

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Brigid's Primary School

52 Irrawang Street, RAYMOND TERRACE 2324

Principal: Marlene George

Web: <https://raymondterrace.catholic.edu.au/>

About this report

St Brigid's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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 that we present the 2024 Annual School Report for St Brigid's Primary School, Raymond Terrace. This report is an overview of information related to our school, the achievements and activities during the year.

St Brigid's is a large rural primary school, built on the land of the Worimi people, drawing enrolments from Raymond Terrace and the Port Stephens area.

St Brigid's operates under the governance of the Catholic Schools Office in the Diocese of Maitland-Newcastle. Together with St Brigid's parish community, we place high value on ensuring our school continues to be a place that is authentically Catholic, embracing the message of Jesus, and evokes an environment that is welcoming, supportive, and faith-filled.

Supportive relationships that are respectful, collaborative, and restorative underpin our wonderful school. We strive to ensure all members of the school community feel a sense of belonging and are valued and supported.

Our staff are committed to each child reaching their full potential in a culture of love, respect, and understanding. We continue to strive for excellence in education, in partnership with families. We pride ourselves on the quality of our Learning Support team and value and respect Aboriginal culture as we continue to learn together.

Parent Body Message

As a parent, it's been wonderful to see our school community come together in so many positive ways throughout 2024. The year was filled with memorable events and impressive achievements that brought joy to students, families, and staff alike.

The Easter Raffle was a fantastic start to the year, raising funds while spreading excitement across the school. This was followed by a beautifully organised Mother's Day Stall, where students delighted in choosing special gifts. The school disco was another highlight – a fun-filled night that gave our children a chance to celebrate with their peers in a safe and welcoming environment.

Later in the year, the Father's Day Stall was equally well-received, offering another opportunity for students to show appreciation for their loved ones. A special mention goes to the Mother's End of Year Dinner – a heart-warming evening that celebrated the efforts of all the incredible mums in our community.

To finish the year, the school community supported the Christmas Concert by selling refreshments, helping to create a festive and family-friendly atmosphere.

These events not only raised valuable funds for the school but also strengthened our sense of community. Thank you to everyone who contributed – it truly made 2024 a year to remember.

Student Body Message

At St Brigid's, our Year 6 students embrace leadership in meaningful ways. This year, a new leadership model was introduced...one that values all Year 6 students as leaders. This new model replaces the previous parliament model with four representative leaders, elected by their Year 6 peers, who work alongside our Year 6 cohort to lead a respectful, responsible and safe school community, modelling our Mercy Values.

Leadership extends beyond these roles, with Year 6 students running lunchtime clubs such as soccer, touch football, dance, coding, chess, Lego, drama and basketball. These initiatives provide younger students with structured activities that encourage teamwork and friendship. Our leaders also organise and lead key school events, including tabloid sports days, Mission Day, and fundraising for Project Compassion. They assist with sporting events including cross-country and swimming carnivals and proudly represent our school at community and diocesan events.

As Mighty Mates, Year 6 students mentor Kindergarten students, helping them settle into school, learn our rules, and feel a sense of belonging. They also contribute to discussions on school values and expectations, ensuring a strong, and heard, St Brigid's student voice.

School Features

St Brigid's is a double-streamed primary school for students in Kindergarten to Year 6, catering for a wide range of interests and abilities. We are part of the North Region of our Diocese, in close proximity to St Nicholas Early Education, Raymond Terrace. Our Year 6 students are encouraged to transition to Catherine McAuley Catholic College, Medowie. Our school was founded by the Sisters of Mercy and their Charism inspires our Catholic culture. We endeavour to live out the values of the Sisters of Mercy daily: Compassion, Courage, Hospitality, Service, Justice and Respect.

We maintain a close relationship with our parish of St Brigid's, Raymond Terrace, with the original Church still standing alongside our school buildings. St Brigid's school is built on the lands of the Worimi people, in a garden setting, with a mixture of heritage listed and modern buildings.

