



St Brigid's Catholic Primary School, NERANG

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Brigid's School is a co-educational Catholic Primary School situated in Nerang in the beautiful Gold Coast hinterland, with an enrolment of 370 students. The School was established in 1994 and is named after St. Brigid, one of the Patron Saints of Ireland. The St Brigid's Way - Making Christ Present is in honour of St. Brigid. Through our curriculum and courses, celebration and worship rituals, our cultivation of the aesthetics and Religious Education program, we attempt as a School to give witness to the essential wholeness of the human experience - social, moral, physical, spiritual and intellectual development.

School progress towards its goals in 2021

Monitoring tool data at the end of 2021 demonstrated the progress through targeted teaching and learning that occurred over the 2021 school year. The progress is evident from the data and is a positive representation of the learning and teaching learning data. 90% of our preps were benchmarking at 1+ and 83.3% reached a benchmark of 5+ by the close of the 2021 school year. Whilst we didn't achieve our 90% benchmark target, we need to keep in mind affect COVID had in 2021 to our normal learning and teaching cycles. This was also reflected in the progress of Year 1 65.6% and Year 2 77.3%.

Our writing results improved from 2020 with the writing monitoring tool. Year 3 89.4%, Year 4 92.3%, Year 5 77.1%, and Year 6 74.4%.

With regards to student achievement there were overall increase in the number of students achieving above the year level expectation from semester 1 to semester 2.

- English: 16.6% to 26.4%.
- Maths: 17.9% to 28.5%
- Religion: 15.1% to 29.3%
- Science: 15.8% to 22.7%

This improvement was reflective of the Explicit Improvement Agenda in curriculum delivery.

Future outlook

After completing a School Improvement Review in 2021, three priority areas were identified.

Strategic Priority: Learning and Teaching (Explicit Improvement Agenda)

Objective: Embedding Model of Pedagogy in English

Key Results:

- Implement Curriculum Delivery plan across three levels – whole school, year level, responsive teaching cycle - unit plan.
- Developing effective process and protocols for planning at St Brigid's that was co-developed.
- Build class data profile every class.
- Developing consistent planning templates.
- Collaborate on year level teams to develop worked samples for an "at expected" and "at above" level.

Strategic Priority: Catholic Identity

Objective: Development of Staff and Student formation plans.

Key Results:

- Staff Formation Plan developed collaboratively by end of Term 3.
- Student Formation Plan to be completed by end of term 4.

Strategic Priority: Our People

Objective: Collaboratively develop whole school staff organisational structure.

Key Results:

- Staff Organisation Structure by Term 1
- Leadership Team Roles and Responsibilities Term 1
- Learning and Teaching (Teachers and School Officers) Roles and Responsibilities Term 4
- Front Office Roles and Responsibilities Term 3
- Formation of School Board Term 1

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	377	188	189	11

Student counts are based on the Census (August) enrolment collection.

Students at St Brigid's are gathered from the diverse socio-economic and cultural area that surrounds us in the Nerang area. Our SES score is 96.

As a student population there are currently 20 students who have a verification as a Student with a Disability (SWD):

- 11 students with ASD
- 8 students with Social Emotional Disorders
- 1 student with an Intellectual Disability

- 1 student with a Physical Impairment
- 2 students with a Hearing Impairment
- 3 students with Speech Language Impairment

For the Nationally Consistent Collection of Data (NCCD) 52 students (12.6%) including students with a disability were identified as receiving adjustments at St Brigid's in 2021.

- 36 students with a Cognitive disability
- 28 students with a Social Emotional disability
- 3 students with a Sensory disability
- 2 students with Physical disability

There are:

- 16 students (3.9%) at St Brigid's classified EAL/D
- 12 students (3%) identify as First Nations.

Our religious population is diverse and current figures indicate:

- Catholic: 33.3%
- No religion: 21.2%
- Not stated: 13.1%
- Other Christian: 21.2%
- Other: 2%

Curriculum implementation

Curriculum overview

St Brigid's students are engaged in all areas of the Australian Curriculum:

- Mathematics
- Science
- English
- History and Social Sciences (HASS)
- The Arts
- Technologies
- Health and Physical Education
- Languages – Japanese.

