



# St Brigid's School Healesville

## 2022 Annual Report to the School Community



Registered School Number: 1013

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## Minimum Standards Attestation

I, Therese Dwyer, 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.

31/03/2023

**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](http://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

### Grow in Wisdom and Love

St. Brigid's Catholic Primary School has, as its patron, the great Irish saint, Brigid. It is her example of faith and charity that has inspired our school motto.

#### **VISION STATEMENT**

A Christ-centred community:

Learning from the past

Challenging the present

Creating the future

#### **MISSION STATEMENT**

At St Brigid's Catholic Primary School we aim to:

- enable students and staff to be faith filled members of a strong Catholic culture by living life in the Catholic tradition (Education in Faith)
- create a work environment characterised by shared vision, a strong sense of team work, and a focus on continuous improvement to make our school accessible to all Catholic families and those who appreciate, value and share the educational mission and ethos of the Catholic Church (Leadership and Management)
- build and sustain a school community in which all members work together in positive partnership to strengthen educational communities (School Community)
- maximise students' sense of well-being and engagement with school to grow safe, resilient, social students (Student Wellbeing)
- engage and challenge all students, and to improve literacy and numeracy outcomes to ensure high achievement for all (Learning and Teaching)

## School Overview

St Brigid's School is situated in the historic town of Healesville, within the beautiful Yarra Valley. Originally known for its timber, Maroondah Dam and Healesville Sanctuary, the town and valley are fast becoming one of the countries finest wine producing areas. It is indeed a lovely environment in which to live and work. Children attending St Brigid's travel from Yarra Glen, Dixons Creek, Chum Creek, Badger Creek and Toolangi. Many of these travel by bus each day in conjunction with Healesville Secondary College. The school itself comprises several buildings that adequately cater for the needs of the children and staff, and the playing areas provide for a range of activities.

The school's curriculum is based on the current Victorian Curriculum and is adapted to meet the needs of the individuals and groups at our school. Our religious education program follows the current Archdiocese of Melbourne Religious Education Curriculum Framework.

We aim to create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement in a collaborative environment to enable each student to flourish in a Catholic context. Our 2022-25 School Improvement Plan priorities include -

1. Consistent and effective pedagogical practices
2. Authentic feedback culture
3. Enhancing Catholic Identity

The main goals of the Annual Action Plan are connected with the above priorities involve -

- To ensure consistent, personalised and differentiated learning and teaching approaches
- To establish a culture of authentic feedback for students and staff
- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter

## Principal's Report

St Brigid's is a wonderful school that has an excellent reputation in the local community as indicated by the consistent enrolments each year. St Brigid's provides a high quality of education evidenced by a number of achievements in 2022. We have a group of highly committed staff who are dedicated to the continuing development our Catholic ethos and quality education. In 2022 our Principal continued to be on sick leave and the Deputy Principal continued in the role as Acting Principal.

It became necessary to start the process to appoint a new Principal in Term 2 in consultation with Melbourne Archdiocese Catholic Schools (MACS) staff following a very rigorous process. MACS staff met with the school staff and nominated parents to consult with them around the criteria for the new Principal. This information was discussed along with the parent's survey information to determine the criteria for the selection of the new Principal. The new appointment was finalised by Term 4 and Mrs Tess Dwyer began midway through Term 4. All other staff members remained constant and we welcomed two new teachers and one new Learning Support officer to our staff at the beginning of the New Year.

As part of a mandated review cycle our school is committed to continued growth and progress and ensuring positive outcomes for all students. There has been an emphasis on collective responsibility and building teacher capacity which has resulted in a greater degree of shared pedagogy which enables a consistent approach to all of our endeavours. We strive constantly to be a genuine and relevant learning community and this was again evident when we had to again transform and develop our teaching and learning practices due another period of lock down in response to the COVID-19 pandemic. The remote learning program presented to our students continued to evolve to meet the needs of the students. The on-site program was also well-supported by all staff

We applied once again for a government building grant so we could add some new learning spaces and begin Stage 1 of our proposed vision for contemporary learning spaces. We were advised that we were successful in our grant application with an announcement of \$1m by the federal government allocated to developing contemporary learning spaces for our students. This amount will not cover the full anticipated cost of the project, so further work is required to address the \$1.35m shortfall which will continue into 2023. Solar panels have been installed on the back two portables and will provide a significant cost saving to the school. This was an opportunity offered to the school through a Healesville community initiative.

Our parent community is welcomed and valued at St Brigid's. There is an active partnership between our parents and the school, and they are appreciated for what they have contributed over this past year. They supported the school either by organising or attending the following examples of some of our celebrations; Swimming Carnival, Fathers and Mother's Day breakfast, Grandparents morning, Colour Run, Cross Country Sacrament parent evenings, Book week parade, FL day, and our big fundraising event for the year, our Annual Art Fair.

All staff share a genuine commitment to nurturing the well-being of students and our school is a Positive Behaviour for Learning (PBL) School. We are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality, optimum learning experiences and acquire values supportive of their lifelong well-being. The goal of Positive Behaviour for Learning is to enhance the capacity of schools to educate all students, especially students with challenging social/emotional behaviours, by establishing an effective continuum of systems and practices. Our continuum has an emphasis

on prevention and provision of basic proactive programming for all students by all staff in all settings.

We had a very successful senior camp this year, and it was decided that the Year 5's should attend camp as well because they missed their Year 4 camp due to COVID the year before. The Year 5's were very excited about the opportunity to go on camp. The camp was a beach camp, so the focus is different to their Year 4 camp.

It is vital to thank our wonderful students led by our committed Ministry Leaders, the School Advisory Council, our dedicated Parents and Friends Committee, the hard-working staff and the parents and the Parent Representatives. Thanks also to our School Leadership Teams who worked tirelessly across the year supporting student learning and school initiatives.



## Catholic Identity and Mission

### Goals & Intended Outcomes

The goals and intended outcomes from the 2022 Annual Action Plan relating to Catholic Identity and Mission include -

- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter
  - That curriculum is meaningful and relevant
  - That content is re-contextualised
  - That students are engaged in their learning in Religious Education
  - That the teaching of Religious Education is consistent across the school

### Achievements

Religious Education in the school year of 2022 began with classes celebrating our patron Saint Brigid. Due to Covid restrictions with whole school gatherings, classes celebrated in their own classrooms with a prepared liturgy.

Ash Wednesday mass couldn't occur due to Covid, however Ashes were distributed by classroom teachers in the classroom on the day.

During Term 2 we were able to return to being able to gather as a whole school to celebrate liturgies on Kindness, Reconciliation Week and Pentecost. For the second half of the year all classes led whole school liturgies linked with the seasons of the church and their RE lesson focus. We concluded the year with a Whole School Thanksgiving Mass in the Gym with Fr Francis Denton.

Our Sacramental Program was able to happen without any Covid interruptions, We held preparation evenings prior to the celebration Masses for students and their parents to deepen their understanding of the Sacraments of Reconciliation, First Eucharist and Confirmation. As part of our Preparation for Confirmation, the Year 6 Students participated in a Confirmation Retreat Day at Pallotti College in Term 3.

In November, the students organised and ran a very successful Mini Fete which raised over \$1600 for the Parish Care Group to assist with making Christmas hampers for families in need in our parish. Our Senior students worked with the Parish Care group to help serve at two Parish morning teas and connect socially with parishioners.

Throughout the year, all teaching staff worked in a professional learning network with Dr Peta Goldberg RSM focusing on the Gospel of Luke. The eight online sessions focused on understanding the scripture from different perspectives (Historically, Literary & Recontextualizing) and how to support students in the classroom.

**VALUE ADDED**

- Working with Parish Care Group
- Attending Parish Masses
- Mini Fete fundraising for Parish Care Group
- Sacramental Masses
- Visit from Bishop Les Tomlinson to meet with students preparing for Sacrament of Confirmation
- Confirmation Retreat Day
- Whole School masses
- Mother's Day and Father's Day Liturgies

## Learning and Teaching

### Goals & Intended Outcomes

The goals and intended outcomes from the 2022 Annual Action Plan relating to Learning and Teaching include -

- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
  - That student agency and empowerment improves
  - That teacher efficacy is sustained
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves
  - That staff learning is focused on whole school improvement

### Achievements

- Participated in a MACS initiative called Intensive Partnerships .This is a literacy initiative that comes with key support personnel from MACS. We continue to focus on all areas of literacy but the main focus of professional learning will be around writing from Prep to 6.Our focus has been to develop a common understanding and use of literacy language and expectations across the school. We are continuing to develop whole school consistency around literacy practices in writing. We are also developing school based scope and sequences based on the literacy writing progressions and use them for planning, teaching, moderation and assessment. This will enable consistency of planning and teaching from F to 6 that shows the progressions.
- The prep teachers along with the literacy leader attended The Explicit Teaching in the Early Years program which is a professional learning program co- designed with and delivered by the University of Melbourne to improve and support literacy teaching practice from Foundation – Year Two. The program focused on the key aspects of literacy learning including reading, writing, listening and speaking. The program improved teacher literacy knowledge while providing practical ways to engage students in literacy across the Early Years.
- The Learning and Teaching team continued working with Simon Breakspear as part of the SILC (School Improvement Learning Collaborative) The team worked with the Regional Literacy advisor and used protocols to address aspects of the school improvement focus. This work involved setting goals as a leadership team using a set of canvases that help leaders to think critically about what challenges are to be overcome, the potential barriers faced, the supports needed and the potential for what could be achieved
- The Learning and Teaching Leader facilitated part of the planning sessions each week with levels throughout the year to support teachers to plan sequences of learning in Mathematics and English based on student needs.
- There was a continued focus on data collection to drive teaching and learning. We have been successful in offering purposeful teaching and learning, underpinned by a whole

staff approach to the understanding of data and how it can effectively inform our teaching. We began successfully incorporating student data analysis into targeted staff meetings, Professional Learning Team (PLT) and level planning meetings.

- The leadership team participated in the Learning Collaborative. We continued our collaboration with Dr Lyn Sharratt and staff from Melbourne Archdiocese Catholic Schools (MACS) on targeted professional learning around the 14 Parameters and educational leadership. Members of the Leadership Team attended professional learning throughout the year focused on unpacking the 14 parameters and achieving strategic goals for our school.
- Developed learning Sprints to target specific student needs especially in numeracy.
- Continued to analyse data (NAPLAN, PAT-M, PAT-R, Reading assessments, Pre- and Post-Assessment tasks in English and Maths to identify areas of student need and growth.
- Provided targeted intervention programs and strategies implemented based on data
- Implemented the Early Number and Algebra (ENA) program across years Foundation to Two. The junior teachers developed sprints based on data and implemented cycles of targeted teaching to a group of students.
- Trialled using the ENA place value assessment to provide additional information for at risk students in years 3-6. We successfully implemented daily intervention to senior students, through the 'Getting Ready in Numeracy' program as well as a targeted ENA sprint for at risk students.
- We had the highest number to date of students involved in the Mathematical Association of Victoria Talent Quest project, with 16 students participating. Of the 6 projects entered, we received three distinctions as well as three high distinctions.
- Years 3-6 Students from St Brigid's were offered the opportunity to participate in the Australian Maths Competition. We had 36 participants and received some great results including 1 distinction, 7 credits, 19 proficiencies and 5 participations.

## STUDENT LEARNING OUTCOMES

NAPLAN results indicate that -

Year 3 and Year 5 results in Grammar and Punctuation have increased since 2021. Year 3 by 4.5% and Year 5 5.3%.

100% of our Year 3 and 5 students are meeting the minimum standards in Numeracy and Reading and in Year 3 Writing. Both levels have increased since 2021.

Year 5 Writing also increased in 2022.

Spelling in both levels has remained constant in the 90%+.

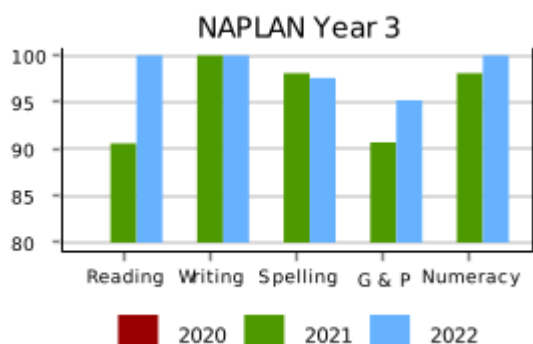
These are extremely pleasing results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	90.7	-	95.2	4.5
YR 03 Numeracy	-	98.1	-	100.0	1.9
YR 03 Reading	-	90.6	-	100.0	9.4
YR 03 Spelling	-	98.1	-	97.6	-0.5
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	92.1	-	97.4	5.3
YR 05 Numeracy	-	97.3	-	100.0	2.7
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.1	-	92.3	0.2
YR 05 Writing	-	94.7	-	97.4	2.7

\* 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

The goals and intended outcomes from the 2022 Annual Action Plan relating to Student Wellbeing include -

Priority 1: Consistent and effective pedagogical practices

Goal: To ensure consistent, personalised and differentiated learning and teaching approaches

Intended Outcomes:

- That student growth improves
- That student agency and empowerment improves

Priority 2: Authentic feedback culture

Goal: To establish a culture of authentic feedback for students and staff

Intended Outcome: That student and staff agency and empowerment improves

### Achievements

Ensuring all staff completed First Aid Training and Mandatory reporting modules.

Student Well-being continued to significantly impact by COVID in 2022. Many families, parents, students and staff were affected financially, emotionally and socially. The students in particular were affected by the uncertainty of the COVID restrictions. Many experienced a disconnection from their friendship groups and lost opportunities to experience and learn from each other. e.g. sharing, negotiation skills, compromise, taking turns etc.

Many individual supports were put in place to assist the Healesville Community with the assistance of St Vincent de Paul and the Community Care Group. These included ready-made meals, food vouchers, school uniforms and computers for some students going into Year 7, petrol vouchers, assistance with bills such as power, phone and gas.

Individual students and families were supported with social emotional and learning issues through individualised learning plans and regular phone contact and support.

We continued to support students and their families with ongoing regular Extended and PSG meetings, so we could work as a team to develop appropriate adjustments and SMART goals in relation to individual disabilities.

Supporting various parents with specific parenting issues to reduce behavioural difficulties regarding their family. e.g. School Refusal and aggression.

Supporting staff by working through adjustments and strategies for students who were recently diagnosed with a disability.

Completing and submitting funding for NCCD and ATSI students. Over 85 students.

Organised a grant for all students to have access to Nessy- evidence based literacy program.

Providing Intervention support to students who require further support

The Learning Diversity leader attended MACS programs that were relevant to the Learning Diversity and Student Well-being role.

Through our school plan we have shared expectations for student behaviour and has allowed us to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our school expectations have been agreed upon and endorsed by all staff and community. They are aligned with the values, principles and expected standards outlined in Education Victoria's Code of School Behaviour. Positive Behaviours for Learning continued to be a focus with staff have started developing a behaviour flow chart on minor and major behaviours and how to respond appropriately and consistently around these behaviours. The focus is on expectations of behaviour rather than a punitive approach. Developing tracking forms, ODR forms. Staff began implementing new procedures and lessons for our students on expectations around behaviour (Be kind, Be safe, Be respectful, Be responsible).

Improving data collection for PBL with staff which allowed us to verify significant positive improvement in student behaviour- particularly on the oval.

Supporting staff, student's and families with the passing of Vicky Wissell.

Staff utilising the K-Adventure outdoor bush play space to improve students skills with imaginative play after COVID and how to negotiate with their peers.

Closely monitoring student absenteeism and lateness to school by developing a RTI 3 tiered approach to improve absenteeism.

Supporting students and families with school refusal since COVID

Prep Health Checks and Lice checks

Updating Child Safety Standards in line with current new policies from MACS

Senior Level students participated in a whole day incursion which focused on Positive Peer Relationships. The workshops were very active and practical strategies for students to be able to use immediately.

The Senior Level had a whole day design challenge where they worked in small groups to design and build an invention that helped solve the problem of missing socks in the wash. They were only able to use recycled materials and also performed a short performance to explain their invention. It was a great chance for the students to use their creative thinking and interpersonal skills.

Senior Camp this year in the first week of Term 2 at Waratah Bay. The Year 5 students also attended because they missed out on their Year 4 camp due to COVID.

Developing a new leadership structure with Ministry leaders to be implemented next year. This new structure will enable all Year 6 students to be involved in leadership development. The senior teachers have developed a plan for the new structure, and it has been ratified by the staff.

The school has made the decision to have external providers on grounds to work with any of our students that have an OT or speech pathologist etc. There is a rigorous process to allow this to happen.

Changes to school uniform taking into consideration sensory needs of some of our students.

