

# St Brigid's School Gisborne

## 2021 Annual Report to the School Community



Registered School Number: 353

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## Contact Details

ADDRESS	68 Aitken Street Gisborne VIC 3437
PRINCIPAL	Maree Morris
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 5428 2220
EMAIL	principal@sbgisborne.catholic.edu.au
WEBSITE	www.sbgisborne.catholic.edu.au
E NUMBER	E1037

## Minimum Standards Attestation

I, Maree Morris, attest that St Brigid's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/03/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

**Inspired by Brigid's  
faith, strength and courage,  
we strive to ignite  
the passion to grow and learn.**

### **St Brigid's Gisborne**

#### **Mission Statement**

In light of our Catholic Identity, our mission is to lead all members of the St Brigid's Catholic Learning Community to become faith-filled, resilient, creative, life-long learners through meaningful and innovative learning experiences.

#### **Strategies**

Educating our community in the Catholic Traditions and Faith through explicit and integrated practice.

Building positive relationships based on Gospel Values, trust, and mutual respect.

Celebrating our successes through learning and working together.

Providing rigorous learning that is contemporary, interactive, differentiated, dynamic and stimulating.

Developing individual potential while challenging and extending each other in a fun, safe and supportive environment.

Providing and receiving meaningful, relevant and timely feedback.

Being accountable to the Federal and State teaching and learning standards.

## School Overview

### School Overview

St Brigid's is one of two Catholic Primary Schools in the Parish of Gisborne. In partnership with its sister school, Holy Cross, it operates within the St Brigid's Parish Community with Father Vinoth Santiago (2019) as its pastoral leader.

Situated within the township of Gisborne, approximately 50 kilometres from Melbourne on the Calder Freeway, the school serves a large commuter population and caters for both urban and semi-rural components of the community. Over the past few years, there has been considerable land sub division and an increase in population as families move to a semi-rural setting.

There has been a Catholic School in the township for over 150 years.

St Brigid's is a welcoming school community with a strong Catholic Identity and culture. The school assigns Faith Development a high priority and therefore places a strong emphasis on Religious Education for all members of the community.

### Our Strategic Intent : SIP 2020 - 2023

*Over the coming four years we aim to enhance our Catholic Identity and parish links while achieving high learning outcomes for all.*

St Brigid's continues to have a committed and enthusiastic staff, willing to explore and respond to new initiatives, in order to achieve better outcomes for all. Professional Development, planning, timetabling continue to be focused on inspiring students to take ownership of and responsibility for their personal learning.

We believe optimal learning can only take place in a safe, nurturing environment, which values justice and is committed to forging honest, open and responsible relationships based on the model of Jesus. As a small community, we have been able to create an atmosphere that is intimate, safe and welcoming.

The school has flexible learning spaces in an open planned structure, which support our current pedagogy and a personalized approach to learning. St Brigid's is unique within the region for its physical set up and a more contemporary approach to learning.

We maintain and promote our robust connections with feeder institutions, support services and the local community. We value shared leadership and management, as this unites community towards a common goal. At St Brigid's there is a strong belief that all stake holders can contribute to the organisation and running of the school.

The school has provided a variety of occasions for all members to contribute to decisions relating to its organisation and management.

While we acknowledge and identify the goals for the future, we recognise and celebrate the many achievements we experience annually.

## Principal's Report

Another year of change, adjustments and Covid interruptions.

We journeyed together as a community, returning to remote learning as required, adjusting programs, innovating and adapting in order to keep everyone safe and healthy, to keep the learning happening and the community connected.

We united under the banner of Melbourne Archdiocese of Catholic Schools MACS and the regular School Operations Guides kept up up to date with compliance, restrictions, and necessary information.

Plans were continually changing depending upon local Covid situations and many staff, parents and students found the ever-changing landscape challenging. Our well-being responsibilities were a definite priority.

Remote Learning continued when students were not on-site, with staff adapting, modifying, and changing the approaches and learning to ensure it remained relevant, focused, and engaging.

As a community, we supported each other - energizing and finding the positive in so many challenging situations.

Vaccinations were a big part of 2021 - and for many, this was a challenge.

We continued to navigate restrictions so that we could celebrate sacramental milestones and these liturgical events (though altered from usual formats) provided times of faith renewal and an opportunity to highlight our Catholic identity.

Our building project, which was significantly stalled due to Covid, continued, albeit slowly and plans were discussed and reviewed with MACS teams, St Brigid's staff and the wider community via online meetings.

Our Student Leadership Program was refined and strengthened in line with our goal to nurture change-makers and at the end of 2021 we saw all Year 6 students take on some form of school leadership.

We had some changes to staffing at the end of 2021 . These being:

Kath McCann, who transitioned into retirement after an extraordinarily long time (over 30 years) being on staff and we sincerely thank her for her incredible commitment, energy and passion.

Clare Shannon resigned from her position as Art Teacher at St Brigid's to continue in her role at St Ambrose, Woodend.

Nicole Lunn resigned to travel and work overseas.

ESO Judy Beatson retired and Tracey Burnie took up a position nearer to home in Melbourne, Rylee Connell completed her teaching degree and took up a position at St Anne's Sunbury.

We also sadly farewell a member of our parent community who passed away in fourth term. The love and generosity intended to the family from all members of our community was truly incredible and reflective of our Catholic identity and the Christian call to action.

Through all the upheaval of a second year of pandemic the resilient and positive spirit of St Brigid's has shone.

Enrolments have continued to grow,

the learning has continued to grow and

the endeavour of each member of our community has grown - as with faith we grow and learn.

Once again I thank our Parish Priest, Fr Vin, for his support and positivity, Deputy principal, Mel Daly, Joe Scerri our Regional Leadership Consultant, our dedicated St Brigid's leadership Team, the amazing St Brigid's Staff, our supportive and positive School Advisory Council and the wonderful St Brigid's Community for their support, ongoing positivity and generous spirit throughout another year of Covid challenges and changes.



## Parish Priest's Report

### PARISH PRIEST REPORT - 2021

It has been a great joy in journeying with you all as a Priest and Spiritual leader over the last four years.

Writing this report has enabled me to reflect on how much fortunate I am to be a part of the St. Brigid community in Gisborne.

Our parish school offers the best possible opportunities to our children for their growth with an integrated formation of Catholic faith and holistic education. St Brigid school is very keen to help children explore a sacred space within themselves where they initiate a genuine relationship with God and permeate that in their daily lives. Sacramental programs, school masses and morning meditations have been a great space for our children to open their hearts to God and realize the availing presence of God in our midst. Incorporated class masses on Wednesday and Friday with parish weekday masses very well appreciated by the students, staffs, parents and Grand parents, saying they felt close to God when they pray together with our school children as they actively involved in the Eucharist.

I would like to thank our school principal Maree Morris, the leadership team, all the staff members, parents, and students in making St. Brigid a true Christian community.

Thanks to all. God bless.

FR> VINOTH SANTIAGO

## School Advisory Council Report

The Council is an advisory body providing a forum for consultation and participation for our parish and school community. The principal, parish priest, parent and other representatives continued to meet online in 2021 before convening onsite in 2022.

The principal communicated to and sought input from Council during COVID restrictions and discussions were held around remote learning arrangements, support for students and their families, provision of rapid tests and, more recently, difficulties caused by staff shortages and isolation requirements.

The Council conducted a revision of the uniform policy following feedback about the wishes of students and families to have more flexibility within the uniform requirements. Parent representatives welcomed the opportunity to contribute to the development of the student leadership approach for 2022, following a move away from previous process.

Regular reports were provided by Father Vin and the Parents and Friends Association. The building and maintenance projects, needs and challenges were discussed, including the maintenance of the grass area and responses to flooding events.

Wellbeing was a focus this past year, and we know that there are challenges for staff, students and their families. The Council prioritised opportunities to develop and access supports, and it was consulted about a new role being created on staff. Various child safety issues were considered, including the impact of significant roadworks on safe access to the school.

Looking ahead, the Council has been briefed by the principal on the building project, enrolment planning and professional development needs of staff, and will contribute to strategies and oversight in these areas. The Council also proposes to review homework policy in 2022-23 and it will continue to provide a forum to discuss the new format of student reports and best communication methods across the community.

Leah Hickey

## Education in Faith

### Goals & Intended Outcomes

**GOAL:** To nurture, celebrate and share our Catholic identity by bringing faith, life and culture together into dialogue with the family, parish and community

**INTENDED OUTCOMES:** That an RE curriculum and pedagogy will be developed that encourages students to be in dialogue with their faith in the context of their lived experience and contemporary culture.

That the prayer and liturgical life of the school be meaningful and inclusive and provide a focus for our mission as a Catholic school

**2021 Focus:** That our students will connect faith, life and lived experiences, provided for by meaningful Religious Education lessons, explicit teaching and reflective opportunities.

That prayer and liturgy are meaningful and inclusive.

### Achievements

Achievements:

Father Vinoth Santiago and Amy Hurst continued their roles in the St Brigid's Parish. Melanie Daly continued as Religious Education Leader, and worked with Anne-Marie Conte from Holy Cross for semester 1, and then upon her leaving, worked with Zoe Tobin, the newly appointed Religious Education Leader. Father Vin, Maree Morris and Melanie Daly continued to work collaboratively to navigate the challenging landscape of COVID adjustments, lockdowns and additional health and safety requirements.

#### Sacramental Programs

Although considerably different, our sacramental programs continued in 2021, in a reverent meaningful way. Planning was collaborative within the Parish, supported by Nelson Graham from Melbourne Archdiocese of Catholic Schools, however, unfortunately, ceremonies for Holy Cross and St Brigid's were held separately this year, due to COVID restrictions. In addition, the Parish was able to join together for our online family faith nights for all three of the sacraments, led by Nelson.

Reconciliation commitment mass was held at a school mass on a Wednesday morning, without parents present. Reconciliation for our Year 3 students was held at two separate ceremonies, with reduced numbers, on the weekend, without a parish mass.

Students' Eucharist commitment masses began at weekend masses, through weekend bookings with Amy, our Parish secretary, however, later masses were impacted by lockdowns, and as such, some students did not get to make their commitment at a weekend mass prior to receiving their

sacrament. Feedback from families and parishioners was great regarding connection with the parish and a small number of students and their families making their commitment at one time. Eucharist ceremonies were rescheduled twice, and on the third attempt, we were able to hold three separate Eucharist ceremonies on one day, which involved both St Brigid's students and catechetical students. This was with reduced numbers, and not with parish. Students had a special Eucharist celebration lunch after their ceremonies, at school and provided by 3LP and St Brigid's.

Confirmation commitments were made through the church booking system at weekend masses, in small groups. Confirmation also occurred late in term 3. Father Vinoth was delegated the power by Bishop Terry to administer the sacrament of Confirmation. This occurred over two sessions, with limited numbers. Due to COVID restrictions, sponsors or family members from metropolitan Melbourne were not able to attend the ceremonies. Some families chose to use a proxy, to stand in for the sponsor, and some families chose to reschedule. Students unfortunately had their Reflection Day, rescheduled and then cancelled due to COVID restrictions and lock downs. Students were able to have a celebratory lunch together as a school, however not with Holy Cross, who provided the lunch this year, from Subway. Catechist students were confirmed at a separate ceremony to both St Brigid's and Holy Cross.

All sacramental commitment promises were put into the church bulletin. Prayer cards were distributed by our sacramental students within the school community, and students asked individual classes and teachers to pray for them in their preparation, as well as the parish community, through the church bulletin.

Prep in Pyjamas was not able to occur this year.

### Masses and Liturgies

We started our year with our traditional St Brigid's Feast Day Mass and Staff Commissioning Mass at St Ambrose in Riddells Creek. We gathered together for the whole school beginning of the year Mass. Ash Wednesday was held as a prayer service within the school. Other significant events on our calendar such as Holy Week liturgies, occurred in class groups and over Google Meet. We announced our yearly Easter raffle over the loudspeaker. We gathered as a school for our return to school Easter prayer service.

Mass at some points was online only, at others reduced to those required to celebrate mass, then up to 20 people, and then 30 people. Eventually restrictions changed to 30 people unknown vaccination status and 50 people fully vaccinated. For some periods, whole school liturgies and shared celebrations were postponed as class groups were not able to mix.

We were able to celebrate Indigenous Reconciliation Week prayer service together, which was planned by the Mini Vinnies, however many activities were cancelled due to lockdown. We were able to celebrate the ANZAC day ceremony together this year as well as our Mother's Day prayer service on the grass area. Mother's Day bookmarks prepared by Melanie Daly for the parish. Unfortunately we were not able to have a Father's Day celebration nor share bookmarks for this occasion.

The St Patrick's Day Mass, as well as the Annual Mission Mass at St Patrick's Cathedral were both cancelled. Family Week was celebrated as a school with a prayer service prepared by Mini Vinnies. The prep presentation masses, due to occur in November were postponed until 2022.

We began our Prayer Collective journey with Holy Cross, with a goal to enhance Catholic Identity through music, led by Nelson Graham. From this we developed a St Brigid's choir, who have sung at school, however not at masses due to COVID interruptions. Unfortunately, Tony Falls, Anne-Marie Conte, and Annie Irwin, were all members of the Prayer Collective group, have all left their respective schools. We will not be continuing with the Prayer Collective in 2022.

Advent and Christmas are celebrated with reenactments, prayer services and gatherings in line with COVID adjustments.

#### Social Justice

Mini Vinnies organised Family Week activities and hot chocolate and bake sale stalls. This was in collaboration with community businesses who sponsored the events. They also arranged a Catholic Care speaker to visit the school, who shared real life stories of families that are helped by this initiative. The Mini Vinnies then presented the money raised to Catholic Care.

The Feast of the Sacred Heart Mass was the beginning of our food drive, organised and promoted by the Mini Vinnies. Over 500 items of food were collected and delivered to the Gisborne Food Bank. In response to this, a group of junior students created a junior Mini Vinnies and have been raising funds continually throughout the later part of the year. They have visited Foodworks and purchased food for the Food Bank, as well as to support the Giving Tree Parish Christmas fundraiser.

Senior students were not able to participate in a Year 6 social justice sleepover this year. Many other social justice activities were cancelled keeping in mind the difficult times many of the families in our community are facing.

#### Curriculum

Planning support continued for all levels, led at times by Pauline Cicutto from Melbourne Archdiocese of Catholic Schools and at other times by Melanie Daly our REL. Staff are guided to use the pedagogy of encounter when planning, and start with worldly concepts, to promote connection between students lives, their faith and their lived experiences. Pauline assisted staff in developing assessment tasks that provide detailed evidence of students learning in areas of Knowledge and Understanding, Reasoning and Responding and Personal and Communal Engagement. Nelson Graham presented information relating to RE accreditation to Holy Cross and St Brigid's in the St Brigid's church. From this, Adam Brenner and Stephanie Briggs have undertaken their accreditation studies.

Melanie Daly attended RE networks both in person and online, as well as attending Engaging with Sacrament PD, and an Advent PD.

Prayer and meditation continue to be an important part of our school community. Students and staff prayerfully meditate and pray together each morning when on site, and this was also a daily ritual during Remote Learning. Staff take time to pray as a group at the beginning of whole staff Professional Development days and before each staff meeting. A prayer roster provides all staff with the opportunity to lead their colleagues in shared prayer experiences. Melanie Daly has provided professional development in the area of prayer through modelling and explicit teaching in Staff meetings and Professional Learning Team meetings.

#### VALUE ADDED

Value added:

- Experience with Prayer Collective
- Formation of school choir
- Social justice actions with a direct connection to local community
- Connections formed with Catholic Care
- Collaborative partnership with parish in ensuring sacramental program continued, in line with adjustments
- Continuation of Sacramental program despite the many challenges associated with this
- Continued inclusion of parish in sacraments through church bulletin and live streaming of mass
- Continued support, education, engagement and growth in confidence of staff to plan and teach Religious Education
- Continued family sacramental evenings by transferring them online

## Learning & Teaching

### Goals & Intended Outcomes

Priority 2 A school-wide pedagogical framework

Goal: To develop a school-wide evidence-based pedagogical framework

Intended Outcomes :

That learning will be differentiated to meet students' individual needs and focussed on improved student outcomes

That evidence-based pedagogical learning will be evident

### Achievements

As part of our ongoing commitment to improving student outcomes, there was a series of professional development opportunities provided to staff. Team charters were created that focused on school values being embedded within teams across the school. Facilitated planning sessions were held with educational consultants with the aim of increasing teacher pedagogical knowledge and the development of content knowledge. The Year 3-6 teachers attended a professional development day based on student-initiated learning. The school leadership team joined the Northern Region Office as part of the Agile Leadership program led by Dr. Simon Breakspeare. Professional development was led by leaders within the school in the areas of Literacy and Mathematics. The Literacy and Learning and Teaching Leader participated in a pilot program "Ruby Highlight" and then supported teaching staff in the implementation of the program in their teaching and learning. The Learning and Teaching Leader, with support from the school's principal consultant, created a School Data Plan as recommended by the school review. This was then brought to leadership and staff for further consultation and recommendations. The school continued to develop a school-based document based on the Best Practice at St Brigid's. From there a parent version of Best Practice was created and presented to parents at school information sessions.

The whole school swimming carnival, cross country carnival and athletics carnival took place in 2021 with participation from all students and parental support in the organisation, set up and running of these events. Interschool sports occurred in Term 1 and Term 2 only. Our Year 6 students attended the Grip Leadership Conference at the Melbourne Convention Centre. The whole school was involved in Clean Up Australia Day, the ANZAC commemoration day at Gisborne, participation in Living and Growing education classes for the senior students, and the Prep students went on an excursion to Foodworks and the community playground as part of their Community unit of work. Junior students visited Bundoora Park as part of their history unit of work. The seniors went to Harrierville as part of their camp experience. Unfortunately the year 3/4 excursion to Bendigo Discovery centre as well as the Prep excursion to Melbourne Zoo was cancelled due to lockdown.

The school opened up to the community as part of the "See us in Action Days". Later in the year, the school hosted a series of transition days and meetings for 2022 students and families. Students across the school visited the local library in Term 2. The two prep classes held a very special "100 days of Prep" celebration day.

The school ran a Book Fair for students and families. It was run before and after school and was a very successful event where funds were raised for Literacy resources for our school. Catholic Education week activities were run by the school leaders and was a very successful event for students. Book week and Science week were acknowledged and celebrated across the school through various teacher and student led activities.

Our four specialist classes this year are Visual Arts, Physical Education, Japanese through Sustainability and Performing Arts. The teacher and students have continued to build up on sustainable spaces throughout the school. The whole school participated throughout the month of November and December in intensive swimming lessons.

Student's learning achievements were celebrated through goal setting for future growth. Parents/ Student/Teacher conversations were offered to families throughout the year along side PSG meetings. Parents were given their child's progress and achievement report via the parent portal NForma.

#### STUDENT LEARNING OUTCOMES

In 2021 the school participated in its final year of the paper version of NAPLAN. It will be moving to the online version in 2022. Upon reviewing the 2021 data in comparison to 2019 it can be stated that in Yr 3 there was no change in the Reading data, a decrease in writing, no change in Spelling, a decrease in Grammar & Punctuation and an increase to the data in Numeracy. In Year 5 data there was a slight decrease in Reading and Numeracy data, decrease in Writing, Grammar & Punctuation while an increase in Spelling data. A professional learning team meeting was held when data was released to generate statements about the data provided.

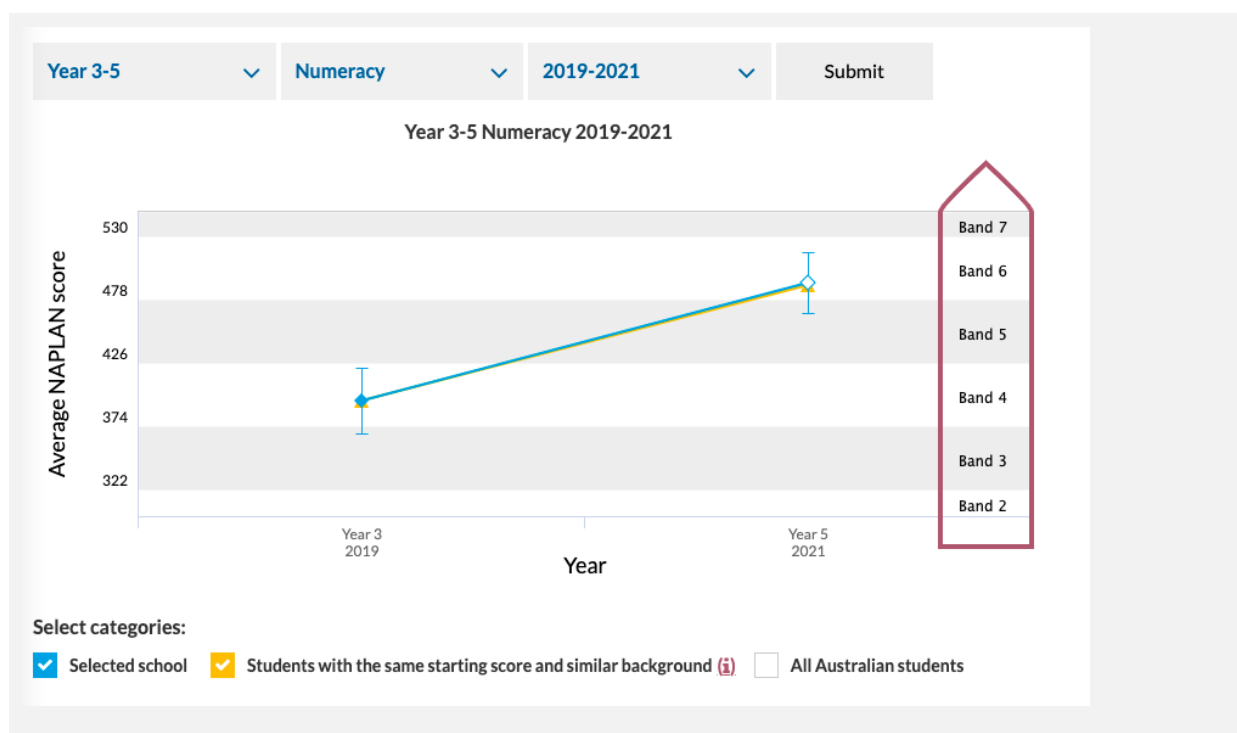
The school continued to use Essential Assessment in Mathematics, Smart Spelling, PAT Testing, Ruby Highlights and continuous ongoing assessments for the purposes of formative and summative assessments. PERI Intervention continued for students.

During lockdown Seesaw was used for the purpose of communicating teaching and learning to students. Students submitted work to their teachers through their journal. Individual adjustments were made for individual students for the purposes of meeting their needs.

Personalised Learning plans were generated on a termly basis for students as well as students at risk. Teachers gathered evidence and measured student data from student smart goals. Regular meetings were held with parents of those students who had a PLP written for them. Moderation was held by teachers, data was reviewed, professional meetings were held where many aspects of our teaching and learning were reviewed for the purposes of meeting student needs and improving student outcomes.





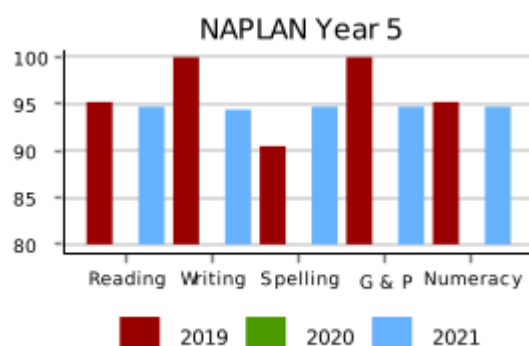
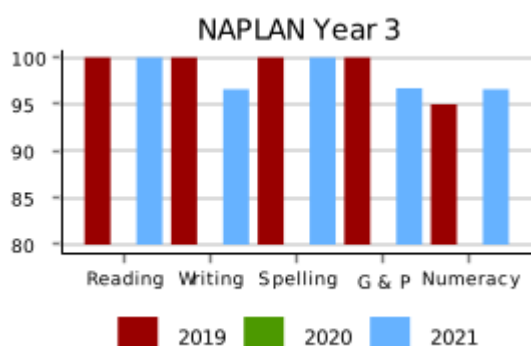


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	96.7	-
YR 03 Numeracy	95.0	-	-	96.6	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	96.6	-
YR 05 Grammar & Punctuation	100.0	-	-	94.7	-
YR 05 Numeracy	95.2	-	-	94.7	-
YR 05 Reading	95.2	-	-	94.7	-
YR 05 Spelling	90.5	-	-	94.7	-
YR 05 Writing	100.0	-	-	94.4	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

To develop a school-wide evidence-based pedagogical framework

That opportunities for student voice will be further developed

That student wellbeing will be enhanced through authentic engagement.

