



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2015

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

School Name St Brigid's Catholic Primary School

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Principal's Foreword

Introduction

At St Brigid's School we seek to 'Make Christ Present' for each student through the provision of quality education in a Catholic Christian environment. Students are supported as they engage with teaching and learning experiences designed to develop understanding and skills to promote healthy growth of mind, body and spirit.

This report highlights the goals and achievements for St Brigid's School in 2015. It is a snapshot of our community and reflects our values and vision for learning for our students.

School Profile

St Brigid's Catholic Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 449 Girls 232 Boys 217

Characteristics of the student body

The students at St Brigid's are representative of the wider Gold Coast community. The Nerang area, as well as being an historic Gold Coast community first settled in the 1860s, attracts new families to the Gold Coast and as such the student body can be somewhat transitory, as people find employment and move on to new areas of the Gold Coast, Queensland or interstate.

Our students enjoy varied interests outside of the classroom and bring that talent and knowledge to our community. They are keen to learn and this desire is supported by their parents, who represent a cross section of occupations and bring to us a diversity of cultural backgrounds. We are a Catholic community who welcome students from a range of Christian and inter-faith backgrounds. Students with identified needs contribute to the diversity of our community and their particular learning needs are catered for within the classroom environment.

Our distinctive curriculum offerings

St. Brigid's community is a diverse one. St. Brigid's School is responsive to the needs of our students. Inclusive practices are characteristic of our approach to student learning. Our aim is to ensure that every student has access the curriculum and can experience success at learning. This involves our staff, parents and where appropriate, students, collaborating to develop and implement learning plans suited to the learner. This focus on the needs of the learner ensures that St. Brigid's continues to be responsive to the needs at the local context while simultaneously implementing significant macro national, technological and pedagogical educational reforms and innovations.

Extra curricula activities

Percussion lessons, Singing Club, Annual Canberra trip for Year 6 students, Buddies programme, Reader's Cup in Year Six, Year 5 camp, Break-time access to Computer Lab, Instrumental, Piano and Guitar lessons, Chess lessons and competition, Chill out room for Years 4-6

How Information and Communication Technologies are used to assist learning

ICLT technologies are used by the children as learning tools, are used by the teacher to present information to the class, are utilized to provide support for critical thinking, planning and brainstorming activities and support group learning. Interactive data projectors, computers, ipods, video cameras and digital cameras are used by the children at all levels to gather information, create new ideas and share those ideas with others. The students have access to classroom computers, a lab of computers that can be used during class time and break time and a bank of library computers for research and project presentation as well as growing banks of portable wireless devices. A one-to-one computer program, commenced in 2014, will be fully implemented across Years 4, 5 and 6 by 2016.

A world-class enterprise wireless network operates across the campus allowing internet access to wireless devices.

Social climate inclusive of pastoral care and our response to bullying

St Brigid's strives to be a supportive environment where diversity is embraced. A school pastoral worker and a school guidance officer work with families to support positive relationships and enhance our school culture. Our motto of 'Making Christ Present' and our emulation of St Brigid's effort to help the needy and be people of hospitality shape our interactions with others. Parents are encouraged to take an active part in many aspects of the curriculum and the prayer life of our community. Achievements are celebrated and restorative practices are used to help students interact successfully as members of our community. A school-wide Positive Behaviour for Learning program is in place to support student behaviour which in turn helps create a climate which nurtures student learning. Students engaging in bullying behaviour are taught more socially appropriate ways of meeting their needs and are supported in a process of making restoration to relationships that have been damaged by bullying behaviours. Parent support is crucial to this process. Victims of bullying are supported to adopt assertive behaviours and reporting processes are in place to identify students in need of support.