We deliver the Religion Curriculum as approved by Brisbane Catholic Education (BCE). St Brigid's continued the implementation of the BCE 'Catholic Perspective on Relationships and Sexuality Education (RSE) as part of the Health and Physical Education Curriculum. In 2020 there was a strengthened and strategic approach to the literacy engagement and achievement of every student – with a focus on the reading progress of P-2 students and writing progress of Yr 3-6 students as part of the school Excellent Learning and Teaching goal. Staff engaged with the BCE literacy and Numeracy Effective and Expected Practices through implementing short cycles of planning. St Brigid's continues to engage in using the three High Yield Strategies of Data Walls, Learning Walks and Talks, and Review and Response.

Extra-curricular activities

Instrumental program - this program offers all Year 3 and Year 4 students the opportunity to take part in instrumental tuition with a qualified instructor. Engaging in this program adds value to the education of our students by helping them achieve new skills by contributing to their own positive self belief, engaging in musical activities with others, positive social interactions and fostering enjoyment through a new recreational activity. Students then have the option to continue in the Year 5-6 Senior Band program

Running Club – was held twice a week by school staff, students from Prep to Year 6 had the opportunity to participate in organised running and strength activities.

Speech & Drama: Students participated in private lessons held onsite.

After-School and during hours on school premises: AF, Soccer, Chess, hours on school premises (Private Providers), Guitar, Piano, Drums, Speech & Drama.

How information and communication technologies are used to assist learning

In 2021, St Brigid's ensured ICT device access for Prep to Yr. 3. A bank of ten iPads with keyboards was purchased for every class to improve student ICLT capabilities and access to the Technologies Curriculum. In Year 3 access was increased to every child having an iPad. St Brigid's also boasts an Anywhere/Anytime 1:1 Device Program for students in Yrs. 4 – 6.

Social climate

Overview

At St Brigid's we have a very clear and shared Vision & Mission, known as The St Brigid's Way, which has now become the foundation for common knowledge, understanding and language which directs how we all live and learn here at St Brigid's Catholic Primary School, Nerang.

St Brigid's also possesses a strong PB4L focus with universal strategies complemented by tiered interventions and supports to build a safe, inclusive and happy school/workplace.

The St Brigid's School Student Behaviour Support Plan 2017 – 2021 clearly outlines the school-wide approach to create a safe and supportive learning environment, as well as our use of anti-bullying strategies, to cater for and support the learning needs of the diverse learners at St Brigid's Catholic Primary School, Nerang.

St Brigid's Catholic Primary School utilises a robust Child Youth Risk Management Strategy (CYRMS) which references system wide policies and procedures which support the safety, protection and well-being of students and is contextualised to our school environment.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	97.2%
Teachers at this school have high expectations for my child	86.7%
Staff at this school care about my child	98.7%
I can talk to my child's teachers about my concerns	94.8%
Teachers at this school encourage me to take an active role in my child's education	90.9%
My child feels safe at this school	92.2%
The facilities at this school support my child's educational needs	88.3%
This school looks for ways to improve	97.2%
I am happy my child is at this school	93.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	92.4%
I enjoy learning at my school	89.4%
Teachers expect me to work to the best of my ability in all my learning	97.4%
Feedback from my teacher helps me learn	90.7%
Teachers at my school treat me fairly	89.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	80.1%
I feel safe at school	86.8%
I am happy to be at my school	91.4%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	91.2%
School staff demonstrate this school's Catholic Christian values	94.1%
This school acts on staff feedback	100.0%
This school looks for ways to improve	97.1%
I am recognised for my efforts at work	94.1%
In general students at this school respect staff members	64.7%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	93.9%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

Our growing culture of collaboration is being strengthened through new representation of parents. 2019 saw the emergence and evolving growth of a Family And Community Engagement (FACE) Teams Strategy, whereby parents and families authentically engaged with the school in the areas of Teaching & Learning, Catholic Identity, PB4L and Events. The St Brigid's School Board is strong and vibrant, providing wise counsel to the Principal and the Leadership Team through a Shared Wisdom model. Unfortunately, due to the limitations of COVID restrictions the FACE teams and School Board did not function as normal. This will have a renewed focus in 2022.

In 2021, St Brigid's staff maintained a cycle of identification and support for diverse learners. Data collection was gained through the Engage data base. Regular support team meetings were held by Support Staff with the Leadership Team to triage and prioritise cases and requests for support, as identified by our teachers. Further consultation with staff, families and external providers took place as recommended at these Main Game Meetings. Goals and adjustments were openly negotiated, discussed and set to allow for access and participation at St Brigid's. Find, Show and Tell Meetings continued in 2020, where the Main Game Team (i.e. Leadership Team, Support Teacher – Inclusive Education, Guidance Counsellor, School Based Speech Pathologist) all meet in-front of the St Brigid's Data Wall and discuss student progress, staff professional development, Learning Walks and Talks Foci and potential Review & Response candidates or Student Support Team Meeting candidates as well as triage any student referrals from staff, parents or caregivers for further support.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	29	20
Full-time Equivalents	22.4	11.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	0
Bachelor degree	25
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$58,631.

The major professional development initiatives are as follows:

- NCCD adjustments and documentation
- Deepening Catholic Identity
- Spiritual Formation of Staff
- Effective and Expected Practices in Literacy
- Positive Behaviour 4 Learning
- Effective and Expected Practices in Numeracy
- Office365 for Online Learning

The proportion of the teaching staff involved in professional development activities during 2021 was 96%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.7%

Average attendance rate per year level			
Prep attendance rate	92.3%	Year 4 attendance rate	93.9%
Year 1 attendance rate	93.3%	Year 5 attendance rate	93.5%
Year 2 attendance rate	92.8%	Year 6 attendance rate	90.0%
Year 3 attendance rate	92.8%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

- Attendance will be marked for all students each morning and afternoon by the class teachers
- The School Secretary will check this has been done for classes at 9.15am and 2.15 pm daily
- A phone call will be made to the teacher if the class roll is not marked on time
- An email will be sent to the teacher for a class roll not marked
- The Leadership Team will be advised of unmarked and incorrectly marked rolls
- Incorrectly marked rolls will be corrected by the teacher responsible for the class
- Students who are:
 - in class will be marked 'Present – In Class'
 - in an alternate learning activity will be marked 'Present – Alternate Learning Activity'
 - with Guidance Counsellors will be marked as 'Present – In-School Appointment'
 - in sick bay will have their attendance category changed to 'Present – In Sick Bay' by the office personnel
 - participating in activities (excursion; camps etc.) will be marked accordingly by the teacher responsible for the activity
- These attendance categories must not be changed, unless the student is present in class and then the category should be changed to 'Present – In Class'
- Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership
- Students who are:
 - not in class, and notification has not been received from a legal guardian, will be marked 'Absent – Unexplained'
 - not in class, and notification has been received from a Legal Guardian, will be marked 'Absent – Explained'
- When marking the roll, if teachers have received written information from the legal guardian regarding a student's absence from school, the teacher will enter the details (including absence category) into a log in eMinerva
- If the legal guardian has informed the office of the absence, the school secretary will enter these details into a log in eMinerva
- Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva
- If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the Legal Guardian
- Any student absent from school without explanation requires same day follow up and reporting to legal guardians on the day of the absence
- If a student has been previously marked 'Present at school' but they are not in class without permission, the teacher is to ring the office and advise that the student is not present. Office personnel will then inform school leadership that the student is missing. They will then attempt to locate the student who will be dealt with according to the school's Student Behaviour Support Plan
- Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from school leadership
- A notification will be sent to the student's legal guardian on the same day once an unexplained absence has been identified.
- If a child protection order is in place, then the Child Safety Officer should be notified as well as the legal guardian.
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they will update the absence category and enter details into eMinerva with the details.

The key strategies in 2021 for increasing attendance was:

- Implementation of a named and known Attendance Policy and Procedures at St Brigid's
- Training for staff in this Attendance Policy and Procedures.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.