



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 2025 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 ensuring 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 cultural as we continue to learn together.

Parent Body Message

Throughout 2025, our parent community continued to play a vital role in supporting and strengthening our school. The partnership between families, staff, and students has remained central to the success of school initiatives, school improvement planning and events, reflecting the strong spirit of connection that defines our community.

Communication with families was maintained through Compass updates, Facebook posts, and consultation surveys, ensuring everyone remained informed and engaged. The introduction of the FACE (Family and Community Engagement) framework has provided further opportunities for families to share ideas, support school initiatives, and be actively involved in school life.

FACE meetings included invitations to Monday morning assemblies and liturgies, friend-raising through fundraising, and involvement in Kinder orientation. Highlights such as the Mother's Dinner and Grandparent Day fostered a warm and inclusive sense of belonging.

Funds raised throughout the year supported the purchase and installation of three Smart TVs in classrooms and new sports equipment for the playgrounds. We thank all families for their generosity, time, and enthusiasm—together, we continue to build a vibrant, supportive, and connected school community.

Student Body Message

Four representative leaders, elected by their Year 6 peers, work alongside our Year 6 cohort to lead a respectful, responsible and safe school community, modelling our Mercy Values, and living out our Vision and Mission every day.

At St Brigid's, our Year 6 students embrace leadership in meaningful ways, providing opportunities, utilising their own gifts and talents, to support the students at St Brigid's. As Mighty Mates, Year 6 students mentor Kindergarten students, helping them settle into school, learn our rules, and feel a sense of belonging. This support is gradually released to help with increasing independence to ensure a smooth transition into school. They also contribute to discussions on school values and expectations, ensuring a strong, and heard, St Brigid's student voice.

Leadership extends beyond these roles, with Year 6 students running some lunch time sport sessions and providing a variety of other activities. 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.

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 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. During 2025, renovations to upgrade our facilities were undertaken, where primary classrooms are now completed with new carpet, lino, painting and Autex. A new roof was also installed on Block B.

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.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
192	185	29	377

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 88.07%. 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
90.16	87.19	88.66	89.12	87.85	88.70	84.80

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	54
Number of full time teaching staff	15
Number of part time teaching staff	17
Number of non-teaching staff	22

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Brigid's Primary School in 2025:

Conditional Teachers	2
Provisional Teachers	0
Proficient Teachers	30

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 proudly lives out its Catholic identity and upholds the diocesan vision that “At the heart of everything there is always Jesus Christ.” We nurture a vibrant Catholic culture by creating meaningful opportunities for students to encounter and grow in relationship with Jesus. This is expressed daily through our commitment to the Mercy Values—courage, service, hospitality, justice, compassion, and respect—which guide our actions, shape our community, and inspire the way we learn and live together.

This year marked the completion of our three-year SIP goal to deeply embed our school vision and mission within our community. Throughout the year, we continued to promote and articulate these statements across multiple platforms, including our school newsletter, liturgies, and assemblies.

Our 2024 Tell Them From Me survey highlighted a need for greater parent involvement and communication around our vision and mission. In response, we prioritised parent engagement by including vision-and-mission quiz questions in our newsletter and hosting a similar activity during our Mother's Day liturgy. The REC also reported on this work at a FACE meeting, seeking further input, including ideas for a promotional video to help deepen understanding of our vision and mission across the school community. Production of this video, in partnership with the Comms team, is planned for early 2026.

Religious Education at St Brigid's follows Diocesan guidelines. In Semester 2, 2025, Year 5 class teachers attended training to implement the new Diocesan Religious Education modules in 2026. Kindergarten to Year 4 continue to implement the new units of work with Year 6 teachers expecting to receive training in late 2026.

As part of our school's ongoing formation, Year 5 students again took part in a faith formation day focused on "Servant Leadership," following Jesus' example of coming "not to be served, but to serve" (Mk 10:45). In 2025, two staff members joined the St Paul and Rome Jubilee pilgrimage, and a new teacher completed Phase One of the Doorways – Beginning Teachers Retreat. Our staff formation day centred on One Call, One Mission: Pilgrims of Hope, reinforcing our commitment to nurturing the Gospel spirit and supporting all who seek a faith-based education.