At St Brigid's we offer a variety of co-curricular programs to cater to the needs and interests of our students. These include public speaking and debating, writing and maths competitions, the Premier's Reading Challenge, maths and spelling bees, choir, Year 5 leadership camp, Year 6 excursion Canberra, incursions and excursions across all grades to enrich units of work, Learning Hub lunchtime activities, a morning sport program, sports gala days, representative sport opportunities, Mini-Vinnies organisation, Harmony Day activities, STEM challenges, and swimming and athletics carnivals. Our Grandparents Day celebration held during Catholic Schools Week was well supported with family members travelling to join us from near and far. Throughout all activities we encourage the participation of as many students as possible. Their enthusiasm and willingness to 'have a go' make these events valuable experiences for our school community.

Our Parent Engagement Group focuses on informing and involving parents in teaching and learning within our school, as well as fundraising and providing an opportunity for parent voice. We actively encourage parent involvement in our canteen, gala days, and excursions as we continue to build a vibrant and connected community.

St Brigid's recognises our role as stewards of creation and our obligation to care for country. We continue to develop sustainability initiatives, driven and designed by our students to support a school-wide sustainability program.

During 2024, we continued to work towards providing contemporary learning spaces, with ten classrooms being refurbished and the administration building re-carpeted.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
190	190	34	380

* 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 [Enrolment 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 2024 was 89.21%. 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
89.79	90.39	89.52	89.30	89.92	87.24	88.28

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	42
Number of full time teaching staff	15
Number of part time teaching staff	12
Number of non-teaching staff	15

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Our school continued its journey to deeply embed and actively live our vision and mission within our school and parish. Our Mercy Values were an integral part of staff discussion throughout the year as we began the process of amending our existing school rules, behaviour policy and whole school reward system to be in line with our Well-Being framework. Our school responds to the vision of Catholic schools in our diocese, "At the heart of everything there is always Jesus Christ". We gather as a school and faith community at the beginning and end of each day to pray together, and prayer is also an important part of daily classroom routine. Throughout the year students, staff and parents come together for major liturgical celebrations. Student, staff and parent voice is encouraged in preparing and celebrating our liturgies as we seek to foster active and vociferous participants in building God's Kingdom.

Throughout 2024, classes attended and celebrated Friday Parish mass with our parishioners, our students taking an active role in these masses.

The Catholic Identity of St Brigid's is communicated in a variety of ways; school newsletter, school Facebook page, PEG meetings, banners and school assemblies where we unpack and articulate the meaning of our vision and mission statements and discuss prayer in action. These platforms were also used for opportunities to help students, and staff, understand some of the rituals, practices and gestures within our faith. The introduction of "RE Word of the Week" sought to explain sacred objects used in the celebration of Mass. This initiative was part of implementing the Self-Efficacy Project.

In 2024, staff attended a variety of faith formation opportunities including journeying to Ireland for the Diocesan Pilgrimage, "The Way of Mercy" and the Indigenous immersion experience in Moree. Our Year 5 students took part in a leadership day, exploring "Servant Leadership" and was aimed at modelling their leadership on a genuinely Christian approach, following the example of Jesus, who came "not to be served, but to serve" (Mk 10:45).

Our school was involved in several fundraising initiatives throughout the year for Project Compassion, Catholic Missions and St Vincent De Paul. Guided by our social justice framework, it is our passionate aim to actively live our Mercy Values by creating a culture of justice, respect and compassion within our school, empowering all students and staff to advocate on behalf of those less fortunate. By encouraging our students, staff and parents to be "other centred," we are challenging and inspiring students, staff and parents of our school to "move from belief to action which is a fundamental requirement of our faith," (Mt 25, 31-46. James 2, 14-17).

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In delivery of the primary curriculum, St Brigid's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student, across Key Learning Areas. We foster the wellbeing of all within the school community so that each person is empowered and challenged to become a lifelong learner with optimism and hope for the future. Our teaching staff integrate the key priorities outlined in our School Improvement Plan (SIP) into our teaching programs, Professional Practices and Development (PP&D) plans, and our Professional Collaboration Teams. We align our school, stage and individual goals to create a focused approach to improvement, giving staff, students, and families clear expectations of teaching and learning. Our focused learning goal for 2024 was to improve reading comprehension through implementing targeted strategies and pedagogical practices for vocabulary development, which positively impacted teaching and learning for all, particularly in the implementation of the new English and Mathematics syllabus.