Assisting families with psychological assessments and services for students

## VALUE ADDED

PBL celebration days - Sausage sizzle and silly sock day

Colour run

Cross-country, division and regional cross-country,

AFL Victoria visitors for football clinic

Mothers Day and Father's Day celebrations

Walkathon and free footy dress day

Swimming program

St Brigid's day

Hoop time

Disco

Walkathon

Mini Fete

Swimming Carnival

Grandparents morning

Colour Run

Seniors helping with HICCI

Music concert

Sacrament parent evenings

Attending Mount Lilydale musical

Book week parade and book week activities

Art Fair

## STUDENT SATISFACTION

MACSIS Student Survey data indicated that we were very close to achieving the MACS average in the following areas;

1. Rigorous expectations: that is, how many students felt that their teachers held them to high expectations of their effort, understanding, persistence and performance.

7. Student Safety: Their perceptions of physical and psychological safety at school.

### **Future focus**

An area that we have identified for future focus is Student Voice as our school needs to improve in the outcomes related to that area.



**STUDENT ATTENDANCE**

Absenteeism was recognised as an issue at St Brigid’s. The Learning Diversity and Student Wellbeing Leader developed a RTI model and interventions to address the issue. The level of absenteeism has been closely monitored over the last three years however we are aware that COVID has greatly influenced student attendance.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	87.1%
Y02	88.1%
Y03	87.5%
Y04	83.8%
Y05	86.7%
Y06	83.2%
Overall average attendance	86.1%

## Child Safe Standards

### Goals & Intended Outcomes

Leadership, Learning Diversity Leader and Staff inservicing and discussion regarding the new Child Safe Standards-

Updating all school policies

Follow Up on VRQA Recommendations

Developing St Brigid's Primary School Child Safety At Risk register

Embedding child safe standards in our practise

Staff discussions regarding each of the Child safety Standards

Developing code of conduct for staff

Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Student participation and empowerment strategies

Strategies to establish a culturally safe environment

Strategies that ensure equity is upheld and diverse needs are respected

Strategies that promote safety and well-being in the physical and online environments of the school

Engagement and involvement of Families and communities in promoting child safety and supporting families in need due to domestic violence, financial and medical difficulty and who are in highly stressful situations

### Achievements

The embedding of policies and commitments into every day practice

Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards

Professional learning of teachers, non-teaching staff and volunteers

Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Student participation and empowerment strategies - through new ministry leadership

Strategies to establish a culturally safe environment - through

Strategies that ensure equity is upheld and diverse needs are respected

Strategies that promote safety and well-being in the physical and online environments of the school - cyber-safety education, parent sessions and PBL

Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school - PBL team meeting on fortnightly basis and regular PL supported by MACS with whole staff

## Leadership

### Goals & Intended Outcomes

The goals and intended outcomes from the School Improvement and Annual Action Plan 2022 related to Leadership include -

- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
  - That student agency and empowerment improves
  - That teacher efficacy is sustained
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves
  - That staff learning is focused on whole school improvement
- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter
  - That curriculum is meaningful and relevant
  - That content is re-contextualised
  - That students are engaged in their learning in Religious Education
  - That the teaching of Religious Education is consistent across the school

### Achievements

- Strengthened instructional leadership capacity to build teamwork and professional growth.
- School Leadership Teaching and learning team continued to lead staff professional learning in professional learning meetings and by leading the Teaching Sprint process which was targeted to classroom practice.
- School Leadership Team continued to use the research and implement current pedagogical frameworks in consultation with MACS and Lynn Sharratt
- Engagement with other Outer Eastern School in Education in Faith professional learning with Peta Goldberg to assist staff in making links between inquiry-based learning and Education in Faith.
- Professional learning team meetings focussing on student needs identified in our assessment data sets.
- Leadership team continued to work with leaders from Melbourne Archdiocese Catholic Schools Eastern Office developing plans for various improvement strategies.
- The School Leadership Teams met on a weekly basis to facilitate the implementation of the Annual Action Plan, addressed any child safe matters and general day-to-day school business
- Strengthened middle leadership capacity at team planning meetings

- Level team professional development opportunities in line with School Improvement and Annual action plan.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

