



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Brigid's School

1 High Street, HEALESVILLE 3777

Principal: Therese Dwyer

Web: [www.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)

Registration: 1013, E Number: E1086

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## Principal's Attestation

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I, Therese Dwyer, attest that St Brigid's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 29 Apr 2024

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## About this report

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St Brigid's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **SCHOOL MOTTO**

*Grow in Wisdom and Love*

St. Brigid's Catholic Primary School has the great Irish saint, Brigid, as its patron. 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)
- maximize students' sense of wellbeing 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)

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## School Overview

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St Brigid's School was established in 1901 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 comprise -

- 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

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## Principal's Report

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It is with pleasure that I present to you the 2023 Annual Report to the School Community. We are extremely proud of our achievements this year through the many programs we offered our students. St Brigid's Catholic School, parish and wider community worked together in providing a very high standard of learning and teaching, in all aspects of the curriculum.

Students are at the heart of all that we do at St Brigid's Catholic Primary School, with many opportunities for student voice and parent engagement. St Brigid's Catholic Primary School continues to be part of the Learning Collaborative using ongoing data to inform our planning and teaching. This has involved collaboration with other Catholic Schools in the Eastern Region. This has been inspired by our work with Canadian Educationalist Lyn Sharratt which expanded to include significant work with the focus on Feedback with Dr Simon Breakspear throughout 2023.

Our staff at St Brigid's Catholic Primary School are a dedicated and experienced group of educators, who are committed to achieving the best outcomes for all students. Their approach to learning and teaching is informed by best practice, and they continue to improve their own professional learning by engaging in current research, and working together in professional learning aligned with the schools Annual Action Plan.

At St Brigid's Catholic Primary it is our aim that your child/children come to know the person of Jesus Christ and be encouraged to live out the Gospel values in their daily lives. The 2023 school year saw many opportunities for attendance at Mass in either the school gymnasium or the parish church. We continue to work towards building a strong connection between the Parish and School and 2023 saw a renewed sense of strength and engagement with the community especially through our relationship with the Parish Care Group.

All children from our Prep to Year 6 enjoyed a great year of learning and fun as they engaged in specialist programs in the Visual Arts, Performing Arts, Health and Wellbeing, Physical Education and the Indonesian Language. We also engaged with the community late in Term 3 regarding our future direction for the Language program and made the decision to move to a Teachers as Co-Learners approach with the focus language changing to Italian in 2024. We are proud of the high quality of learning and teaching, the positive and supportive relationships within our community, as well as the warmth and welcome to all. It is with this in mind that I ask that you please join me in thanking Fr Francis Denton for his ongoing support and congratulate our students, parents, and staff for their amazing efforts in 2023!



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Religious Dimension 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

The whole school came together to celebrate the beginning of our 2023 school year with a whole school mass, it was also an opportunity to recognise the story of our patron saint , St.Brigid and the legacy of the Kildare Sisters.

The RE Leader and Principal met with Fr. Francis our Parish priest to to organise dates for sacraments for our Year 3, 4, 5 and 6 students and strengthened the parish and school partnership by continuing to meet each month.

Senior students attended the Ash Wednesday Parish Mass and the Prep to Year 4 students participated in a liturgy in their classrooms where they received the ashes blessed by Fr Francis.

### Sacraments

Students in Year Three completed their preparation for the Sacrament of Reconciliation through classroom lessons and a parent and child reflection evening. The Sacrament of Reconciliation occurred on 1st June with our Parish Priest, Fr Francis Denton.

Students in Year Four celebrated their First Eucharist on the 16th July as part of our 8.30 parish mass. Staff attended on the day and the students received congratulatory cards from their peers and school staff at school assembly.

All Year Six students participated in a Confirmation Retreat Day at Pallotti College in Term 3 as part of preparation for the Sacrament. The Sacrament of Confirmation Mass was celebrated on Thursday 31st August with Fr Tony Kerin presiding and Fr. Denton assisting. Staff attended on the day and the students received congratulatory cards from their peers and school staff at school assembly.

## **Prayer**

Each class has a prayer table and gathers each morning for prayer together. The prayer table has the coloured cloth for the relevant church season. Teachers use a variety of resources including online subscriptions to provide students with different prayer experiences. All meetings begin with a prayer and all staff are rostered to lead this throughout the year.