In 2025, our school remained active and vociferous participants in building God's Kingdom through social justice and environmental stewardship initiatives such as; Myrtle and Squirtle turtle Squads, Caring for Country, World Turtle Day and entering Litterarty Ocean Lovers Festival, a school's waste art competition - and winning the Ocean Guardian Award for Primary!

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include 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 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, providing clear goals for teaching and learning. Our learning goal for 2025 focused on implementing targeted strategies and pedagogical practices for vocabulary development across Key Learning Areas. We have seen positive growth, not only in writing samples, but in ACER data across the school in reading comprehension.

Information technology is embedded in teaching programs K-6. Differentiation of curriculum for high potential learners is embedded in teaching programs, and some of our Stage 3 students participated in the Diocesan Virtual Academy. 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 perspectives 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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	47%	54%
	Reading	63%	66%
	Writing	82%	76%
	Spelling	59%	62%
	Numeracy	65%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	76%	63%
	Reading	76%	73%
	Writing	67%	65%
	Spelling	70%	69%
	Numeracy	74%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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 a partnership between home and school is a feature of St Brigid's. We make it a priority to create and maintain connections focused on the best outcomes for our students. Regular communication, both formal and informal, is promoted. Our parents are encouraged to have input into our Family and Community Engagement group (FACE) who meet twice a term. We saw an increase in parent participation in surveys in 2025, giving parent voice to all families in the planning of FACE activities and planned school expenditure.

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.

Student satisfaction

During the learning walk, and speaking with some students across Kindergarten to Year 6, on our Annual School Visit 2025, student feedback reflected:

- Use of individual learning goals, anchor charts, bump it up walls, teacher feedback, learning intentions and success criteria, in the classroom helps learning.
- Students feel comfortable asking for help with their learning.
- The playgrounds are spacious and they have good friends at St Brigid's.
- Use of different strategies helps students to problem solve and learn.
- Engagement in Religion lessons.

During new enrolment walk arounds to classrooms, students often share with new families:

- It is easy to make friends at St. Brigid's.
- Our school rules – As learners we are Respectful, Responsible and Safe
- Our teachers help us to learn, and it is ok to make a mistake.
- We have big playground areas and lots of sporting opportunities.

- There is lots to do in the learning hub at lunch and recess.
- Teachers and students look after you.

Teacher satisfaction

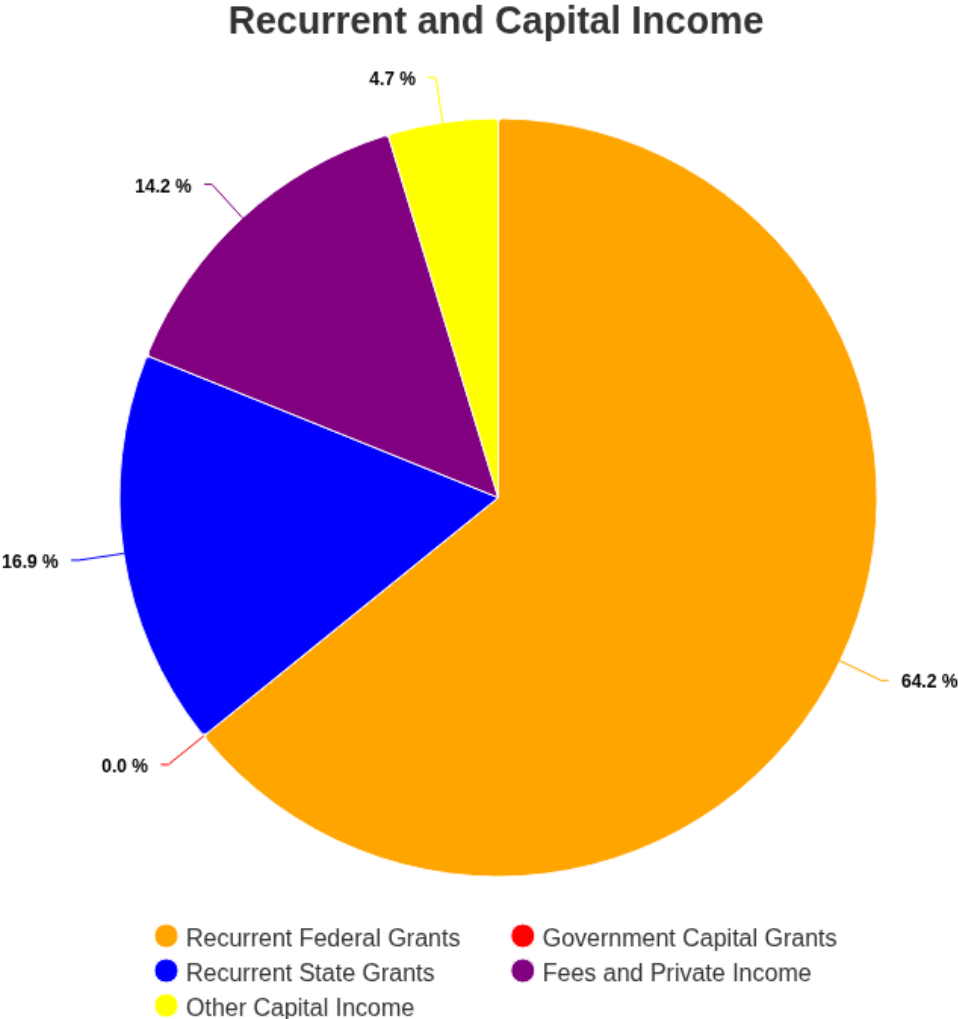
St Brigid's has an experienced and dedicated staff who contribute to our positive culture. Staff eagerly get involved in extra-curricular activities and offer their time in other areas of responsibility. They are passionate about teaching and learning, student wellbeing and supporting their individual students' needs. Positive and supportive staff relationships are a key feature of St Brigid's community, and collegial support is valued.

