Discovering Gold, 3 days in Bathurst, or Government, 5 days in Canberra (two year rotation). Years 5 and 6 attended Canberra in 2016.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	52.00%	53.00%	7.00%	10.00%
	Reading	56.00%	48.00%	4.00%	11.00%
	Writing	42.00%	49.00%	0.00%	6.00%
	Spelling	33.00%	46.00%	7.00%	12.00%
	Numeracy	19.00%	36.00%	4.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63.00%	36.00%	0.00%	15.00%
	Reading	53.00%	35.00%	11.00%	16.00%
	Writing	26.00%	17.00%	0.00%	18.00%
	Spelling	42.00%	30.00%	0.00%	17.00%
	Numeracy	37.00%	28.00%	0.00%	17.00%

Student Welfare Policy

The Pastoral Care Policy is found in the school information book. The staff continually remind students about acceptable behaviour. Every second year all students work through the Peer Support Modules in their peer support groups on a Friday during Term 2 and Term 3.

No changes were made to the policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

There were slight changes made to the Student Management Policy (Discipline Policy) in 2015. They included adding examples of bullying behaviour to the Demerit Point categories. The Student Management Policy and the Anti-Bullying Policy are closely linked. The full text of the school Student Management Policy (Discipline Policy) may be accessed via the School Information Book, which can be obtained at the school office.

There were no changes made to the policy in 2016.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

The students take great pride on marching on ANZAC Day and attending the service with the community of Coonamble. The school has a tradition of donating books to the local library each ANZAC Day and Remembrance Day. St Brigid's have had a very successful Peer Support Program for many years and this is valued by the students and parents/carers. Students participate in Mission Week activities raising money for children in need overseas. The students also spent some of the money raised in Mission Week to sponsor children overseas to obtain an education.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2016

Maintain and strengthen Parish/School links by further developing the depth and quality of the school's Catholic culture, pastoral care and Parish and community connections e.g. weekly Masses during the term, sacramental commitment Masses on Saturdays, fostering altar servers, providing sacramental preparation of students from the parish.

Staff faith development opportunities like Lenten groups.

Ensure the doctrine component of each RE unit is taught and assessed.

Continue to implement social justice activities through Lenten Groups, Caritas resources, special appeals like Sock it to Poverty, grandparents/older friends Mass, singing to the residents at the nursing home.

Continued to provide more exposure to the scriptures in prayer forms through the newsletter e.g. Gospel Challenge and appropriate internet links.

Priority Key Improvements for 2017

Staff faith development opportunities like prayer and annual retreat.

Ensure the Catholic faith, traditions and culture are fostered particularly through the eight Catholic values for the students and staff.

Ensure the doctrine component of each RE unit is taught and assessed.

Continue to implement social justice activities through Lenten Groups, Caritas resources, special appeals like Sock it to Poverty, Mass for Grandparents/older friends.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

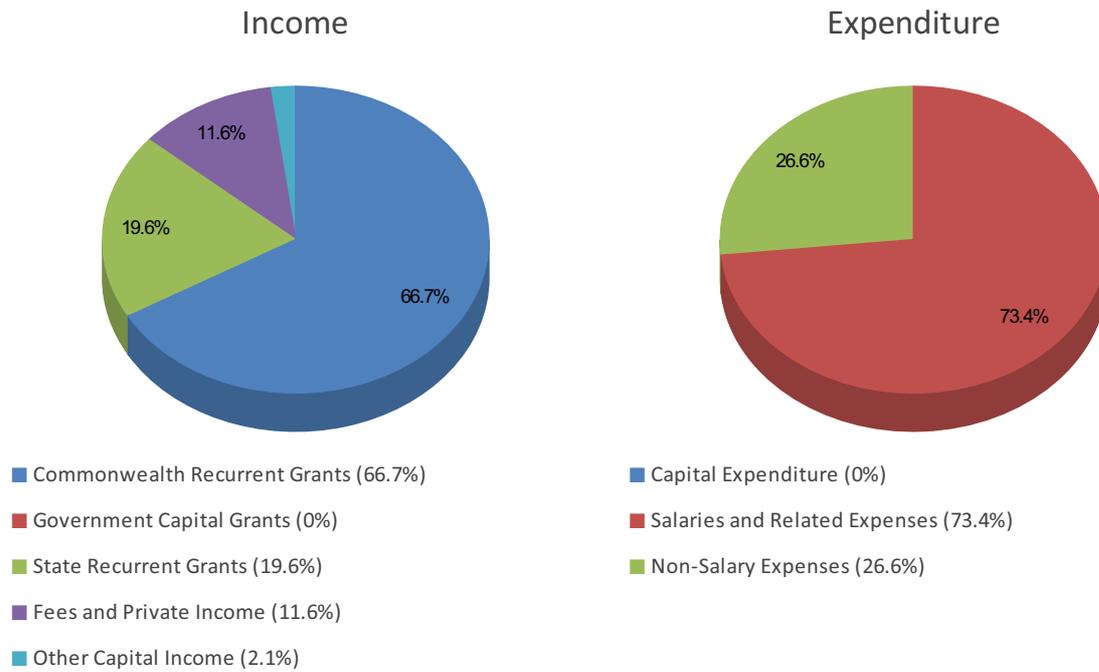
Parent satisfaction with the school is very high. The majority of parents believe that the Catholic Values, Teaching and Learning, and Leadership of the school, are areas of major strength. People were very satisfied with the resources and facilities and realise these will need updating and upgrading regularly.

Student Satisfaction

Students at St Brigid's are generally happy and learn effectively in the caring, supportive environment provided.

Teacher Satisfaction

- The majority of staff believe the permeation of Catholic values, teaching of RE and staff development in RE is strongly evident at St Brigid's. Fostering partnerships between school, parish and parents is ongoing.
- The majority of staff believe that teaching and learning, curriculum provision, planning and programming and student achievement are strongly evident at St Brigid's. Assessment and evaluation has been addressed throughout 2016.
- Leadership for school improvement is strongly evident at St Brigid's with a need for continued improvements of policies being commenced but these need to be continued. Distributed leadership is evident and supported by the ongoing PLC process.
- Strategic resourcing is an area of strength as indicated by the majority of staff with sustainability being an area for ongoing development. ICT resourcing is ongoing.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.