

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Brigid's Primary School

52 Irrawang Street, RAYMOND TERRACE 2324

Principal: David Palmer

Web: <http://https://www.mn.catholic.edu.au/schools/region-map/north/irrawang-st-brigids-primary-school/>

About this report

St Brigid's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with pleasure we present the 2021 Annual Report for St Brigid's Parish School, Raymond Terrace. This report is an overview of the achievements and activities during the year. St Brigid's Parish School has a proud history of educational continuity and tradition, serving the community of Raymond Terrace and beyond since 1850. The school is housed on a site mixed with heritage listed, and modern buildings. These buildings are surrounded by a garden setting and large playground areas.

At St Brigid's we endeavour to nurture every child towards achieving their full potential, recognising that education is a life-long process. Our Vision statement is the foundation of all we aim to achieve: "St Brigid's Parish School is a vibrant community, committed to providing quality teaching and learning in an authentic Catholic environment".

During the second half of 2021, we experienced a return to home learning. We are incredibly proud of the quality of the home learning provided and particularly the individualised support given to families at this difficult time. We are blessed with dedicated and quality staff and strive to ensure all members of the school community feel a sense of belonging and are valued and supported.

2021 saw the beginning of building works to refurbish our Learning Hub and Learning Support areas. These will be contemporary learning and support spaces once complete in 2022 and will provide further opportunities for continued improvement in quality teaching and learning and supporting a wide range of needs for students.

St Brigid's has an excellent reputation in the Port Stephens' community. We thank the St Brigid's Parish, our Parish Priest Fr Joyce, and the school parent body for their support. We are certainly proud to be a vibrant school community who inspire and support each other in all aspects of school life.

Parent Body Message

The P&F is a great practical way to become involved in school life and meet other parents and carers who are part of our community.

While we were not able to hold some of our fundraising events last year, we appreciate our community for their support of the limited events we were able to share together. It was wonderful to celebrate the Grandparents' Day liturgy and picnic lunch before another wave of home learning.

P&F funds helped support the construction of the new uniform shop, P&F storage area, sport equipment and archives. The new building works that started in Term 3 will provide fantastic contemporary spaces that will support our childrens well-being and learning. We look forward to being able to enjoy these spaces soon.

We appreciate all those who were able to support the school as canteen volunteers.

Thank you to the families of St Brigid's for their support of the P&F committee and in supporting the staff in the school as they educate our children.

We encourage our families to continue their involvement during 2022. St Brigid's is a wonderful school with a true community feel and we hope to host many opportunities in the future to reconnect families after another COVID interrupted year.

P&F President 2021

Student Body Message

The students at St Brigid's are represented by student leaders and sports captains from Year 6. These students lead assemblies and focus on the areas of Technology, Stewardship of the Environment, Sport, Health & Welfare, Fundraising & Entertainment, and Communication. The school parliament, as well as other Year 6 students, carry out various civic responsibilities such as conducting assemblies, attending official functions, and welcoming visitors. The school parliament of St Brigid's supports the principal and teachers, providing a link between the staff and students, and setting a good example.

St Brigid's has excellent teachers who support our leaning in many different ways. Regular sporting opportunities are provided, including a morning sport program that runs on our school playgrounds. We have a social club at lunchtime which includes games, craft and STEM activities. Students are all invited to join our choir and sing at school and parish events. Student of the week and Principal's Awards are given out weekly at assemblies to recognise effort and achievement.

School Features

St Brigid's is a co-educational Kinder to Year 6 primary school in the Diocese of Maitland-Newcastle. We have a rich history dating back to the 1850s, and proudly serve the community of Raymond Terrace and Port Stephens. The school is housed in a garden setting with many open playgrounds. The buildings are a mixture of heritage listed and modern designs.

Catholic education began in Raymond Terrace in 1850 in what is believed to have been a four room slab stone cottage with a brick chimney. In the early 1880's the Sisters of Mercy moved into the area with the school officially recognised as 'St Brigid's' from 1890. The work and charism of the Sisters of Mercy is still evident in the welcome offered to all who enter our extensive grounds.