Differentiation of curriculum for high potential learners is embedded in teaching programs across K-6, and some of our Stage 3 students participated in the Diocesan Virtual Academy in 2024. Students from Kindergarten to Year 6 have achieved positive results with targeted implementation of interventions, and adjustments, to address individual learning needs in literacy and numeracy. Our Learning Support team meet weekly. During this time, teachers discuss the needs of individual students, seeking ideas and support to assist each child to reach their full potential. In addition to academic support, we provide programs to improve social and emotional learning for our students. These programs include The Secret Agent's Society for students with Autism Spectrum Disorder (ASD), Zones of Regulation for students with social and emotional learning needs, Friendship groups, and the BRAVE Program for students with anxiety.

Our Aboriginal & Torres Strait Islander teacher supports our indigenous students in researching and understanding their history and improving academic results in literacy and numeracy. She assists staff to embed an Aboriginal and Torres Strait Islander perspective

into the curriculum to benefit all students. With her leadership, our students have designed and driven a school-wide sustainability program which recognises our Stewardship of Creation and obligation to care for country.

We are committed to providing a rich and inclusive learning environment where every student can thrive and reach their full potential. Our ongoing dedication to curriculum excellence and holistic development reflects our mission to educate the whole child in accordance with our Catholic values.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Brigid's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	80%	66%
	Writing	90%	77%
	Spelling	67%	61%
	Numeracy	75%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	65%
	Reading	71%	71%
	Writing	66%	67%
	Spelling	68%	68%
	Numeracy	70%	68%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Maintaining positive relationships and partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain connections focused on best outcomes for our students. Our parents are encouraged to have input into our Parent Engagement Group (PEG) who meet twice a term.

Community activities and events are well supported and attended by parents, with overwhelmingly positive comments to staff following these events. Our parents and families recognise and acknowledge the time and effort put into extra-curricular activities, resulting in written thanks through emails or notes to teachers.

The 2024 'Tell Them From Me' survey told us:

- Safeguarding promotion and information scored high with most parents strongly agreeing sufficient information for reporting unacceptable conduct is given.
- Parents indicated that they may need more information on our new school Vision and Mission.
- Parents have responded that they feel welcome at our school, noting that they can speak with their child's class teacher and the school principal.
- Additionally, they feel that school activities are scheduled at times that are suitable for them to attend.

Student satisfaction

Our wellbeing survey results from students indicated they feel happy, safe, and supported in their learning and friendships. Students indicated they felt their teachers listened to them, cared about them, and were available to help when needed. Students feel supported and motivated in their learning.

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 any concerns.

Our Learning Hub and Sensory Room provide safe spaces to seek support with social, emotional, or academic concerns.

The playgrounds and learning hub provide a variety of different play options at break times.

Our Year 6 students further support our school community with lunchtime activities, including chess club, Lego club, and a variety of mini sport competitions.

The 2024 'Tell Them From Me' survey told us:

- Students' understanding of other cultures has increased over the past two years.
- Students expressed positive teacher-student relations with staff in our school.
- Students feel very confident to explain our new Vision and Mission.

Teacher satisfaction

Staff eagerly get involved in extra-curricular activities and are passionate about teaching and learning and supporting their students. Positive and supportive staff relationships are a key feature of St Brigid's community.

Teacher feedback in the Catholic Diocese of Maitland-Newcastle Engagement survey 2023 indicated that engagement, levels of job satisfaction and staff commitment to St Brigid's was high. The survey identified feelings of accomplishment in their work, feeling proud of our school, and wanting to continue to work at St Brigid's in the future. The wellbeing rating was in the moderate level, though 11% higher than across the Diocese, with increasing expectations in workload from outside the organisation being a factor. A high progress percentage was also evident in the survey, reflecting staff perceptions about St Brigid's organisational performance.

The 2024 Tell Them From Me survey told us:

- Staff collaborate well as a team to support and improve student learning and engagement.
- Staff are strong in Catholic Culture as well as including our new Vision and Mission in all school activities.
- Leadership at our school supports student improvement and progress.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$4,331,928
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,167,210
Fees and Private Income ⁴	\$1,004,271
Interest Subsidy Grants	\$11,521
Other Capital Income ⁵	\$313,236
Total Income	\$6,828,166

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$118,069
Salaries and Related Expenses ⁷	\$4,942,566
Non-Salary Expenses ⁸	\$2,112,555
Total Expenditure	\$7,173,190

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 2024 REPORT