- All school leaders attended Network Meetings: - Principal Network, Deputy Principal Network, Religious Education Network, Learning and Teaching Network, Wellbeing Network, Numeracy Network meetings each term
- • Prep Teachers attended Explicit Teaching in the Early Years facilitated by MACS and Melbourne University
- Consultants - Lynn Sharratt & Ryan Dunn provided whole staff professional in line with our Annual Action Plan through MACS PL opportunities
  - Leadership team attended PL with Simon Breakspear as part of the School Improvement strategy
  - Weekly Facilitated Planning for all levels attended by Curriculum leaders
  - Participation in Intensive Partnerships implemented by MACS for all classroom teachers
  - In Partnership with MACS 2 professional learning meetings held per term on Positive Behaviours for Learning led by MACS staff. Staff wellbeing team met fortnightly to implement PBL
  - Anaphylaxis, First Aid,CPR,Asthma, and Epilepsy training for all staff
  - Staff participated in Online Literacy Modules
  - NCCD for all staff
  - Child Safety Standards for all staff
  - Analysis of PAT data for all classroom teachers
  - Cyber Safety
  - Mandatory Reporting
  - NCCD modules
  - Religious Education with Peta Goldberg - Reading scripture
  - Literacy Intensive Partnership - Writing
  - Writing Moderation

Number of teachers who participated in PL in 2022	24
Average expenditure per teacher for PL	\$640

**TEACHER SATISFACTION**

The survey indicated that teachers thought that they worked well together successfully in teams to improve teaching and learning and that leadership provide the conditions for this to happen productively. Staff have a strong belief that they have the knowledge and skills to continue to improve instruction. The data also demonstrated that the school has a positive climate for learning.

Overall the MACSSIS 2022 teacher satisfaction data improved significantly on the 2021 data, particularly in relation to collaboration around an improvement strategy, staff-leadership relationships and psychological safety. This demonstrates that teachers possess a growth mindset, have positive relationships with school leaders and feel that the St Brigid's school improvement strategy is coherent and valued by all stakeholders.

Student data also indicates that teachers have high expectations of their effort, understanding, persistence and performance. Additionally, a slight gain was made in the results of teacher-student relationships domain particularly in relation to the concern that teachers hold for student well-being.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	83.7%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.1%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	22.2%
Graduate	27.8%
Graduate Certificate	5.6%
Bachelor Degree	55.6%
Advanced Diploma	22.2%
No Qualifications Listed	16.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	25.2
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

- The goals and intended outcomes from the School Improvement and Annual Action Plan 2022 related to Community Engagement include -
- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
  - That student agency and empowerment improves
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves

### Achievements

- A weekly parent newsletter sent home electronically to all parents
- We were able to return to most of our normal special events schedule across the year providing opportunities for the school community to come together.
- The School Advisory Council meetings were held as per the guidelines. Our School Advisory Council is an essential component of governing our school, and they were a forum for consultation and participation for our parish and school community, ensuring that we are accountable for the decisions we make in collaboration. Some of the committee was new, and a new Chair was also appointed in consultation with MACS. They continued to support the school as it aims to meet all the goals set in the Annual Action Plan.
- The Parents and Friends committee continued to support the school in its fundraising efforts and provided many fun activities for the students across the year.
- Parent survey data was collected for the MACSIS and every parent was invited to contribute
- MACS surveyed the parent community for their thoughts on the appointment of a new Principal and several parents from the community were on the appointment panel
- Each week, whenever possible some levels attended the Parish Mass on a Thursday morning.
- Parent evenings were held for those students receiving Sacraments
- The school hosted community celebrations such as Mother's Day, Father's Day, and Grandparent's Day and there was amazing turnout to these events.
- Graduation night returned to the RACV club for the grade 6's. Parents and caregivers are an essential part of this evening.

Overall Strengths identified on MACSIS Parent Survey 2022: School Climate, Safety and Barriers to Engagement. The survey also showed that parents feel welcomed and would recommend the school to prospective parents

## PARENT SATISFACTION

MACSSIS 2022 parent survey data for each domain whilst below benchmarks, may be more indicative of the low response rate to the survey as only 4% of parents completed the survey. Moving forward it will be essential to increase this number through a variety of engagement strategies to gain a depth of insight into parent satisfaction. A practice of parent focus groups, held in between annual or variable date surveys, could also be valuable in deepening understanding of different community perspectives.

The results from the survey form a small part of the picture of parent satisfaction. Other measures include sustained enrolments, parent engagement in school and community activities, and input into the selection of the new principal.