Major extensions to the building site took place in 1920 and again with the addition of five classrooms in the 1950s. During the 1990s, the school was further developed and expanded due to the demand in the area for Catholic education, with the relocation of classes from the hall side to the church side completed in 2010. The new hall was then completed early in 2011. Work is currently occurring on a new Learning Hub, Learning Support centre and outdoor sensory play area to be completed early 2022.

While some of our normal extra-curricula activities were impacted by COVID-19 in our community we were able to be involved in sporting gala days, before school sport activities and inclusion of some planned incursions to support curriculum areas.

Students participated in the Year 6 Religious Literacy Test, the Newcastle Permanent Mathematics Competition online, and ICAS assessments - Digital Technologies, Spelling, Writing, Mathematics, English.

We were blessed to hold our Grandparents' Day Liturgy, bringing family members from far and wide who gathered for a picnic lunch afterwards. This event is a special tradition at St. Brigid's.

The foundation stones of the first Catholic school have been preserved to be relocated as part of the current development. Students of St Brigid's are able to continue their Catholic education by attending Catherine McAuley Catholic College at Medowie or San Clemente High School, Mayfield.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
193	201	40	394

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 91.64%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.82	90.26	92.05	93.46	91.97	89.43	92.49

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	44
Number of full time teaching staff	17
Number of part time teaching staff	13
Number of non-teaching staff	14

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

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 Schools Office (CSO). 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.

Summary of professional learning at this school

During 2021 staff completed Professional Development in the following areas:

Executive Leadership Training

'Leading Learning Collaborative' using the work of Lyn Sharratt

Information and Communication Technologies - supporting staff in providing online learning

Cybersafety for children - Staying safe online

Anaphylaxis e-training

CPR & Emergency Care

'Draw, Talk, Write' training for K-2 staff

Beginning Teacher's formation program

Introducing the Principles of Successful Foundations Action Research: Effective Pedagogy for Transition to School.

Three staff are currently undertaking further formal study; two in a Masters of Religion and one in a Masters of Education (Teacher Librarianship).

Our whole-staff spiritual formation retreat was postponed due to COVID-19 restrictions. We look forward to this experience in 2022.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School’s Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;
Be centres of the ‘new evangelisation’;
Enable students to achieve high levels of ‘Catholic religious literacy’; and
Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

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(Catholic Schools at a Crossroads, 2007)

We are distinctly Catholic. Our sacred spaces are the focal point of our classrooms. In addition to class prayer, we pray as a community each morning and afternoon. Religion is taught through a wide variety of strategies such as dance, drama, research group work

(incorporating information technology), art and music. Teaching and learning in Religious Education at St Brigid's follows the Diocesan guidelines. The teaching programs are based on the Diocesan Units of Work. Consistent with other subjects within the curriculum, the program is outcomes-based and seeks to ensure a breadth and depth of content from Kindergarten to Year 6.

During 2021 we began with our annual Opening School Liturgy and new students, parliamentarians, staff and parents were welcomed and blessed for the journey throughout the year. Our school theme for 2021 was 'The Spirit of Mercy'. We are wanting to connect more with our Mercy roots. During the COVID-19 lock down and subsequent restrictions, we found different ways to engage our parents and families in the liturgical life of our school. We included a 'Prayer & Reflection' tab at the top of our home learning website with links to weekly prayer for families, and reflections for occasions where we would generally celebrate liturgy as a community, for example, Holy Week and Easter.

The prayer life at St Brigid's is rich and vibrant. Each class decorates a prayer cloth that is usually based on the yearly theme. These are used as the sacred centre for our class prayer circles. They are also hung for school liturgies. Classes have a family prayer kit that each student has the opportunity to take home and share with their family. They are encouraged to write a prayer and share it with their classmates. In normal circumstances the students celebrate the weekly Friday mass with their fellow parishioners. Our Year 5 students were involved in a Leadership Day involving training for the Mighty Mate Program. Our Year 6 students participated in a retreat day in their last week of school. This gave them the opportunity to reflect on the gifts St Brigid's helped them develop over their years here and the legacy they were leaving. They reflected on their gifts and left a decorated stone in the school garden.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all within the school community so that each person is empowered and challenged to become lifelong learners with optimism and hope for the future. Quality teaching is provided by exceptional educators at St Brigid's, and we are well resourced in terms of equipment and support personnel.

