

Annual School Report

2021 School Year

St Brigid's Primary School, Kyogle



Groom Street

Kyogle NSW 2474

Phone 02 6632 1988

moodle.kyogplism.catholic.edu.au

About this report

St Brigid's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2022 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6632 1988 or by visiting the website at moodle.kyogplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Brigid's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Brigid's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Brigid's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Achieved at High Distinction, Distinction and Credit levels in various State and National competitions with four students achieving Distinctions in the UNSW Maths Competition.
- Had a number of students excel in Mathematics through their involvement in the Extending Mathematical Understanding program.
- A student had their writing accepted and published on a well known social justice website.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2021 the school:

- Marched in the Kyogle and District ANZAC Day Parade. A number of students also attended the dawn service and fulfilled various roles.
- Celebrated NAIDOC with a number of activities that highlighted Indigenous culture.
- Performed with great distinction in Wakakirri. A national dance competition highlighting our local community.
- Performed and presented our second Dance Spectacular for families and members of our community.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- A team of 28 students represented St Brigid's at the Zone Swimming Carnival in Lismore.
- One student qualified from the Zone Swimming Carnival to represent at the Diocesan Swimming Carnival.
- Two students qualified from the Zone Carnival to represent at the Diocesan Cross Country Carnival.
- Four students qualified for Polding Winter Sports Trials in Tamworth playing rugby league.
- Five students qualified to represent the Zone at Diocesan Athletics Carnival.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Brigid's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tony Hunter
Principal



1.2 A Parent Message

The official parent body is the Parish School Forum which consists of school leaders and nine parent representatives who meet monthly. The Forum's role is to:

- Enhance the partnership between the school and families. Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required. Review school policies and procedures.
- Assist with parent education and parent forums.

One of the highlights for us in 2021 was our Western Themed Trivia Night. It was a wonderful night for all of our families who attended.

Thank you to all the Forum Leaders for your dedication, suggestions, support, ideas, jokes and encouragement. It has been a pleasure to be a part of our Parent Forum team here at St Brigid's.

Gemma Habchi
Chairperson
St Brigid's Parent Forum

2.0 This Catholic School

2.1 The School Community

St Brigid's Primary School is located in Kyogle and is part of the Our Lady of Sorrows Parish which serves the communities of Kyogle, Urbenville, Cawongla, Wiangaree, Ettrick, Grady's Creek and Bentley, from which the school families are drawn.

Last year the school celebrated 107 years of Catholic education.

The parish priest Fr Erick Quinteros is involved in the life of the school.

St Brigid's Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in school masses, regular special liturgies and family group gatherings.
- Participation in the celebration of the Sacraments of Reconciliation, Confirmation and Eucharist.
- Engagement in the Mini Vinnies and Student Proclaim discipleship programs in the school and Diocese.
- Participation in the Diocesan Parent Assembly initiatives and local school events.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.



2.2 School Enrolment

St Brigid's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	7	14	8	11	11	12	8	71	69
Female	9	12	17	9	12	10	10	79	72
Indigenous *	4	2	0	4	2	1	1	14	10
EALD *	1	0	0	0	0	0	1	2	3

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
93.0%	94.0%	92.0%	92.0%	95.0%	94.0%	94.0%	93.4%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 12 teacher(s) accredited with NESAs, 12 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 12 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.0%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Embedding of the Positive Behaviour in Schools as the platform of our School Behaviour Management Policy.
- Continuation of the Making Jesus Real (MJR) program including weekly MJR radio broadcasts, MJR Awards and daily messages based on the four school rules of Safety, Effort, Respect and Self Responsibility. These are known as our SERS.
- Student Leadership Program including our Buddy Program inclusive of Year 6, Year 5, Year 1 and Kindergarten as well as diverse roles shared throughout the school.
- Excellent citizenship and social justice initiatives promoted by the school through regular community visits, citizenship awards and the work of the Mini Vinnies Program for students in Years 4 to 6.
- Outstanding Citizenship was recognised at our Annual Presentation of Awards from our local Federal Member of Parliament.
- The continuation of a number of programs led by our Pastoral Care Team.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Evaluations and feedback following Parent Information evenings on social and curriculum matters as presented by our Staff and Parent Assembly and how this has assisted in the education of their children.
- Regular planned meetings with parents whose children have been placed on the Extending Mathematical Understanding intervention to highlight improvements and further areas of student growth.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.