## **Mass & Liturgies**

Classes are rostered on to attend Parish Mass on Thursdays, children are invited to participate through the responses, songs, readings and prayers.

Senior students also attend and participate in the readings of the two Healing Masses as part of our connection with the Parish Care group. They also support the Care Group to serve food, drinks and make connections with the members of the Parish attending the luncheons after mass. Students also regularly made cards for parishioners living in local Aged Care accomodation who were not able to attend.

All classes have led the whole school in celebrating liturgies throughout the year, in particular we have gathered for prayer with our whole school community for Mothers Day, Father's Day , Grandparents day and End of Year Liturgy.

## **Professional Development**

All teaching staff and leadership team participated in eight one hour online lessons throughout the year facilitated by Professor Peta Goldberg RSM. The lessons focused on building knowledge about the Gospel stories and Catholic Social Teachings.

Three staff gained accreditation to teach in a Catholic school and two were accepted into further study beginning in 2024.

Individual staff have participated in a variety of professional development courses to further their education in regards to preparing and planning liturgies.

## Value Added

- Sacramental Parent Child Preparation Evenings
- Sacramental Masses
- Fortnightly Parish Mass
- Fortnightly Whole School liturgies - recognising liturgical events
- Parish Care Group Events - Healing Mass, Parishioner luncheon, Wellbeing Day, purchasing items and packing Christmas Hampers
- Supporting HICCI (Healesville Inter- Church Incorporated) to pack Christmas Hampers
- Whole School masses - Beginning of School Year, Mass of the Sacred Heart, End of school year.

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## Learning and Teaching

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Learning and Teaching Sphere include -

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

### Achievements

Throughout the 2023 school year, school improvement work focused on the above goals and intended outcomes. Some of our whole school achievements in Learning and Teaching include -

- Embedding and extending the whole school scope and sequence of literacy learning progressions by completing the writing progressions, defining reading at St Brigid's and commencing work on developing the reading scope and sequence.
- Using data analysis to plan appropriate learning tasks through the development and application of writing skills checklists, conducting deep dives into PAT-R and PAT-M data and enabling curriculum leaders to facilitate planning based on this data on a regular basis.
- Staff engaged in professional learning throughout terms 2 and 3 based on the teaching sprints approach to school improvement with a focus on feedback. We developed our whole school definition of feedback and identified, implemented and evaluated specific strategies with students to improve feedback with a focus on writing.
- Students received support based on their individual learning needs through a variety of interventions including - MiniLit, Levelled Literacy Intervention, Interactive Writing, University of Florida Literacy Institute - Phonics Program, Sounds Write, Corrective Reading and the Early Number & Algebra Project.
- The Junior Level Teachers were engaged in a professional learning project in conjunction with the University of Melbourne and MACS with a focus on Explicit Teaching in the Early Years. This professional learning was a continuation from 2022 when the Prep teachers also engaged in this project.

- The whole staff continued to benefit from engagement and professional learning from literacy expert Dr Nives Nibali from MACS as part of the Literacy Intensive Partnership.
- Students were extended in their learning through the provision of Numeracy Extension programs with students from Years 4 to 6 invited to participate in the Maths Talent Quest and the International Competition and Assessment for Schools (ICAS) test with the support of our schools Mathematics Leader.
- A review of the Languages Program was conducted by the leadership team and staff to determine the preferred pathway forward to teaching a second language at St Brigid's. Following this review, it was decided to change direction by implementing the Teachers as Co-Learners (TCL) approach with full integrity and change the focus language from Indonesian to Italian in 2024.

## Student Learning Outcomes

St Brigid's student learning outcomes as measured by the Year 3 and 5 NAPLAN tests in 2023 demonstrate significant positive difference against the Victorian averages in both Year 3 Numeracy and Year 5 Reading. This is also reflected in the percentage of students demonstrating proficiency in these areas as well as in Writing in Year 5 with over 75% of students in these domains meeting the proficient standards.

The Year 3 result in Numeracy can be directly attributed to the sustainable implementation of the Early Number and Algebra project with these students in the early years of their schooling. The Year 5 Reading and Writing results are also positive and reflect the school's work in these areas over the past five years.

We recognise that these results also highlight a lack of consistency in teaching and learning across the school. We expect the MACS Vision for Instruction which was released in late 2023 will direct our professional learning and approach to learning and teaching into the future. This will, in turn be reflected in a consistent whole school approach and understanding of best practice into the future.

School-based Progressive Achievement Test (PAT) results also demonstrate year-on-year growth and the statements are based on these outcomes -

- PAT Maths results are positive with higher than expected average growth between 2022 and 2023 across all year levels.
- PAT Reading results indicate that nearly 45% of students in Years 3 to 6 are operating one year or more above standard.

- PAT Reading results also demonstrate higher than expected average growth over the last 12 months across all year levels.

Students were also provided with an opportunity to give their insights into Reading at St Brigid's through an anonymous survey. This provided student voice into their reading behaviours, knowledge and interest levels in reading. The results of this survey indicated that students were unaware of how to find books that interest them or engage with a variety of texts for pleasure. It is for these reasons that a Teacher Librarian will be engaged in 2024 to provide explicit teaching and support for students to develop these skills.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	383	39%
	Year 5	480	56%
Numeracy	Year 3	421	78%
	Year 5	473	67%
Reading	Year 3	392	63%
	Year 5	494	77%
Spelling	Year 3	354	34%
	Year 5	460	62%
Writing	Year 3	389	60%
	Year 5	474	73%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Learning and Teaching Sphere include -

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

### Achievements

Our school is an interactive, vibrant space within our community, fostering an atmosphere of inclusivity and engagement. We welcome all members of our community, embracing diversity and encouraging active participation. Through innovative programs and initiatives, we strive to enhance the level of engagement, as every voice is heard and valued. We believe in nurturing the holistic development of every child, catering to their academic, social, and emotional needs. We understand that each student is unique, and thus, we offer personalized support tailored to the individual. We prioritize the well-being and growth of the whole child, and we aim to cultivate a community where everyone feels seen, heard, and supported. Some of our whole school achievements in wellbeing have included -

- Improving staff knowledge regarding the PBL system through professional development days and building opportunities for students to reflect on student behaviour and to develop a deeper understanding regarding the choices they make. Through our school plan we have shared expectations for student behaviour which 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. Staff have facilitated opportunities for students to reflect on their behaviour, fostering a deeper understanding of their choices. are aligned with the values, principles and expected standards as outlined by MACS Code of School Behaviour. Positive Behaviours for Learning continued to be a focus with staff who have developed 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, behaviour referral forms and using the SWIS program to monitor and as a whole staff plan for improving behaviour. Much of the focus in 2023 was regarding the outside behaviour and transitions. Staff continuing to support and teach students regarding the four PBL guidelines of Be Safe, Be Respectful, Be Kind and Be Responsible. We also further developed the PBL team with fortnightly meeting to discuss and implement adjustments and strategies for behaviour management and to discuss individual students.

- Some staff were able to attend professional development over several days regarding Resilience First Aid with Maria Ruberto. This allowed staff to work with multiple students to develop an understanding of Neuropsychology including the synopsis of the neurons and how our behaviour can influence the neuroplasticity of the brain.
- Some of the leadership team did further training in Youth Mental health First Aid to extend the concept of first aid training to include mental health problems so that we can provide better initial support to students and family members who were developing a mental health concerns or experiencing a mental health crisis. This allowed staff to improve our understanding, reduce stigmatising attitudes and increase first aid actions towards others with mental health concerns.
- Many individual supports were provided to individual families and students by working with the Community Care group, St Vincent's de Paul, and Orange Door. These included ready made meals, food packages, petrol vouchers, food vouchers, financial assistance, school uniforms, breakfast, and snacks for students. We were also able to assist with financial assistance for psychological assessments and computers and new uniforms for multiple students moving into Year Seven.
- Some of the Leadership team started to investigate how the CPS (Collaborative and Proactive Solutions) model could be used in conjunction with the PBL system.
- We continued parental support, particularly for those facing domestic violence, and assistance for families navigating challenging circumstances like bereavement or homelessness, remained a priority.
- Students were supported with issues when staff needed to respond to incidents, disclosures, and suspicions of child abuse.
- Older students were provided with opportunities to develop positive relationships with junior students through buddies and Student Ministry Leadership roles.
- Students and families were supported by organising a psychologist to regularly visit the school to complete any assessments for students experiencing social emotional and education issues.
- Individual students and families were supported with social emotional and learning issues through individualised learning plans, behaviour plans, safety plans and regular phone contact with the parents.
- The Learning Diversity space provided a safe area for students to discuss personal concerns, receive regulation support, and foster friendships, with dedicated staff available during all school activities.



- The Learning Diversity room was always available on a daily basis, including during recess and lunch with the Learning Diversity/Wellbeing Leader present to support the students.
- The Learning Diversity/Wellbeing Leader was also available during incursions, excursions, and camps for those who were struggling with sensory and social issues.
- Collaboration in Extended and PSG meetings facilitated tailored support for students with disabilities, ensuring their needs were met effectively through evidence-based interventions for literacy difficulties, to further our commitment to inclusive education.
- Ongoing support for Indigenous students including the development of a mural by local artist Amanda Wright to celebrate the local indigenous community at the front of the school.
- Developing evidence-based intervention support to individuals and small groups of students with literacy difficulties through program such as UFLI and MultiLit, Nessy.
- Extending our team of ESO's to support students both in and out of class with their learning and social interactions.
- Supporting and working with students and families struggling with school refusal. Through the whole school highlighting the importance and recognising positive school attendance.  
Supporting up to 23.9% of our students on the NCCD which equates to approximately 74 students.
- Organised all of our students to participate in the Ripple program which is a child friendly communication and analytical tool to help track the wellbeing of our students on a daily basis which allows staff to provide timely interventions to improve mental health. An area of significance for our students was a lack of sleep. We then promoted health sleep patterns through articles in the newsletter over multiple weeks. It was also discussed with individual families when a pattern of behaviour was observed.
- Student wellbeing and Learning Diversity leader continue to attend professional development through regional meetings and professional development. Staff utilised K-adventure to develop negotiation and friendship skills.
- Students from the student voice team surveyed their class groups regarding how to improve the school - several actions were taken - Teachers developed more interactive activities during learning periods, sport equipment monitors, outdoor furniture purchased and rule changes were implemented to address oval safety.

## Value Added

Throughout 2023, the following activities were implemented to contribute to student wellbeing -

- PBL launch day with the whole school community and termly celebration days as a whole school, classrooms and individuals
- Colour Run
- Cross country, division and regional cross country

- Mothers Day and Fathers Day Celebrations
- Walkathon
- Grip student leadership conference
- Guest speakers to teach students explicit strategies to promote their wellbeing
- Free footy dress day
- Student voice meetings
- Swimming program
- St Brigid's Feast Day and end of year fun day
- Hoop time
- Disco
- Walkathon
- Mini Fete
- Swimming Carnival
- Grandparents morning
- Seniors helping with HICCI and Care Community Group
- St Brigid's got talent.
- Sacrament parent evenings
- Attending Mount Lilydale Musical and Year 5 taster sessions
- Book week parade and book week activities
- Intervention groups
- 100 days for Preps school parade
- Toasties truck on PJ day
- Teddies bear picnic
- Grade 4 and 6 camps
- Excursions and Incursions
- Visit local community - Park and Library
- Grade 5 group SEL activities while Grade 6 students on camp

## Student Satisfaction

According to the student MACSSIS 2023 data:

- Students in Years 4, 5 and 6 felt that other teachers hold them to high expectations regarding their effort, understanding, persistence and performance ranging from 77-78%.

In 2023 we were very pleased with the significant improvement in the number of families who responded to the MACSSIS survey with an improvement from 4% of the school families to 34.5% of school families completing the survey.

According to the Family MACSSIS data:

- An average of 73.25 % Junior and Middle level parents feel their child is being prepared for the following year.

- An average of 71.8% of Junior and Middle level students parents feel they belong to the school.
- 70% of students feel they belong to the school which is an increase of 32% from 2022.
- According to parents 95% of the students feel safe getting to school.
- 58% of families would recommend the school to other parents.
- 89% of males believe that St Brigid's shows respects for Catholic beliefs
- 78% of males believe that St Brigid's practice religious activities at school.
- There has been a 20% positive improvement since 2022 to 76% in 2023 regarding the school's system of evaluating their child's growth and progress.
- There has been a 24% positive improvement since 2022 to 74% in 2023 in relation to how much respect they feel staff have for the students at St Brigid's.

## Student Attendance

During 2023 we continued to work towards fostering a collective awareness within our community regarding the importance of regular school attendance. The students who had a high attendance rate were recognised at the end of each term and daily reminders were sent to parents of students who were absent with the Wellbeing Leader following up on regular non-attenders. However, a considerable portion of families who have experienced COVID-related travel restrictions, have been away for extended holidays in 2023. Student absence learning plans were developed for those students who were absent for extended holidays in consultation with parents. This area continues to be an area of focus for the future.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.6%
Y02	90.1%
Y03	88.5%
Y04	88.4%
Y05	87.9%
Y06	86.9%
Overall average attendance	88.7%

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## Leadership

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes include -

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

Throughout the 2023 school year, school improvement work focused on the above goals and intended outcomes. Some of our whole school achievements in Leadership include -

- The provision of regular and strategic opportunities for key curriculum leaders to engage with teams to facilitate planning throughout the school year despite the changes to employment conditions and limitations placed on the number of hours that could be used for this purpose.
- Significant consultation occurred at a school level with the implementation of the new CEMEBA 2022 being ratified in term 2 especially the introduction of time-in-lieu and the 30+8 model.
- School leaders were provided with opportunities to engage with their peers through the attendance at regional network meetings and professional learning for leaders.
- A small sub-committee engaged in the School Improvement Learning Collaborative facilitated by Dr Simon Breakspear which focussed on developing a culture of feedback. This project culminated in a day of sharing our learning with all other schools in the Eastern Region.
- A review was conducted into the structure of the leadership team in June 2023 with the support of the school's regional leadership consultant. As a result of this review, we commenced a new combined leadership team structure instead of two separate teams

at the beginning of semester 2, meeting on a weekly basis. This proved to unite leaders with a clearer sense of purpose, and an openness to collaborate and support each other.

- In term 4, the positions of leadership for the next two years were developed and defined with the decision to separate the Learning Diversity and Student Wellbeing role into two individual roles and introduce a Languages Co-ordinator role in 2024.
- We farewelled the St Brigid's Deputy Principal, Mrs Julie Cooke at the end of term 4 as she embarked on her new journey into semi-retirement.
- The new 2024 School Leadership Team engaged in two days of discernment and setting direction with the new Deputy Principal, Mr Brendan Williams and the new Wellbeing/IT leader, Mr Andrew Polifiore joining the team.
- Engagement in the Rural Community of Practice (Rural CoP) continued with the Principal, Deputy and REL participating in twice termly meetings and the whole staff benefitting from professional learning facilitated by Professor Peta Goldberg with a focus on understanding scripture.
- The graduate mentor program and support was able to be provided to eligible staff and resulted in successful achievement of proficiency in relation to the Victorian Institute of Teaching transition from provisional to full registration.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>Many internal and external professional learning opportunities were provided for staff throughout the 2023 school year including -</p> <ul style="list-style-type: none"> <li>• Explicit Teaching in the Early Years</li> <li>• Graduate Professional Learning: Behaviour and Neurodivergent Learners</li> <li>• Understanding Pathological Demand Avoidance</li> <li>• Mental Health First Aid Training</li> <li>• Cape York Indigenous Immersion</li> <li>• Eastern Region SILC with Dr Simon Breakspear</li> <li>• Literacy Intensive Partnership with Dr Nives Nibali</li> <li>• Positive Behaviour for Learning</li> <li>• Principal Induction Program</li> <li>• TCL network</li> <li>• RE leaders network</li> <li>• Learning Diversity leaders network</li> <li>• OHS for School Leaders</li> <li>• Return to Work Coordinator training</li> <li>• Learning and Teaching and Middle Leaders Network</li> <li>• Graduate Certificate in Teaching Religious Education</li> <li>• Resilience First Aid</li> <li>• Anaphylaxis, Asthma and CPR update for all staff</li> <li>• Feedback Teaching Sprints</li> <li>• Rural CoP - Peta Goldberg online sessions twice termly</li> <li>• Epilepsy - administration of medication</li> <li>• Mathematics Leaders Networks</li> </ul>	
Number of teachers who participated in PL in 2023	38
Average expenditure per teacher for PL	\$917.54