St Brigid's provides a quality Learning Support environment and a range of support and intervention programs. These programs include 'The Secret Agent's Society' for students with Autism Spectrum Disorder (ASD), 'MiniLit' and 'MacqLit', reading intervention programs, 'Zones of Regulation' for students with emotional/behavioural needs, 'BeYou' modules for staff professional development, 'BRAVE' Program for students with anxiety and tailored intervention to meet student learning needs. The Covid Intensive Learning Support (CILS) funds provided additional support for targeted intervention in Reading.

Our Pastoral Care Worker is a valued role in our school and provides individual and group support in a variety of ways to our school community. They coordinate the Seasons for Growth program and have been involved in setting a composting program, vegetable garden project and Mini-Vinnies group to support those in need.

Our teaching staff also comprises a Literacy and Numeracy Action Plan (LNAP) Leading Teacher who delivers specific and measured intervention across K-2, as well as a Pedagogical Mentor working with staff to improve learning outcomes for students through exemplary pedagogy. Through these two roles we integrate the key priorities outlined in our School Improvement Plan (SIP), our Professional Practices & Development (PP&D) model and our Professional Collaboration Teams. From here we align our School, Stage and

Individual goals. This creates a thread of continuity through the school, giving staff, students and parents clear expectations in teaching and learning goals.

During 2021, we strengthened our Aboriginal & Torres Strait Islander focus with continuation of our Aboriginal Education Teacher who has supported our indigenous students academically and in researching and understanding their history. Our teacher has connected with families to learn about each child's country, and has assisted staff to embed an Aboriginal and Torres Strait Islander perspective into curriculum.

Many of the usual opportunities available to students at St. Brigid's were limited or cancelled due to the impact of COVID-19 restrictions, however, we found ways to celebrate many of our traditional curriculum-based activities including Literacy & Numeracy week and Public speaking. Our greatest achievement throughout 2021 came through moving our teaching and learning online once again during the COVID-19 lockdown in Term 3. Many of the tools we re-introduced through home learning continue to grow as part of our practice to enhance student learning.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58%	54%	12%	11%
	Reading	44%	55%	13%	10%
	Writing	53%	53%	10%	7%
	Spelling	50%	50%	8%	13%
	Numeracy	38%	37%	12%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	29%	35%	27%	14%
	Reading	25%	41%	11%	11%
	Writing	11%	20%	18%	18%
	Spelling	25%	38%	18%	14%
	Numeracy	18%	29%	15%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. 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 CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Our school motto of 'Truth and Trust' provides the basis of our pastoral, restorative approach to behaviour. We believe every student has the right to feel safe, valued and respected as a precious child of God. We endeavour to ensure everyone feels a sense of belonging in our school community. It is important that students, parents and teachers have the opportunity to discuss the impact of behaviour in our classrooms and wider school community as the basis for promoting respect and a sense of responsibility.

We base our policies and procedures around Restorative Justice which focuses on 'Rights, Rules, Responsibilities and Routines'. The children in each grade develop their own rules and responsibilities from these. We have the 'You Can Do It' programme with the key concepts of confidence, communication, getting along, and persistence reinforced. Various class awards and reward days help motivate the children each day.

In 2021 we began a mentoring programme. On a volunteer basis, staff met regularly with a student identified as having social and emotional needs. This occurred during informal, everyday settings. One of the aims of the programme was to establish a relationship of mutual respect as the basis for later discussion about taking individual responsibility for behaviour issues arising in the classroom or playground. This program was affected by the period of Home Learning but we look forward to continuing with this in 2022.

Although the school year was interrupted, students participated in a number of social justice activities in support of Project Compassion, Catholic Mission and the St Vincent de Paul Society. In addition to this we participated in a Bittern awareness program to save the endangered native Bittern. Through celebrating World Turtle Day, we also raised a large amount of money to donate to the turtle enclosure at the Australian Reptile park. Stewardship of Creation has become a focus area in our school and these initiatives promote respect and responsibility through collective action.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2021 we began our journey with the 'Leading Learning Collaborative' (LLC) initiative from the work of Lyn Sharratt. Case management meetings were incorporated into the collaboration time of colleagues to further support each other in improving student outcomes for Writing. Learning intentions, success criteria and anchor charts were embedded in Mathematics. Our Pedagogical Mentor, Leading Teacher and the LLC team supported staff with these processes to further develop best teaching practice in classrooms. This work will continue as we further develop a cyclical process of reflective practice in embedding effective pedagogy which supports and guides our learners to achieve their potential.

Our cultural competence as a school community in Aboriginal and Torres Strait Islander cultures has grown significantly with perspectives being embedded in Key Learning Areas and established practices within our school enriched by the work of our Aboriginal Education Teacher. This work will continue to grow at St. Brigid's as we continue to appreciate, respect, and learn more about Our First Nations people.

Building work began on the new contemporary learning hub and learning support areas. Once complete, these areas will be a feature of our school in further enabling 21st century learning as well as providing quality support for a range of student needs within our school community.

Priority Key Improvements for Next Year

In 2022 our focus areas include:

- Reimagining our school's Vision and Mission Statement.
- Continuing the work from 'Leading Learning Collaborative' to further develop effective pedagogy in improving student outcomes, with a focus on Writing.
- Upskilling staff in Information and Communication Technology (ICT) and embedding ICT across Key Learning Areas from Kindergarten to Year 6.

Community Satisfaction

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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Maintaining positive relationships and a partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain connections focussed on positive outcomes for our students. Regular communication, both formal and informal, is encouraged. We believe it is in the best interest of our students to create common goals between home and school.

During 2021, our ability to connect with parents and include them in the daily life of St Brigid's onsite was restricted due to COVID-19. However, during the period of Home Learning, teachers and support staff made weekly or fortnightly contact with families based on their need. Some families were contacted daily to support students with organisation for the day and answers any questions related to the day's learning. We continued to develop use of Compass to communicate with parents and promote alternative forms of communication such as our school Facebook page to share good news stories and examples of activities occurring at home and school.

We look forward to welcoming our parents back onsite in 2022 and returning to greater participation in all areas of school life.

Student satisfaction

St Brigid's is a welcoming community, where students are happy and feel safe. This was evident in our TTFM survey results. According to our students in the TTFM survey, 'Positive behaviour at school' has increased and bullying has decreased. Students also identified in this survey that they have positive relationships at St Brigid's.

The caring, supportive nature of all staff and the focus on building relationships of trust and support is a key feature. At St Brigid's we have a mindset among the staff to "treat the children as if they were our own". Our school wide Behaviour Management Plan (BMP) is an integral part of this for students. This has proven to be an effective behaviour management model, providing support to all students in the learning environment, and the opportunity to develop the necessary skills to get along with others. The BMP ensures our students are

responded to in a pastoral manner that is individualised, predictable, consistent, positive, and recognises their effort and achievement.

Students have clear pathways to follow to seek help with issues anywhere in the school. Our Learning Hub and Sensory Room are frequented by students from all grades and provide safe spaces to seek support with social, emotional or academic concerns.

Teacher satisfaction

St Brigid's has a quality, dedicated staff. Very few staff have transferred over the past few years due to the positive culture at St Brigid's and the opportunities to be involved in many areas of school life. Teacher feedback in the TTFM survey indicated above average satisfaction in all areas, except 'Technology' with the largest increase being in 'Leadership'. An ICT Lead Teacher will be employed at St Brigid's in 2022 to upskill and support staff development in the use of technology in teaching and learning.

The survey also again identified 'Collaboration' as an area of strength. Regular time for collaboration has continued to give teachers the opportunity to meet and develop a shared set of beliefs and expectations in literacy and numeracy. The introduction of Case Management meetings during Collaboration has also been seen as a valuable experience to support teaching practice and improve student outcomes.

The introduction of Learning Intentions and Success Criteria has also been identified as a strong point in 'Teaching Strategies', with teachers commenting on the structure this provides to students to assess their own progress in learning new concepts.

Positive and supportive staff relationships have been a key feature of St Brigid's community with ample opportunity for professional development and collegial support.

Financial Statement

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

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$4,165,469
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,247,144
Fees and Private Income ⁴	\$601,896
Interest Subsidy Grants	\$10,002
Other Capital Income ⁵	\$302,308
Total Income	\$6,326,819

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$509,084
Salaries and Related Expenses ⁷	\$4,271,331
Non-Salary Expenses ⁸	\$1,384,306
Total Expenditure	\$6,164,721

Notes

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.

END OF 2021 REPORT