- Interventions to support students in accessing the English and Mathematics Curriculum in 2021 were EMU, MiniLit, MacLit and STAR. St Brigid's extended the support offered in the Early Years to Primary students with support in Literacy and Numeracy. EMU and STAR interventions were run in Stage 2 and Stage 3 in 2021.
- The English and Mathematics Blocks are regarded as key learning time and minimal interruptions occurred during these periods of time in the morning. The curriculum knowledge of teachers in English and Mathematics was deepened through many professional development opportunities conducted at school by key Leadership and Catholic Schools Office staff. Curriculum planning days were set aside each term for teachers, leaders and Education Officers to collaboratively plan quality teaching and learning content in the areas of Mathematics and English. The Cycles of Improvement process allowed teachers to set, monitor and review goals in the area of Mathematics, English and Information Technology. This process allowed for teachers to enhance their capacity and seek out knowledgeable others in order to achieve their professional goals for 2021.
- In 2021, Creative Arts was taught by a specialist teacher. Students had the opportunities to perform and display within the community. Unfortunately, our school choir was unable to perform at the Lismore Eisteddfod due to it being cancelled for the year.
- In 2021, St Brigid's offered a strong co-curricular program that included student participation in Wakakirri, a national Dance Competition. The students were also involved in the National Tree Planting Day where students had the opportunity of planting trees on the bank of the Richmond River.

St Brigid's continues to ensure that all students have access to the curriculum in the key learning areas of English and Mathematics. Our targeted learning blocks based on the Diocesan Guidelines ensure that this occurs in every classroom on every day.

Our school enlists the support of volunteers whenever possible to support our students with a variety of initiatives and activities outside the classroom setting.

The Contemporary Learning Framework continues to underpin the practice of the professional learning community within the school. Students in Stages 1, 2 and 3 were given the opportunity to apply their learning in designing and coding.

All staff of St Brigid's underwent professional learning in Digital Technologies and how this can be embedded to support student learning. Staff are constantly participating in professional development as part of the Cycles of Improvement Process in order to strengthen learning outcomes. Their progress has been regularly evaluated through the goal setting process.

The parish primary school offers a strong co-curricular program including student participation in:

- National Tree Planting Day when our students planted trees on the bank of the Richmond River.
- The annual Walk Safely to School Day which promotes a healthy and active lifestyle for all students and staff.
- The making of reusable shopping bags for use by the community. These are available in a number of retail shops in Kyogle.
- The collection of blankets and clothing for the Vinnies Winter appeal.
- The collection of food, toys and gifts by our school Mini Vinnies team to support the local St Vincent de Paul Christmas Appeal.
- The annual Wakakirri Dance Competition where our students performed to a very high standard.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 20 students presented for the tests while in Year 5 there were 21 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Brigid's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Brigid's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	22.0	30.0	22.0	15.0	19.0	15.0	13.0	30.0	8.0	10.0	3.0	0.0
Writing	20.0	26.0	37.0	32.0	23.0	32.0	9.0	5.0	4.0	5.0	2.0	0.0
Spelling	23.0	25.0	23.0	30.0	20.0	10.0	13.0	20.0	7.0	10.0	5.0	5.0
Grammar and Punctuation	22.0	25.0	24.0	25.0	19.0	20.0	10.0	10.0	6.0	15.0	4.0	5.0
Numeracy	14.0	20.0	22.0	25.0	27.0	30.0	19.0	5.0	10.0	20.0	3.0	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.0	15.0	25.0	43.0	27.0	14.0	18.0	10.0	8.0	19.0	3.0	0.0
Writing	8.0	14.0	17.0	5.0	33.0	24.0	27.0	48.0	10.0	10.0	3.0	0.0
Spelling	15.0	19.0	28.0	10.0	24.0	48.0	17.0	14.0	8.0	5.0	4.0	5.0
Grammar and Punctuation	13.0	5.0	21.0	24.0	27.0	19.0	20.0	43.0	9.0	5.0	5.0	5.0
Numeracy	10.0	10.0	21.0	24.0	29.0	24.0	24.0	33.0	10.0	10.0	3.0	0.0

In Spelling across Year 3 and Year 5, St Brigid's has seen an improvement in their NAPLAN results in comparison to previous years. The movement to higher Bands across both years is testament to the whole school Spelling agreed practices that have been implemented.

Year 3 had good gains in Writing with a number of students moving into Band 6. Year 5 were also consistent with growth however the incline was not as large. The improvement is attributed to the fact that PLT (Professional Learning Team) and Writing Collaborative sessions had a focus on Writing by collaboratively assessing student work samples. The whole school agreed Writing practices have also given teachers clarity around the Writing process.