Teacher feedback in the Catholic Diocese of Maitland-Newcastle Engagement survey 2025 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, with an increasing workload being a significant factor. A high progress percentage was also evident in the survey, reflecting staff perceptions about St Brigid's progress and success in delivering outcomes.

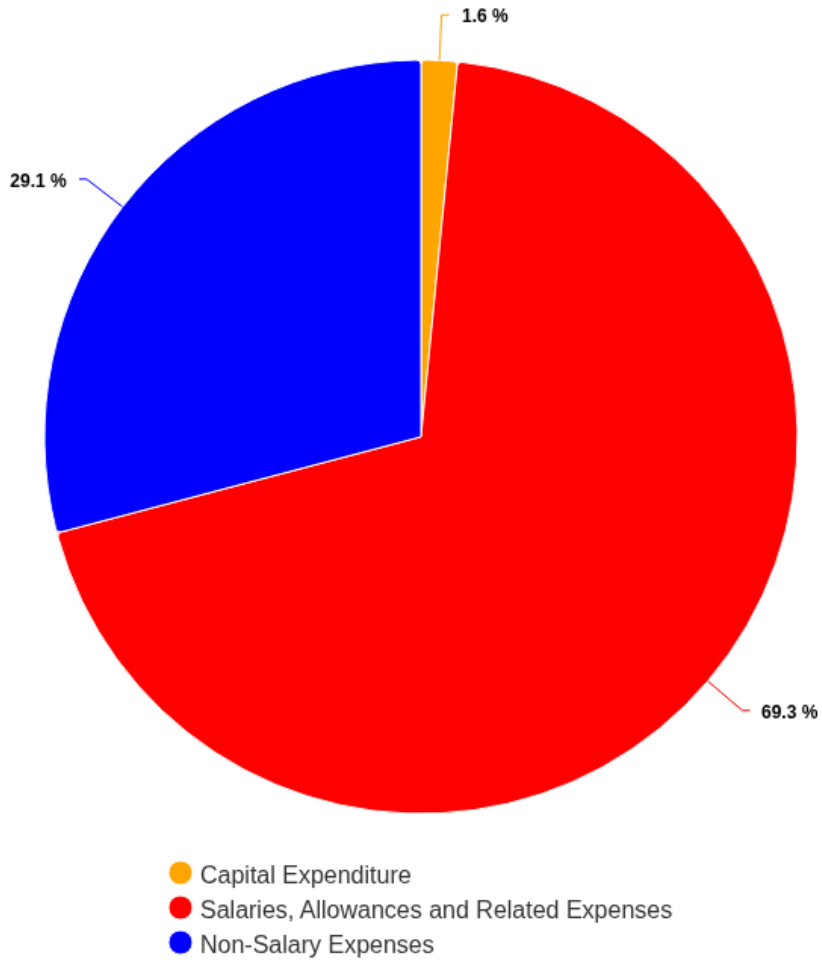
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT