

St Brigid's School Gisborne

2022 Annual Report to the School Community



Registered School Number: 353

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Minimum Standards Attestation

I, Mel Daly, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

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.

Principal's Report

2022 saw the return to full-time onsite learning, a return to many of the great practices that were embedded within our St Brigid's community pre-covid. Staff, students, and families were excited and enthusiastic about being back together for their first full year on-site in quite some time. We implemented many well-being practices to ensure both staff and students were able to integrate back into full time on-site learning.

Professional learning opportunities for staff recommenced face-to-face as did parent-student-teacher chats. Parents played a huge role in our learning community, with whole school gatherings resuming. In particular the big PFA parent's night at the Gisborne Golf Club with a silent auction and last-person standing event. The school community gathered for both beginning and end-of-year BBQ's, with many new families joining us in these festivities. The school participated in many other events in the wider community continuing to create strong bonds beyond St Brigid's. Families enjoyed being able to join us again in prayer services and masses. We were able to once again, after many years, hold our prep presentation masses over the weekend in term 4 to welcome our 2023 preps in the parish.

The school opened its doors to school tours, expos of learning, celebration days, see us in action days as well as special occasions for Mother's Day, Father's Day, and family week activities. Our whole school social justice action for 2022 was student lead and driven, where students worked on raising funds for building a library in Nepal, with an aim to raise \$10,000. The large culmination of team work ended the year in late term 4 with the St Brigid's Market day, which was a huge success, being attended by families within our community as well as the wider community. We were fortunate to have parent support to also hold a car show on the school grounds at the same time as our market which also attracted much attention from the town.

Staffing changes occurring in 2022, saw the departure of Maree Morris leaving her role as Principal after four years in the role, and the official appointment of Melanie Daly as the new principal in late Term 4. Melanie was the acting principal for Term 4. Lisa Zervos and Sinead Scott also moved on at the end of the year, with Sinead completing her teaching degree. Adam Bremner took parental leave for term 4 and was replaced by Rachel Goodyear-Glassey. Co-Deputies were announced for 2023 with the appointment of Petrina O'Grady, who was acting deputy principal in Term 4, and Keena Lane-Kerton.

Building works progressed after many years of delay closer to a start date in 2023. Due to increases in building supplies post covid, many aspects of the plans had to be changed, however, the community is excited about the upgrades to begin.

We mourned the loss of a parent and joined together as a community to support the young boys and their dad with their tragic and sudden loss. The love and generosity extended to the family from all members of our community were a truly heart-felt embrace from all, reflective of our Catholic identity and the Christian call to action for those in need.

We are so very fortunate to have such a close, community-minded, flexible, and supportive school community, it has made the past year such a successful one. The school thanks Father Vin for his continued support, the staff, the students and parents as they enhance the outcomes we achieve. In faith, we grow and learn...

Parish Priest's Report

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

Our parish schools offer the best possible opportunities to our children for their growth with an integrated formation of catholic faith and holistic education. Sacramental programs, school masses and morning meditations have been a great space for our children to share 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, staff, parents and Grandparents saying they felt close to God when they prayed together with our school children as they were actively involved in the Eucharist.

Over the past year, we have celebrated 66 Baptisms, 67 holy communions, 45 confirmations, 1 marriage rectified and 19 funerals. It has been important and beneficial to meet individually with each of these families to share our faith and to offer support in both joy and sorrow. Due to His busyness the delegation had been given to Fr. Vinoth Santiago again to celebrate the Sacrament of confirmation for our both schools children. I would like to convey my sincere thanks to Bishop Terry for his delegation to celebrate the sacrament of confirmation.

Our parish based and school supported sacramental programmes run very effectively. I would like to express my sincere thanks to our Schools principals Mel Daly, Aoife McCarthy and Lisa for their excellent works for the sacramental programs in the schools. A special thanks to Kevin Petherbridge and Julie Alan for running parish sacramental programs. Both schools had offered several opportunities for me to be the part of all the sacramental programs like confirmations, first eucharist and reconciliation and activity nights. Thanks to you all the parents, teachers and students for allowing me to be the part of our schools.

We are very thankful to the former principal Maree Morris for her role as a principal 2019-2022 and a long term parishioner of St. Brigid's. We wished her all the best for her retirement. Mel Daly is appointed as a school principal of St. Brigid's. All the best to Mel and her team. I express my sincere thanks to the interview panel and MACS for making this appointment successfully.

I thank all the liturgy and parish pastoral committees for their active and truly committed work for the masses particularly for Christmas and Easter.

Thanks to Amy Hurst the previous secretary of the parish and welcome Tammie Dalglish the new secretary to the parish.

I thank all the volunteers of our parish for all Sunday masses. They are amazing with their support to me.

I hope that we as people of God will continue to grow in faith in Jesus Christ and his love for us. I extend my heartfelt thanks to St. Brigid and Holy Cross Schools communities for their wonderful support you have been showing to me for the past year since 2019 until now. I am very thankful to the Parishioners for your generous heart. It is a great parish of two schools and I am very honoured to serve as a parish priest. May God bless you all abundantly and watch over our endeavours.

Father Vinoth Santiago.

Parish priest

School Advisory Council Report

The School Advisory 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 reverted to in-person meetings in 2022. Various governance documents and processes were updated by the Melbourne Archdiocese Catholic Schools and the Council has been working through these, using the guidelines and resources to settle our own processes about membership and how meetings are conducted and recorded.

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. The Council received a very well-prepared proposal by student leaders for a gaga pit and in conjunction with the PFA, delivered this great addition to the playground. 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. The Council reviewed Positive Behaviour for Learning resources and provided feedback from a parent perspective. Looking ahead, the Council continues to be briefed about and provide input into 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 2023 and it will continue to provide a forum to discuss the new format of student reports and best communication methods across the community.

School Advisory Council Members

Leah Hickey Chairperson

Maree Morris Principal

Fr Vin Santiago Parish Priest

Tash Kelly Secretary

Mel Daly Principal's Nominee

Annie Irwin Parish Nominee

Brendon Schneider Building, Grounds & Maintenance Nominee

Sarah-Jane Schneider PFA Nominee

Fiona McNair Parent Representative

Erin Thornton Parent Representative

Paul Sweeney Parent Representative

Catholic Identity and Mission

Goals & Intended Outcomes

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

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

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

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 Lisa Peake from Holy Cross. Petrina O'Grady once again continued with our school choir with students from across all year levels.

Sacramental Programs

Our sacramental programs continued in 2022, in a reverent meaningful way. Planning was collaborative within the Parish, supported by Nelson Graham from Melbourne Archdiocese of Catholic Schools.

Our Year 3 students attended a weekend commitment mass in preparation for their Reconciliation. The family faith night was held online and the Reconciliation ceremony was held on a Thursday night led by Fr. Vinoth. The students were supported by their families and were very reverent in experiencing their first school sacrament at St. Brigid's.

The Year 4 students attended their Eucharist commitment masses at Parish weekend masses. Our family faith night was held online and led by Nelson from MACS. Eucharist ceremonies were held over three weekends which included St Brigid's, Holy Cross students and

catechetical students. Students had a special Eucharist celebration lunch at the completion of the ceremonies at school.

Confirmation preparation began with parish commitment masses and continued with an online faith family night. Students were involved in a Reflection day at St. Brigid's and Confirmation ceremonies were held over a weekend in early term 3. Father Vinoth was delegated the power by Bishop Terry to administer the sacrament of Confirmation. Students were able to have a celebratory lunch together as a school.

All sacramental commitment promises were put into the church bulletin. Students asked individual classes and teachers to pray for them in their preparation, as well as the parish Community.

'Preps in Pyjamas' was held in term four and gave some of the newest members of our community a chance to experience faith in action with their children using simple activities that allowed them to facilitate prayer at home. The night was well attended by students and parents.

Masses and Liturgies

Due to COVID restrictions our traditional St Brigid's Feast Day and Staff Commissioning Mass was unable to go ahead. Ash Wednesday was held as a prayer service within the school and ashes were distributed during this time.

Our Holy Week was celebrated by classes creating parts of the Holy Week story as a visual display. Each year level was allocated time to engage in the displays and parents were welcomed to visit and be involved.

We announced our yearly Easter raffle over the loudspeaker. We gathered as a school for our return to school Easter prayer service. Our school liturgies returned in the second semester with classes planning and celebrating mass together.

We were able to celebrate Indigenous Reconciliation Week prayer service together, which was planned by the Mini Vinnies. The ANZAC day ceremony was celebrated together this year as

well as our Mother's Day prayer gathering in the hall where our mums were treated to an afternoon tea. Mother's Day bookmarks were prepared by Melanie Daly for the parish. We celebrated Father's Day with an egg and bacon roll breakfast in the hall and this was well attended by many dads, grandfathers and significant male adults in the student's lives.

Catholic Family Week was celebrated with a daily prayer service led by the students to the whole school. On the Friday of that week classes joined together in family groupings to complete a family totem pole with respect to First Nations culture strengthening bonds with our school and parish families.

Advent was celebrated this year through the students exploring 'The Jesse Tree' as a way of exploring the history of Jesus' family through Bible stories. Christmas Eve mass was celebrated at St. Brigid's church with the students participating in the retelling of the Nativity story.

The Feast of the Sacred Heart Mass was celebrated together and the Mini Vinnie students worked together to create a food drive, organising and promoting the donation of non-perishable food items. An abundance of food items were collected and delivered to the Gisborne Food Bank.

Year 6 sleepover

Senior students participated in a Year 6 social justice sleepover this year. Guest speakers from the St Vincent de Paul society shared stories about the homeless and their adversaries and how they support those people. The students spent time outside in the cold experiencing similar hardship and making a connection with experiences outside.

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. Adam Brenmer has completed his accreditation studies in Religious Education.

Prayer and meditation continue to be an important part of our school community. Students and staff prayerfully meditate and pray together each morning. 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.

VALUE ADDED

- Continued growth in the development of the school choir
- The continued emphasis on living the school vision
- The growth of Mini Vinnies and its connection to the community
- Collaborative partnership with parish with the sacramental program
- Continued support, education, engagement and growth in confidence of staff to plan and teach Religious Education
- Extending staff members, students and parent's understanding in the practice of Christian Meditation and the different forms of praying
- A staff member completing their Religious Education Accreditation
- Coming back together to celebrate together at masses
- Social justice actions with a direct connection to local community

Learning and Teaching

Goals & Intended Outcomes

Priority 2 A school-wide pedagogical framework

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

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

That evidence-based pedagogical learning will be evident

That opportunities for student voice will be further developed (2022)

That student wellbeing will be enhanced through authentic engagement.

That student wellbeing will be extended and focussed on, in light of the impact of COVID19

Achievements

In 2022 St Brigid's continued to develop the priorities from the school's annual action plan of developing a school-wide evidence-based pedagogical framework. Consistent use of school-wide proformas across all learning areas has been adopted and implemented to enhance learning and teaching programs. Termly overviews were developed by staff each term, sent to families via seesaw, the school newsletter, and uploaded onto the school website. The aim of these term overviews was to enhance parental knowledge of what was being taught each term so that parent/ student conversations at home about learning would be encouraged. Curriculum planning was supported by educational consultant Deborah Vietri in the areas of Investigations, Discovery, and Make, Know, Do, Act which continued to promote and support student lead learning.

Naplan Online -

The school had a successful transition to online testing, data was reviewed by staff in October during a professional team meeting after its release. The Learning and Teaching Leader attended a webinar led by Philip Homes Smith and SPA personnel on the use of NAPLAN Analysis Data.

Professional Development - Staff in 2022 participated in a wide range of professional development. Key areas of Writing, Learning Diversity, Medical Management, Mathematics and Wellbeing. A list of professional development courses are below Bookmaking with Lisa Burman, NRO consultants support, Dyslexia training, First Aid training, Diabetes training, Mathematics

with Sharon McCormack, Staff Well-being with Training on the Go, Discovery and MKDA with Deborah Vietri.

Throughout the year there were many opportunities for students across the year levels to go out on excursions once again. The junior students visited Scienceworks, taking a trip to Mars as well as exploring weather events that cause the sky to change. The prep students went on an animal adventure visiting Melbourne Zoo learning about all things animals and their habitats. The senior students visited the Jewish Museum, immersing themselves in the Jewish religion and traditions, while the Year 6 students participated in GRIP leadership, catching the train to the Melbourne Convention Centre where they learned about what qualities and skills are needed to develop confident future leaders. Many incursions were also organised across the year levels as immersions into students learning or to celebrate students learning. Incursions included; World of Dance, Billy Carts, Indigenous games, art, dance, language, history, ceremonies, songs, and stories through the Wanyara group. Senior Camp was held at Phillip Island, and Middles Camp was held at Campaspe Downs in Kyneton.

The junior students participated in their Junior Movie & Tea night where the students shared an evening meal and experienced a sleepover away from home in a large group situation, in preparation for camp.

Preps in pyjamas

Senior Sleep Out was a big success with senior students camping out inside the school building

Whole School Project - The school market, Harvest festival, movie day, bake sales, face painting, celebration of learning day, participated in a series of lessons across term 1 and term 2. Raised a total, so far of over \$5000

Year 6 transition program - The Year 6s participated in a variety of orientation sessions at their respective high schools. Gisborne Secondary invited the Year 6 students to an orientation day. Salesian College came to the school to speak to students about high school.

Whole School Orientation was run in December where students across P-6 had two sessions of orientation with their cohort.

A Celebration of Learning was held in late Term 3. Parents and extended family members were invited into the school to see learning in action, hear students talk about their learning and explore student presentations and work samples.

Inter-school sports was run this year and our Grade 5 students participated in all events across the school year.

Seesaw communication - Teachers, students, and leadership communicated learning and announcements using Seesaw as a platform for communication

Facebook updates -

This year saw the launch of our St Brigid's Facebook page. This platform was used to regularly share with the community.

The school began using ICON for reporting purposes.

Literacy Intervention and extension ran across P-6, Spelling intervention was provided for students across P-6, and parent helper sessions were held early in the year allowing parent support in learning areas.

STUDENT LEARNING OUTCOMES

In Reading for Year 3, our median band score has remained the same. In Reading for Year 5 there has been a slight increase in our scaled score.

In Writing for Year 3 our median scaled score has decreased by 2 points. For our Year 5s their median writing score has decreased by 8 points.

In Spelling the Year 3s have declined in growth while the Year 5 results have increased from 2021.

There has been an increase in growth in Numeracy across Year 3 and Year 5.

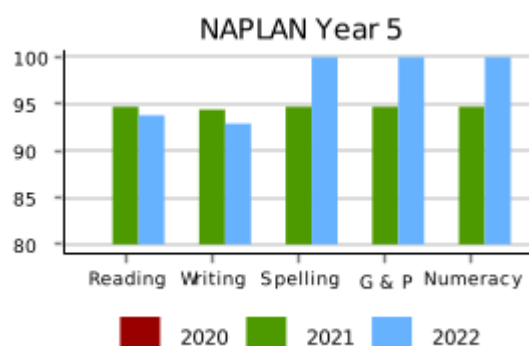
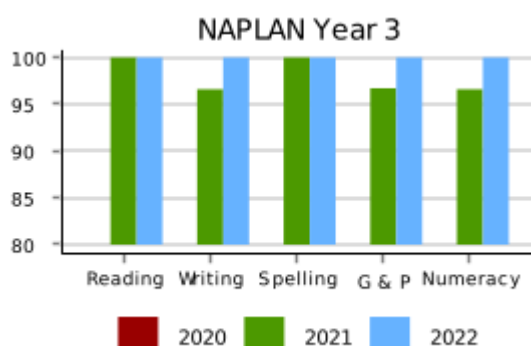
The school ran Spelling Intervention and growth was tracked for all participants. ERIK and PERI were run by an Education Support Officer and progress was tracked for all participants. The school ran a tutoring program, with specific feedback on each student given to the teachers by the tutor. Tier 1 interventions were ran within the classroom, supported by Literacy, Mathematics and Learning Teaching Leaders. Tier 2 interventions were run with leaders, teachers and ESOs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.7	-	100.0	3.3
YR 03 Numeracy	-	96.6	-	100.0	3.4
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	96.6	-	100.0	3.4
YR 05 Grammar & Punctuation	-	94.7	-	100.0	5.3
YR 05 Numeracy	-	94.7	-	100.0	5.3
YR 05 Reading	-	94.7	-	93.8	-0.9
YR 05 Spelling	-	94.7	-	100.0	5.3
YR 05 Writing	-	94.4	-	92.9	-1.5

* 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

To enhance student wellbeing through authentic engagement

Achievements

The 2022 St Brigid's Wellbeing Team consisted of Maree Morris (Principal), Mel Daly (Vice Principal and Wellbeing Leader) Tome Murrone (Pastoral Support Worker) and Chek Stevens and Petrina O'Grady (Learning Diversity). Together the team supported students, staff and families across a variety of wellbeing and diverse learning needs.

The wellbeing team had weekly meetings with a focus on active and new referrals. The PBL team worked closely with the wellbeing team to enhance tier one interventions for students in the classroom. Other supports were put in place for students and families through our Pastoral Support Worker by providing counselling in small group sessions as well as one to one sessions. Facilitate play sessions were run for students to support them in their place areas.

Staff further developed their connections with one another through various after school outings. The school held a professional development day focusing on staff wellbeing. Sessions focused on "Improve your self awareness - Self talk & Inner Coach".

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 2023 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.

Throughout 2022 we continued on our Positive Behaviours for Learning (PBL) journey. The St Brigid's PBL team, consisting of Brodie Goricanec (PBL Leader), Maree Morris/Mel Daly, Leigh Shore, Mariah Plumb and Chek Stevens continued to meet fortnightly.

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.

VALUE ADDED

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, sessions with Pastoral Support Worker

In 2022, the PBL team achieved the following:

- Launch of Staff PBL reference videos
- Launch of Parent PBL information videos
- Digital Handbook for new staff (revision for existing staff)
- CRT Handbook for casual relief teachers
- SWIS implementation and regular data analysis/sharing at Staff Meetings
- Introduction of PBL display board, certificates and badges
- Weekly sharing of PBL winners with parents via Seesaw
- Ongoing implementation of expectation system (behavior matrix) through explicit teaching, modeling and positive reinforcement (tickets)
- Reviewed the Accountability System (Behavior Flowchart) and developed staff agreed upon behaviours

- Established and implemented school routines - morning routine, eating time routine, canteen routine, assembly routine
- Hosted a PBL school visit with coaches from different dioceses within MACS and shared our success to date

STUDENT SATISFACTION

MACSSIS Data was collected from students in 2022. Data was reviewed against the MACS average because student data was not collected in 2021 due to COVID lockdowns.

The data that was above the MACS average was that of rigorous expectations, school climate, teacher-student relationships, school belonging, student safety, enabling safety and catholic identity. Those areas that were slightly lower than the MACS average were school engagement, learning disposition, and student voice. Overall it can be read that student satisfaction is very positive at St Brigid's.

STUDENT ATTENDANCE

In 2022 the school moved to the use of ICON for recording attendance.

In the case of an absence the school administration makes a phone call or sends an email or SMS to verify the absence.

Student attendance is also recorded on Semester Reports.

Year P A 87.45%	Year P B 87.71%	Year 12A 86.95%	Year 12B 84.49%	Year 12C 83.76%	Year 34A 86.90%	Year 34B 86.59%
Year 56A 85.31%	Year 56B 86%	Total Avg 86.13%				

In 2021 the average student attendance was 94.2% and dropped to 86.13% in 2022.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.7%
Y02	87.2%
Y03	89.5%
Y04	87.6%
Y05	87.9%
Y06	86.6%
Overall average attendance	87.9%

Child Safe Standards

Goals & Intended Outcomes

St Brigid's Catholic Learning Community places the highest value on the safety, care, and wellbeing of all children and young people. Throughout 2022 our goal continued to be the well-being of all students.

- To continue our commitment to providing a safe environment for all children and young people - 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

Professional learning of Child Safe Standards for all staff.

Mandatory Reporting staff meeting sessions.

Professional Learning of Disability Standards.

Leadership opportunities for students such as action groups, conferences and weekly lessons.

RRRR lessons implemented and taught each week.

Ongoing learning and review of our PBL practices.

Leadership

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

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

Priority 2 A school-wide pedagogical framework

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

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

That evidence-based pedagogical learning will be evident

That opportunities for student voice will be further developed (2022)

That student wellbeing will be enhanced through authentic engagement.

That student wellbeing will be extended and focussed on, in light of the impact of COVID19

Priority 3 Further develop a Performance and Development Culture

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

That capacity of staff will be enhanced in line with their professional learning plans to improve student learning outcomes

That a data analysis plan will be developed, implemented and monitored

That teacher observation and feedback protocols and expectations will be developed

That student leadership opportunities will be further enhanced

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

That parents engagement in the learning process will be enhanced

That the school builds sustainable community partnerships for improved student learning outcomes

Achievements

Learning and Teaching practices were embedded through facilitated planning, professional learning team meetings, staff meetings, professional development days, mentoring and coaching processes and professional practice time. Student learning was celebrated through open days and via parent communication.

Celebration of Sacraments were held throughout the year for Reconciliation, Eucharist and Confirmation.

Annual Review meetings took place before the departure of Maree Morris as Principal in Term 3.

Melanie Daly was appointed as the new St Brigid's Principal in Term 4. This news was a great boost to the school community as Melanie has been a part of this school for well over a decade. Her passion and commitment to the growth of St Brigid's will continue on into 2023 as school leader.

PBL continues to be an integral and consistent part of the St Brigid's learning and teaching practices.

The school leadership team were trained in using the GROWTH coaching model, which was then timetabled into teacher release time. Leaders worked with teachers while students had Digital Technologies as a specialist subject. Each teacher had sessions fortnightly with their leader to focus on professional growth.

Student leadership continued to flourish, with leadership time being scheduled on a weekly basis, opportunities for fundraising, raising awareness, Mini Vinnies, whole school projects and the St Brigid's Market day in December.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff in 2022 participated in a wide range of professional development. Key areas of Writing, Learning Diversity, Medical Management, Mathematics and Wellbeing. A list of professional development courses are below: Bookmaking with Lisa Burman, NRO consultants support, Dyslexia training, First Aid training, Diabetes training, Mathematics with Sharon McCormack, Staff Well-being with Training on the Go, Discovery and MKDA with Deborah Vietri. Disability Standards through the Dept of Education. Mandatory Reporting, Child safe standards, NAPLAN Analysis with SPA Platform.

Number of teachers who participated in PL in 2022

30

Average expenditure per teacher for PL

\$500

TEACHER SATISFACTION

Overall there is an increase from 2021 in the teacher satisfaction data, positively endorsing the school. There are many key areas of strength at St Brigid's including: school safety, staff-leadership relationships, instructional leadership, school leadership, collaboration in teams, and catholic identity. Areas for future growth over the next year are enhancing the school climate, professional learning, and developing collective efficacy.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	66.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	6.7%
Bachelor Degree	73.3%
Advanced Diploma	13.3%
No Qualifications Listed	13.3%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	17.3
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	15.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

That parents engagement in the learning process will be enhanced

That the school builds sustainable community partnerships for improved student learning outcomes

Achievements

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, Macedon ranges Library Writing competitions.

The school leaders and other students have also been actively involved in the ANZAC Day ceremony and Carols by Candlelight. 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 orientation days and Sacred Heart College's cooking competition and orientation days. 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 for families to support. 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. Funding to support this program has been applied for by Emma Barker and has enabled the successful development of the program in the school. Our school sports days were a huge success in 2022, being run smoothly with parent support. Sacramental nights were held with great turn out of families.

Many parents help out with the running of Canteen, Playgroup, parent helper sessions, stalls, Market Day to mention just a few.

At the end of 2022 St Brigid's held a school market to raise funds for their whole school project of building a library in Nepal. This was a huge success where the school raised over \$2000.

PARENT SATISFACTION

In 2021 the school positive endorsement percentage was 73% whereas in 2022 it was 71%, yet this is still above the MACS average of 69%.

When reviewing family survey results there was a notable increase in school climate and catholic identity, whereas other domain percentages were lower than in 2021.

Future Directions

Priority 1- Enhance Catholic Identity

- Align our whole school focus for the year ahead
- Develop units/themes for Cycle A/B
- Roll out a Prayer Unit for Term 1 for all year levels
- PD day in Term 2
- PD hours in OPL for accreditation purposes
- PLTs each term for RE
- Facilitated planning support from RE leader
- Celebrate Feast of St Brigid

Priority 2 -A school-wide pedagogical framework

- Professional Learning in Term 1 and 2 in Visible Learning
- Share AAP with staff
- Term 1 introduce the new dispositions- introduce a new disposition each week to be used across the different areas of the curriculum
- Co-create with teachers and implement an agreed whole school pedagogical statement and model about Visible learning
- Teachers to graph their levels of self-efficacy in Term 1 and 4
- Create a routine for documentation of visible learning in facilitated planning
- Teachers develop and use visible learning in documentation and learning areas
- Walk throughs and feedback
- Regularly review this cycle
- Term 2 focus on Learning Pit / Mindset with learning challenges

Priority 3- Further develop a Performance and Development Culture

- Share AAP with staff
- Look at ILP - staff to review goal set from ARM 2022 or set themselves a new goal in alignment with current AAP
- Run meeting on Mentoring and Coaching process
- Term 1 leader information based on just observing on 'what's going on' in that particular area of the curriculum
- Staff to use ILP to meet with Coach during meeting times

- Develop protocols with staff for observation and feedback sessions
- Defining mentoring vs coaching
- Term 2 - leaders to visit classrooms with specific focus/goal

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

- Parent Information night Term 1
- Implement Term 1- Fortnightly Seesaw posts
- P-2 learning how to post their own Seesaw posts
- Regular Facebook and Instagram posts promoting the school
- Kinder visits early Term 2
- Continue See Us in Action days
- Parent Helper sessions
- Share term overviews on school website and newsletter
- Celebration of Learning Days- Term 2 and Term 3
- Parents as 'experts' in Discovery, Make, Know, Do, Act & Genius Hour
- Letter to parents re those in extension and intervention