### Achievements

#### Wellbeing

The 2021 St Brigid's Wellbeing Team consisted of Maree Morris (Principal), Mel Daly (Vice Principal and Wellbeing Leader) Jenny Lunn (Pastoral Care Officer) and Chek Stevens (Learning Diversity). Together the team supported students, staff and families across a variety of wellbeing and diverse learning needs. Facing the second year of Covid impacted learning saw the wellbeing of the school community as the most important consideration and priority. Throughout the several Remote Learning periods the team met regularly to ensure student wellbeing was the prime concern during the challenging lockdown periods. Regular 'check in' calls were conducted to both staff and parents throughout Remote Learning, ensuring the school bonds remained tight during the challenging period. Staff also conducted regular wellbeing check ins with students, individually or in small groups. Additional support was always available to students and families struggling with the pressures of the pandemic.

When onsite learning permanently resumed in Term Four, the focus was wellbeing support through nurturing and reteaching a range of social and emotional skills. Additional staff were rostered on yard duty to help facilitate play and assist students in solving peer disagreements.

The 'St Brigid's Staff Connections' group, which was established in 2020 to promote Staff Wellbeing, continued to support staff through the challenging year. A highlight was the Staff Online Trivia Night during Remote Learning!

#### PBL

Throughout 2021 we continued in our Positive Behaviours for Learning (PBL) journey. The St Brigid's PBL team, who meet fortnightly, consists of Brodie Goricanec (PBL Leader), Maree Morris, Leigh Shore, Mariah Plumb and Chek Stevens. PBL is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive behaviour culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. PBL provides a framework for positive interactions and behaviours, with specific agreed upon expectations and actions developed, taught and monitored across the whole school.

In 2021, the PBL Team achieved the following :

- Successful PBL launch
- Implementation of the reinforcement system
- Teaching of the explicit lesson plans (Prep - Yr Six)

- SWIS implementation and data sharing at Staff Meetings
- Digital Handbook for new staff (revision for existing staff)
- Regular parent updates in school newsletter

Our PBL leader, Bridie Goricanec, was invited to attend \*\*\*\* training (Chek add).

Rights, Resilience, Respectful Relations (Social Emotional Resource) was again utilised across the levels, especially upon the return to onsite learning. St Brigid's was promoted to a 'lead school' within the program, however due to covid restrictions, our Professional Learning was postponed to 2022.

Social skills groups and check ins continued with Jenny Lunn, Mel Daly and Chek Stevens.

In addition, Jenny supported classroom teachers and aides with resources, time and

WhizzBang Wednesdays were a high priority action and included rockville/carecrows/frontline heroes/footy fun.

Transition support for prep students and transition across levels ensured strong orientation and positive transition for all.

We also saw the introduction of a Buddy bench - to support students during recesses. The buddy bench was a prize, resultant of our super efforts in Clean Up Australia.

## VALUE ADDED

### Learning Diversity

Students with additional needs, whether cognitive, physical, sensory or social/emotional were supported through strategic and targeted teaching and support. Differentiation occurred in a variety of ways, for example, targeted interventions, task adjustments, social and emotional support, behavioural support and environmental adjustments.

Evidence of the adjustments made were collected and collated in our annual NCCD (National Consistent Collections Data) submission.

Program Support Group (PSG) meetings were held for both students included in our NCCD count and students identified as requiring additional support in learning. Parents of newly enrolled students for 2022 attended either a transition meeting or, if the student requires adjustments to the program, a PSG was held.

When onsite St Brigid's welcomed external providers to work with individual students and staff around implementation of specific recommendations and strategies.

### Child safety:

Actions to inform, update, share information and embed safety include:

ESOs allocated time reading files

ESO meetings / Staff meetings / Leadership meeting / Wellbeing Child Safety continues to be a standing item

Mandatory reporting modules and First Aid for / by all continue to be focused and scheduled.

### Camps

Fortunately, our Middle and Senior students were able to attend school camp in between the lock down periods. While the Senior Canberra Camp was unfortunately cancelled, an amazing and unexpected opportunity to attend a three-night camp at Harrietville presented itself! How lucky the Senior students were to participate in camp style such as movie nights, ropes course, giant swing, and a day tobogganing at Mt Feathertop.

The Middles were also fortunate to be able to attend a two-night school camp at Lady Northcote, participating in activities such as archery, geocache, and the giant swing.

### Extra-Curricular Groups and Events

The Mini Vinnies were out and about again in 2021 supporting locals in need. They combined with the foodbank and collected non-perishable items.

## STUDENT SATISFACTION

Staff and parental MACSSIS data was collected in 2021.

Student MACSSIS data was not collected in 2021 due to Covid lockdowns.

Student feedback was collected via report comments where students generally indicated that they were the happiest learning back on-site, with their friends, face to face with staff in our supportive, welcoming learning environment.

MACSSIS data from parents around family engagement showed 51 % - the degree to which families are partners with their child's school. This score is slightly higher than the MACS average and a positive result in light of 2021 being the second year of remote learning.

Overall school positive endorsement was at 73 % - again slightly higher than the MACS average of 69 %

Throughout 2021 and the second year of the pandemic, student well-being was the central focus, with Maree Morris and Mel Daly continuing to make regular well-being connections with families and students to ensure specific well-being needs were being met. Again, feedback, on the whole, remained positive and contact from school, our sense of positivity, and individualised support from staff was greatly appreciated.

We also had support from two tertiary psychology students, who were invaluable in gathering data, supporting students and staff, meeting with the well-being leader and team and providing additional input.

We thank them very much for their efforts.

## STUDENT ATTENDANCE

When students are attending on-site learning the teacher who has responsibility for the class marks the attendance through our NFORMA program. This occurs twice daily - before 9:30 am and after 2:10 pm. After 9:30 am, an SMS is sent to families whose child is not in attendance, if they have not already contacted the class teacher or the office to advise of the student's absence. The daily attendance is printed out at 3 pm.

During COVID, when students were learning remotely, they were required to make contact with the school at least once during the day, prior to 2 pm, to be marked as present.

This indicated they were engaged in some form of learning for the day.

Contact with school included:

- liking one of the electronic posts put up by a teacher or educational support officer,
- uploading completed tasks,
- emailing a staff member,
- joining a Google Meet,
- or a parent making contact with the office on their child's behalf.

Should staff not have heard from a student (or parent) by 2 pm each day, the office would be informed and parents contacted via SMS for confirmation of the student's attendance or absence from learning activities on that day.

### Average Student Attendance Rate By Year Level - 2021

Y01	94.4 %
Y02	93.9 %
Y03	95.2 %
Y04	92.7 %
Y05	93.6 %
Y06	95.3 %
Overall average attendance	94.2 %

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.4%
Y02	93.9%
Y03	95.2%
Y04	92.7%
Y05	93.6%
Y06	95.3%
Overall average attendance	94.2%



## Child Safe Standards

### Goals & Intended Outcomes

St Brigid's Catholic Learning Community places the highest value on the safety, care, and well-being of all children and young people. Throughout 2021 our goal continued to be the well-being of all students - as we journeyed through the second year of the Covid pandemic.

- To continue our commitment to providing a safe environment for all children and young people - on-site and off-site - including in the digital environment.
- To reinforce the understandings and actions related to child safety and well-being.
- To strengthen student understanding of and commitment to child safety.

### Achievements

**Achievements covering:**

**Continuing to review and further embed child safety policies, commitments and practices into everyday life.**

**Professional learning of all staff and volunteers.**

**Embedding and enacting of PROTECT (Identifying and Responding to all forms of Abuse in Victorian Schools).**

**Human Resources practices (recruitment, supervision, performance review)**

**Child safety - Risk Management practices**

- Maintaining strict procedures for ensuring all mandated requirements are adhered to, including Working with Children Checks and Child Safety Professional development, including mandatory reporting modules and Reportable conduct modules.
- Creation of St Brigid's Leadership document - outlining compliance and documentation
- Additional ESO supervision/duties
- Updated timetables and rosters
- Child safe standards/ code of conduct - reviewed and signed by all staff members
- Embedding a culture of active supervision
- VRQA compliance / Policy review by staff
- Well being check ins
- Contingency plans for vulnerable students
- Reportable conduct presentation
- ESOs allocated time to read files
- Child Safety continues to be a standing item at ESO meetings / Staff meetings / Leadership meeting / Wellbeing

- Mandatory reporting modules and First Aid for/by all continue to be focused and scheduled
- Ensuring all mandated and best practice procedures are followed in regard to recruitment and performance review including referee checks, clear induction and Annual Review meetings
- Student empowerment through - Mini Vinnies, Ongoing display of Child Friendly Child Safe Policy, Circle Time

## Leadership & Management

### Goals & Intended Outcomes

Priority 1 Enhance Catholic Identity

Goal: To nurture, celebrate and share our Catholic identity by bringing faith, life and culture together into dialogue with the family, parish, and community.

Priority 2 A school-wide pedagogical framework

Goal: To develop a school-wide evidence-based pedagogical framework

Priority 3 Further develop a Performance and Development Culture

Goal: To strengthen the Performance and Development Culture of St Brigid's Learning Community

Priority 4 Maintain and enhance links between St Brigid's, the wider Parish and local community

Goal: To maintain and enhance links between St Brigid's, the wider Parish and local community

### Achievements

Another year of change, adjustments and Covid interruptions.

We journeyed together as a community, returning to remote learning as required, adjusting programs, innovating and adapting in order to keep everyone safe and healthy, to keep the learning happening and the community connected.

MACS supported us with regular Webex briefings and updates, in addition to ongoing School Operations Guides.

Return to schools after Covid restrictions were staggered from term 4.

Then by Tuesday, October 26th all students were be back in the classroom full-time.

These plans were continually changing depending upon local Covid situations.

Remote Learning continued when students were not on-site, with staff adapting, modifying and changing the approaches and learning to ensure it remained relevant, focused and engaging.

Compliance requirements, including:

- Mandatory reporting
- Child safe standards
- Policy development, review and renewal
- Reportable conduct presentations

continued throughout the year.

We continued to move over to ICON and our administration staff of Teresa and Lisa, alongside our business manager, Michelle Schooling, managed this transition with energy, positivity and professionalism.

All employees, volunteers, external providers needed to have their first vaccination by October 18th or be booked in to have their first dose by October 25th. All staff, volunteers, etc needed to be fully vaccinated by late 2021. Anyone not able to show evidence of their vaccination or booking or exemption, needed to take Long Service Leave or Leave without Pay until they were able to complete the requirements. This requirement affected one of our staff members.

All Covid safe practices including sanitising, outdoor classes where possible, separate play areas, after school pick-up arrangements remained in place until directed otherwise.

Onsite Learning and Remote Learning continued simultaneously as required as we transitioned back to Onsite Learning for all students. Foundation and Junior Assessment sessions were enacted at the end of term 3 with Assessment days for Middle and Senior classes planned for when the students are back onsite. 2021 end-of-year reports were modified to reflect the Covid adjusted learning.

First Reconciliation, First Eucharist and Confirmation took place within the Parish, in line with all Covid restrictions and adjustments. We were grateful and joyfilled that we were indeed able to celebrate these Sacraments with our students

Despite Covid adjustments, we ensured that Staff Annual Review Meetings took place for all staff members, in order to provide feedback, and to discuss future plans and goals.

Our building project, which was significantly stalled due to Covid, continued, albeit slowly and plans were discussed and reviewed with MACS teams, St Brigid's staff and the wider community via online meetings.

Our Student Leadership Program was refined and strengthened in line with our goal to nurture change-makers and at the end of 2021 we saw all Year 6 students take on some form of school leadership.

Principal Learning collective continued online

Principal network was postponed

Deputy Principal networks online - NESLI Wellbeing modules, Mel Daly Wellbeing Leader, continued RE leader

After an extraordinarily long time (over 30 years) being on staff Kath McCann transitioned into retirement, and we sincerely thank her for her incredible commitment, energy and passion.

Clare Shannon resigned from her position as Art Teacher at St Brigid's to continue in her role at St Ambrose, Woodend.

Nicole Lunn resigned to travel.

ESO Judy Beatson retired and Tracey Burnie took up a position nearer to home in Melbourne, Rylee Connell completed her teaching degree and took up a position at St Anne's Sunbury.

Fortnightly Parish Priest and Principal meetings have continued to build and strengthen our Parish connections and commitments.

Other ongoing actions include:

- OH&S inspection of adventure playground
- Building project continued, slowly, and the costs associated with the build have significantly increased due to Covid impact.
- Enrolment tours amended inline with Covid requirements
- Website -updated
- Promotional Brochure - to kinders
- Additional advertising in newspapers
- Kinder discussions and visits Keena
- MACS Governance model including policies and practices
- MACS Business Manager - Michelle Schooling regular interactions with Admin and Principal
- Budget well managed and maintained
- Regular online building meetings with Michelle, Aoife and Maree and Mardi Butcher from MACS
- Risk Management with Martin Tennant using the online portal
- OHS training via portal
- Regular Principal / PP meetings with Holy Cross and Fr Vin
- Reports modified and adjusted for COVID
- Employee Assistance Scheme accessed by many staff and covered financially by the school
- Leadership weekly meetings (before school or for an afternoon), days and dinner, online when remote
- Triple planner informed by the Annual Action Plan
- First Aid
- ARM documents informed by AITSL
- Staff PD
- Social gatherings and staff well-being given priority
- ESOs extended duty to cover additional supervision

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

Professional learning for 2021 was once again mainly conducted online (thus the greatly reduced expenditure), by all members of staff in some form and included:

Planning with Deb Vietri

Mandatory Reporting

Reportable Conduct

Smart Spelling

Agile Leadership - Leadership team with Dr Simon Breakspeare

Ruby Highlights Platform - All teaching staff with Melbourne Uni and MACS staff

Curriculum Audit - Educational Consultant Deb Vietri with all teaching staff

Booking Making - Online review of sessions

Discovery - Student Initiated Learning - Review of Practise

Smart Spelling - Review of Practise

Mathematics Online Interview - Learning and Teaching Leader and Mathematics Leader

English Online Interview - Literacy Leader

Naplan Online Training - Learning and Teaching Leader

Interpreting NAPLAN data to monitor student and school progress and drive school improvement with Philip Holmes-Smith & Emma MacNamara - Learning and Teaching Leader

MACSSIS Coordinator training - Learning and Teaching Leader

ICON EHR & ESIS Training - School Administration Staff

First Aid training - All staff

Student Initiated Learning (Make Know Do Act) by Deb Vietri - Yr 3-6 Teaching Staff and Learning and Teaching Leader

DP Network

Principal Network

Religious Education network

Positive Behaviours for Learning

Sustainability

Union PD

Mathematics MACS

Once again we continued to focus on learning for all - though the amount spent per staff member was greatly reduced due to most PD being online.

Number of teachers who participated in PL in 2021	32
Average expenditure per teacher for PL	\$572

### TEACHER SATISFACTION

The 2021 data for Overall School Positive Endorsement from staff is 57 %.

This is near but not equal to the MACS average of 68%.

This data has informed our future planning and led to positive actions including:

- coaching
- feedback
- extension of the leadership Team
- further sharing of Leadership decisions
- ESOs involved in more specific professional development.
- ESOs allocated time to read student files.
- investigation into regular catch up times for teachers and ESOs to meet
- 360 degree feedback for Principal
- building on and sharing of staff strengths
- facilitated planning foci added to the triple planner to develop a more strategic approach to planning

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	92.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	27.8%
Graduate Certificate	11.1%
Bachelor Degree	83.3%
Advanced Diploma	11.1%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0.0



## School Community

### Goals & Intended Outcomes

#### School Community

##### Goal:

- To maintain and enhance links between St Brigid's, the wider Parish and local community

##### Intended Outcomes:

- That parents engagement in the learning process will be enhanced
- That the school builds sustainable community partnerships for improved student learning outcomes

Though once again school COVID adjustments impacted our experiences with the community we strived to maintain strong links and responsibility to the community. While our partnerships were limited in onsite school experience the connections staff, students and families were able to make online were empowering.

### Achievements

#### Achievements:

- 'See us in action' day Term 1
- Library Visits- P-6- encouraging the connectedness to learning in our community
- St. Brigid's Rockville - a colourful creation out the front of the school, visited by school and local families to celebrate our connectedness during the lockdown
- Establishing a regular weekly walking group
- Years 5/6 to Harrierville for a snow experience - this was a new destination for this year level and proved to be a successful and enjoyable experience for the students
- Middles Lady Northcote camp- a great way to finish the year being back together onsite
- Outdoor classroom?
- Swimming Sports carnival P-6- a wonderful engaging way to begin the school year with all students
- District Swimming/State Swimming- a great opportunity for our students to showcase their talents
- Athletics Carnival?
- Whole School Cross Country morning at Daly Reserve- P-6- Parent helpers supported the students on the day and the prep students had the opportunity to complete a lap with their Year 5 buddy
- District Cross Country
- Prep Commencement Morning tea with parents

- Footsteps Dance Company- a slight change to our beginning of year bbq event with the school recording the students dances and sharing them via Seesaw
- Commissioning Mass
- Clean Up Australia Day- successful whole school event initiated by a group of senior students that supported the school Sustainability program
- Working Bee Term 1
- Sacred Heart/Salesian Visit to year 5/Visited Gisborne Secondary- continuing partnerships with schools in the community
- Salesian and Sacred Heart scholarships
- Attending Gisborne ANZAC ceremony?
- Mother's Day Afternoon tea picnic- this was a great opportunity to bring families together on the grass area for scones, biscuits, coffee and plenty of sunshine
- Gisborne Gazette- students contributed stories showcasing St. Brigid's learning and events
- Prep orientation sessions
- PFA meetings
- PFA fundraisers - included casual clothes days
- School board meetings
- Interschool Sport

At St. Brigid's we take pride in inviting, welcoming and promoting community involvement in our learning community. The community has been invited to be involved in a number of gatherings. These include, the launch of our new school vision; welcome barbeque; Mother's Day pampering and Father's Day breakfast; sporting events, such as house athletics, cross country and swimming; National Walk Safely to School Day; art show; art raffle; Biggest Afternoon Tea; and a bake sale for breast cancer support.

We welcomed the community to be part of and be immersed in student learning. The launch of the Seesaw app has been received positively with many parents attesting to the bridging of student learning between the school and home environments. The School Philosophy Day, See Us In Action Day and Foundation orientation has welcomed new and existing families to understand the purpose of our school philosophy.

Many volunteers have been welcomed to support student learning within St. Brigid's. These include, parent and community helpers in all classes, including specialists; past student involvement; work experience; and trained volunteers to support various programs and curriculum areas. St. Brigid's also welcomes the support of community groups. Funding has been granted from the Bendigo Bank and other organisations to support student learning, such as student leadership. Federal and State government members of parliament, Rob Mitchell and Mary-Anne Thomas, have presented to students in class. AFL players and Cricket Victoria representatives have run clinics with students.

St. Brigid's Catholic Learning Community is actively involved in supporting the community of Gisborne.

Involvement in a number of community groups, such as the library, local kindergartens and homes for the elderly, enriched students' learning by demonstrating that their impact can be made beyond the school walls. Students wrote for the local newspaper and were involved in the Gisborne Arts and Family Festival Autumn Competition. The school leaders and other students have also been actively involved in the ANZAC Day ceremony and Gisborne Festival.

St. Brigid's prides itself on partnership with other schools. Senior students attend transition programs with Sacred Heart College, Salesian College and Gisborne Secondary College. They also attended Gisborne Secondary College's production and Sacred Heart College's cooking competition. Scholarships are presented to future students of Sacred Heart College and Salesian College. Other notable links include the partnership between Holy Cross in sacramental programs, transition days to secondary school and various sporting links with other local schools.

St. Brigid's Parents and Friends Association (PFA) are active in organising events that involved the whole community. They coordinate events and fundraising opportunities that include: St. Brigid's Night Out, Ladies Lunch, pre-loved book sale and drive-in movie night.

A unique community link that St. Brigid's offers is its commitment to sustainability. Sustainability at the school has been developed through the building of a garden that has involved the whole school community. Parents have contributed to a number of different aspects to support this program, including community working bees, plumbing and new garden beds. Funding to support this program has been applied for by Emma Barker and has enabled the successful development of the program in the school. Furthermore, professional development has been attended, e.g. Sustainability Summit and conferences.

## PARENT SATISFACTION

MACSISS 2021 data for Parent satisfaction includes:

	MACS average	St Brigid's 2021
Overall School Positive Endorsement	69%	73%
Family engagement	47%	51%
Barriers to engagement	64%	77%
School fit	76%	72%
School Climate	85%	85%
Student Safety	73%	82%
Communication	74%	74%
Catholic Identity	65%	57%

From looking at this data we can identify that in all but one area sSt Brigid's Parents rate the school near or above MACS averages.

The 2021 Overall School Endorsement from parents is very positive.

This data has been used to inform ongoing actions and plans.

## Future Directions

### Priority 1 - Enhance Catholic Identity

*Goal: To nurture, celebrate and share our Catholic Identity by bringing faith, life and culture together into dialogue with the family, parish, and community.*

#### **Actions:**

PL for RE Teams

Facilitated planning Using Pedagogy of Encounter (Term 1) Implementing the Curriculum

Moderating RE work samples

Focus on assessment and reporting

Introduce and trial RE Pedagogy teacher and student surveys

Investigate how to plan prayer and liturgical celebrations collaboratively with staff, students and parents where possible.

Investigate ways to collect parent voice about prayer, liturgy and sacraments especially when we are unable to gather together (gather data - parent survey)

Sharing school liturgical and social justice events at Parish Mass once a term and in each newsletter where possible

### Priority 2 - A School-Wide Pedagogical Framework

*Goal: To develop a school-wide evidence-based pedagogical framework.*

#### **Actions:**

Revisit Role Descriptions ALL roles

Highlight Essence statement

Revisit "Best practice" document

PL in Evidence-based Pedagogical best practice

Horizons of Hope - learning schema, teachers as designer

Pedagogical Framework

Well-being surveys

Develop a Professional Learning Overview

Intervention Frameworks

PLT charters

Team Charters ALL roles

Personalised LP upskilling

Facilitated planning charter

Involvement in RRRR training

Maths annual action plan with MACS

Embedding external providers (onsite and offsite) recommendations that are linked to weekly programs (general and specific lesson adjustments)

### **Priority 3 - Further develop a Performance and Development Culture**

*Goal: To strengthen the Performance and Development Culture of St Brigid's Learning Community.*

#### **Actions:**

Coaching PD and implementation

Professional Learning Plans and Professional learning plan check ins

Annual Review Meetings

360 Feedback data

Wellbeing surveys (staff) MACSSIS

Develop and monitor data analysis plan

Math Essentials Professional Development

Whole school structured Feedback Protocols

SBL- St Brigid's Leaders:

Investigate and implement opportunities for student led activities

e.g.

Wellbeing ambassadors

Mini Vinnies

Lunchtime clubs

St Brigid's Leaders - All Year 6 program

Performance and development culture overview - creating and enacting.

### **Priority 4 - Maintain and enhance links between St Brigid's, the wider Parish and local community**

Curriculum information sessions

Best Practice document (using website Up school)

See-saw - to share learning - mid-year

PL for parents about school best practices/flexible learning

Create strategic plan for kinder visits and enrolment process

Continue Kinder visits - Term 2

Regular school tours

See Us in action days

Build connections with secondary schools (reflection day etc)

Encourage use of the website

Involving parents in Gazette - focusing on learning - Parent Report

Term Overviews shared on website at the start of each term

Recording expos

Extending St Brigid's Facebook page