The movement of students in Numeracy to higher Bands have been noteworthy. This demonstrates that the early intervention provided at St Brigid's contributes to support the students learning. The MAI data that teachers have at the beginning of the year provides an accurate representation of where to begin teaching each individual student. The supportive EMU strategies used in intervention are also used by the classroom teacher to further deepen the mathematical concepts.

NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. The high percentage of students achieving minimum standards is testament to the focus on curriculum differentiation strategies implemented and developed over the past few years.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Whole School Approach to the Teaching of the Maths Block	19/04/2021	Leadership Team
Writing Collaborative	12/07/2021	Vanessa Walters, Samantha Lynch
Staff Spirituality	24/09/2021	Tony Hunter
Writing Collaborative	05/10/2021	School Collaborative Team
First Aid and CPR	25/06/2021	Surf LifeSaving NSW

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
RE Retreat and Spirituality Workshop	3	CSO Mission Team
K-2 English and Maths New Curriculum	6	Kerrin Cronin, Samantha Lynch
The Writing Collaborative	6	Lyn Sharratt
Ipads in the Classroom	14	JJ Purton Jones
EMU Specialist Teacher	2	Jo Hall

The professional learning expenditure has been calculated at \$4111 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious



education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Brigid's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The [School Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy



The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Embedded the permeation of the Catholic Worldview through a number of our learning programs. Fostered the celebration of the mass and the importance of expressing our faith. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> For students to articulate their understanding of Scripture and how it impacts their lives. To have greater uptake by students and staff in faith formation opportunities.
<p>Learning and Teaching</p> <ul style="list-style-type: none"> Embedded our agreed whole school wide pedagogy in Writing. Incorporated a Pre Lit Program into our Ready 4 Learning Program to improve expressive language with our younger students. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> To build a collectively improved teacher capacity in leadership, assessment and instruction of Writing through the work of the Writing Collaborative. To increase all students' achievements in Writing and Mathematics.
<p>Pastoral Care</p> <ul style="list-style-type: none"> Encouraged an increase in the level of engagement with our school through parent education and involvement. Built a stronger awareness of our Indigenous culture within our school community through greater recognition of local Indigenous Culture and significant celebrations. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> To deepen teacher understanding of the Positive Behaviour School Model and enhance microskills. To strengthen our Pastoral Care Network to enhance the positive learning environment of our students.
<p>Leadership</p> <ul style="list-style-type: none"> Continued to become a more environmentally friendly school. Raised the profile of environmental stewardship through the implementation of a Gardening Club and Environmental Student Group. 	<p>Leadership</p> <ul style="list-style-type: none"> Through the use of digital technologies develop a website for greater staff communication and clarity. Through the SRI process develop teams comprising staff, students and parents for greater voice on school improvement.
<p>Family School Partnership</p> <ul style="list-style-type: none"> Encouraged an increase in the level of engagement with our school through parent education evenings and involvement. Built a stronger awareness of our Indigenous culture within our school community. 	<p>Family School Partnership</p> <ul style="list-style-type: none"> To facilitate the Better Together Project in our school to increase family involvement and ownership of school. Build the capacity of Class Parents to strengthen community connections.

6.0 Financial Information

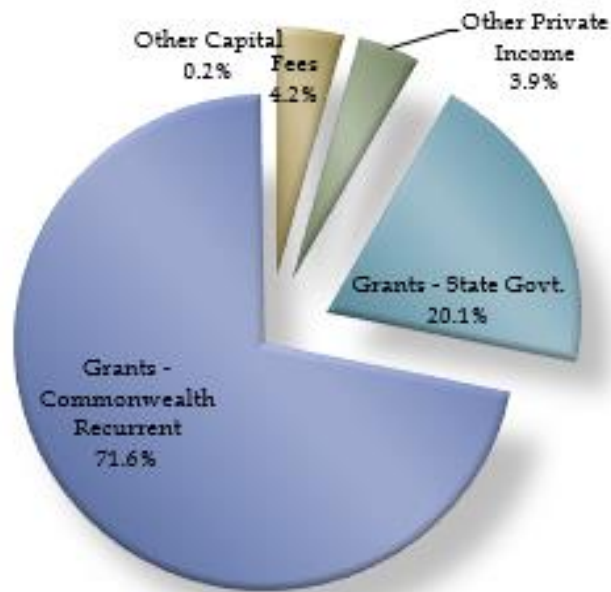
Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.



A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 INCOME - St Brigid's Primary School KYOGLÉ



2021 EXPENSE - St Brigid's Primary School KYOGLÉ