Parent, student and teacher satisfaction with the school

All members of our community have regular opportunities to provide feedback, voice concerns and commend quality teaching and learning experiences. Surveys are used regularly to collect information about areas under review. Responses tend to be well balanced, with areas of satisfaction highlighted and suggestions for ongoing development used to shape future planning. Parents and Friends' meetings, School Board meetings, Staff meetings and classroom circle time are all venues for discussion and consultation. The newsletter flags these events for parents' attention and invites comment on plans, policy and daily routines. Internal school reviews are undertaken each year and areas for improvement identified are then developed into future action plans to ensure ongoing whole school improvement.

Parent involvement in their child's education

Parents are important stakeholders in education at St Brigid's. Formal opportunities for involvement are provided through the School Pastoral Board and Parents and Friends' Association. Parents are invited to assist with classroom reading, group activities, excursions and special events such as Under 8's day. Parents are often able to share special skills and talents with classes when relevant topics are being studied. Parents are invited to formal parent-teacher meetings twice a year. Year level information sessions take place early in Term One to ensure all are familiar with classroom routines and expectations. The school website is an important point of contact with parents and the wider community, and the weekly school newsletter contains dates, invitations to provide feedback or to attend school functions and class teachers provide regular letters to keep parents informed of classroom happenings. St Brigid's Parent Portal is a one-stop-shop for news, announcements, dates and digital communication between school and home. Written student progress reports are issued twice a year. Each semester a student portfolio of work is sent home.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	36	23
Full-time equivalents	30.18	11.46
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	5
Post Graduate Diploma/Certificate	5
Bachelors Degree	21
Diploma/Certificate	3

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 46 757

The major professional development initiatives were as follows

Activities to support and sustain leadership capability at the school and system levels.

Support the spiritual growth of staff and increase Religious Education capacity for teachers of Religious Education.

Support for the implementation of National Curriculum rollout. Support for increasing teachers' capacity to effectively engage with ICLT within and beyond the classroom. Learning to help staff support the emotional development, wellbeing and behaviour of children e.g. PB4L, Positive Partnerships, Non-Violent Crisis Intervention and Student Protection.

Assist professional development of teachers by supporting their engagement in professional networks, associations and committees.

Support to embed Visible Learning Practices in each learning space. Learning and activities to Implement DELT school-wide practice.

School Income by Funding Source

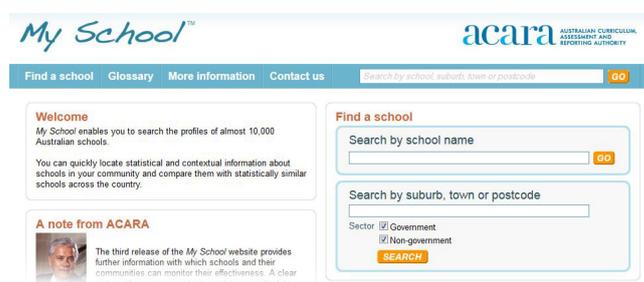
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 96.30 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 93.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	95.00 %
Prep Attendance Rate	95.00 %
Year 1 Attendance Rate	94.00 %
Year 2 Attendance Rate	96.00 %
Year 3 Attendance Rate	95.00 %

Year 4 Attendance Rate	94.00 %
Year 5 Attendance Rate	95.00 %
Year 6 Attendance Rate	95.00 %

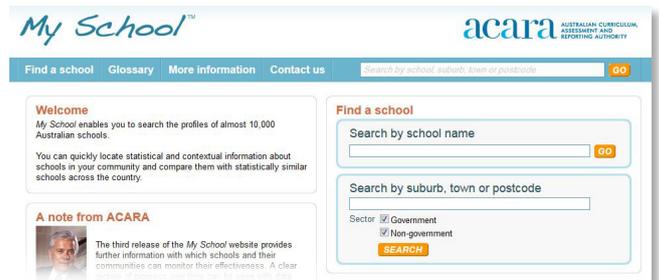
Policy and practice to manage student attendance

Electronic rolls are marked by 9am and 1.15pm daily. A report of daily student absences is generated daily. Late arrivals and early departures are required to be signed in and out at the office and are recorded. Parents and carers are required to provide a notification of student non-attendance.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.



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