## Teacher Satisfaction

Staff MACSSIS data indicates the following -

1. Staff-Leadership Relationships continued on its upward trend in 2023
2. Instructional Leadership improved more than 5% on the 2022 result which demonstrates that the conditions for improving Learning and Teaching are positive

3. Other areas also indicating a positive result in teacher satisfaction include perception of school leadership effectiveness, staff safety, psychological safety, collaboration around improvement strategy and school climate.
4. Staff safety improved more than 10% on the previous year
5. Non-teaching staff's perception around the coherence in 2023 is at the MACS average

Although it is very positive to see improvements in all of the above areas, there is still work to do to bring the school's average in line with the MACS average in all areas.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	14.3%
Graduate	14.3%
Graduate Certificate	3.6%
Bachelor Degree	50.0%
Advanced Diploma	14.3%
No Qualifications Listed	3.6%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.2
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	18.5
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes connected with the Community Domain include -

- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves
- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter
  - That students are engaged in their learning in Religious Education

### Achievements

The 2023 school year was focused heavily on increasing community engagement at St Brigid's. Following a number of years where this was not possible, we embarked on journey to re-invigorate parent and community partnerships in a variety of ways including -

- Re-establishing our School Volunteer Program which provided opportunities for parents, carers and grandparents to engage in student learning and support in classrooms and on excursions throughout the whole year.
- Holding parent information sessions facilitated by our Literacy Leader with a focus on ways parents can help their child learn to read.
- Providing opportunities for Year 6 students to engage with the Healesville community by visiting local preschools, supporting the Healesville Interchurch Community Care Inc. (HICCI) in their care initiatives and engaging with the St Brigid's Parish Care Group on a regular basis throughout the 2023 school year.
- Communicating in a clear and appropriate manner to support families to engage with their own child's learning and seek appropriate assistance as necessary.
- Hosting a number of whole school community events - Mother's Day and Father's Day Breakfasts, Swimming, Athletics and Cross Country Carnivals, Christmas Carols and the Prep 2024 Welcome BBQ and Information Night.
- Working together in partnership with the St Brigid's Parents and Friends group to plan and organise activities for students and families to enjoy. Some examples include - Colour Run, Easter Raffle, School Disco, Crazy Hair and Silly Sock Days, Walk-a-Thon and the Cheer Toasty Truck.



- St Brigid's was also visible in the broader Healesville community through our participation in the ANZAC Day Dawn Service and Commemorative March as well as the Vietnam Veterans Day March and Service. After a few year's break from being able to join these special events, it was great to see so many students and their families representing St Brigid's.
- We also concluded the year with a very successful Year 6 Fun Day and Graduation to celebrate and congratulate our students, staff and families on this significant milestone.

Finally, as demonstrated by the list above, we have a very strong community at St Brigid's and we are very proud of the achievements we have made in this area throughout 2023. This would not have been possible without the commitment and dedication of our staff and parents willingness to lend a helping hand whenever needed. This is the spirit of our school community.

### **Parent Satisfaction**

We were very pleased with the level of engagement in the 2023 MACSSIS Parent Survey which was conducted in late Term 3, up from 8 families in 2022 to 64 families in 2023. The results indicate the following -

- That family engagement made significant gains of over 10% on 2022.
- That parents responded positively to the timeliness, frequency, and quality of communication between the school and families.
- That families' perceptions of how well St Brigid's matches their child's developmental needs also improved on 2022 results.
- That families' perceptions of the social and learning climate of the school was also positive with growth in the school climate domain demonstrated from 2022.
- The areas of Catholic Identity and Student Safety also remained stable from 2022.

Overall, these results were positive and constructive in helping the school leadership team identify the successes and challenges for future school improvement from a parent perspective.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)