



**St Brigid's Primary School,
ROSEWOOD**

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 Parish Catholic Primary School Rosewood, established in 1922, operates under the motto 'In Our God, We Grow'. All who attend St Brigid's feel the warmth of this family as they strive together to learn about God, understand themselves and achieve personal goals. We pride ourselves on the spirit that can be found in our students, teachers, sporting teams, achievements, friendships and approach to learning. We are a co-educational school with an enrolment of around 164 students from Prep to Year 6. We offer our students a rounded education supporting personal growth based on Christian values. We encourage students to develop knowledge of other cultures, languages and environmental and social issues. Our goal is to offer an education that equips students to live a good life and contribute in a variety of ways to an ever-changing world.

School progress towards its goals in 2021

Goal	Progress
Develop staff and student capacity building in Religious Education and Catholic perspectives – Mercy charism and spiritual formation.	Achieved
Provision of formalised staff induction through a process of formation and professional learning.	Achieved
Build the Leadership Team's capacity in reflective practice.	Achieved
Advance student learning progress and achievement through a clearly positioned and implemented approach to pedagogy, whole-school curriculum delivery and engagement	Achieved
By the end of 2020: 90% of Prep; 81% of Year 1 and 90% of Year 2 children will demonstrate BCE PM Reading benchmarks, while 85% of Year 3; 85% of Year 4; 85% of Year 5 and 85% of Year 6 children will demonstrate the DRA Reading benchmarks.	Achieved
By the end of 2020: 85% of Year 1, 85% of Year 2; 86% of Year 3; 70% of Year 4; 79% of Year 5 and 65% of Year 6 children will demonstrate the BCE Writing benchmarks.	Achieved
By the end of 2020: 80% of Prep; 80% of Year 1; 80% of Year 2; 80% of Year 3; 92% of Year 4; 80% of Year 5 and 80% of Year 6 children will demonstrate the BCE benchmarks for school attendance.	Achieved

Future outlook

Priorities

Catholic identity

Goal: St Brigid's nurtures a faith filled community to promote the dignity of every person and grow inclusion and diversity.

Strategy: Build staff capacity in Religious Education, Catholic Perspectives & Formation.

Success measures:

- Develop a greater understanding of Scripture
- Implementing Catholic perspectives within English
- Engage in formation opportunities in alignment with the Formation Framework

Learning and teaching

Goal: St Brigid's builds teacher capacity and nurtures an expert teaching team to advance student learning progress and achievement.

Strategy: Develop whole school approaches to teacher modelling, observation and feedback

Success measures:

- Delivery of 'Model of Mathematics'
- Class Walks & Talks
- Scheduled Observations (Leadership Team & Teachers)
- Teachers observing Teachers
- Essential Skills Observations

Strategies: Advance teaching by analysing and interpreting data.

Success measures:

- Engage in Data Conversations
- Use data to advance learning
- Prioritise Review & Response

Wellbeing

Goal: St Brigid's prioritises the emotional health and wellbeing of all staff.

Strategy: Provide and initiate a range of 'Health & Wellbeing' opportunities

Success measures:

- Leadership Team initiated 'Check in Groups'
- Health & Wellbeing Week scheduled every term
- Weekly Staff Prayer
- Promotion of 'ASSURE' Health service



Our school at a glance

School profile

St Brigid's 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 172	95	77	12

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

St Brigid's Primary School caters for children from many and varied backgrounds and ability levels. All students are treated equally and are given equal opportunity in their educational and extra-curricular activities. St Brigid's Primary School draws students from a wide area including Rosewood, Thagoona, Walloon, Karrabin, Marburg, Minden, Mr Walker, Willowbank, Laidley, Calvert, Plainlands and Tallegalla. Many of the children come from families in semi-rural areas. Given the proximity to Amberley Air Force Base (7 minutes away), there are Defence Service families enrolled at the school. A family atmosphere exists as the older students buddy with younger students for educational activities as well as liturgical celebrations.

Curriculum implementation

Curriculum overview

St Brigid's Primary School promotes positive involvement in all curriculum areas by the students. The Australian Curriculum is delivered in addition to a variety of additional subjects that are available for students. Teachers are committed and focused specialists as educators and are trained to deliver the best possible learning outcomes. We currently provide specialist teaching in the areas of:

- Health & Physical Education
- Dance/Drama
- Music
- LOTE (French).

Support staff including Speech Pathologist, Support Teacher: Inclusive Education, Guidance Counsellor and Chaplain are available to ensure all students are supported.

The core subjects at St Brigid's Primary School are:

- Religion
- English
- Mathematics
- Science
- Humanities & Social Sciences
- Health and Physical Education
- Technology
- The Arts (including music, visual arts, dance and drama)
- LOTE (French).

Extra-curricular activities

St Brigid's offers, within the context of the Australian Curriculum, the following extra-curricular activities:

- Inclusive education by specialist teachers
- Readers Cup competition
- Raw Art lessons
- Currimundi and Tallebudgera Camp every two years (Years 5 & 6)
- Emu Gully Year 6 Leadership Camp
- Swimming lessons
- Excursions and incursions
- Sporting Schools and interschool sport
- Outside School Hours Care Program.

How information and communication technologies are used to assist learning

St Brigid's is committed to the use of contemporary digital technologies to assist with teaching and learning. Learning with Information Communication Technology (ICT) provides the essential skills necessary for our students to operate effectively in the 21st-century while providing a learning environment that is interesting and engaging.

Teachers and students in all year levels work together to develop new technological competencies across all learning areas so that they have the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities while limiting the risks to themselves and others in a digital environment.

Social climate

Overview

St Brigid's strives to create a school climate that addresses and respects the needs of the whole school community. Students are encouraged to accept that their rights are accompanied by responsibilities. All staff use a pastoral model of positive reinforcement in guiding the behaviour of our students, encouraging them to be children who, through their actions, demonstrate a respect for people and property. We encourage ownership of and responsibility for actions, and regularly reward positive behaviour. The emphasis on Gospel values is a living example of the Catholic ethos of the school. We employ a "wrap around" approach to the management of individual issues - an approach that emphasises a team perspective and collegial support for staff and a whole school ownership of challenging issues. A chaplain works in the school for two days a week and tends to the pastoral care of students and families. A proactive/preventative approach to positive behaviour is implemented where students are given tools to reduce anti-social behaviour by promoting school wide expectations and explicitly taught strategies.

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	100.0%
Teachers at this school have high expectations for my child	100.0%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	100.0%
Teachers at this school encourage me to take an active role in my child's education	96.2%
My child feels safe at this school	96.2%
The facilities at this school support my child's educational needs	100.0%
This school looks for ways to improve	96.0%
I am happy my child is at this school	96.2%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	91.1%
I enjoy learning at my school	91.5%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	96.6%
Teachers at my school treat me fairly	94.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	88.1%
I feel safe at school	91.5%
I am happy to be at my school	98.3%

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	92.6%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	88.5%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	96.3%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	96.3%
I enjoy working at this school	100.0%

'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

We encourage parent involvement from the time the children first enter Prep. Parent support in activities such as reading provides opportunities for parent involvement. Opportunities are provided for parents to interact pastorally and socially in the following ways, parent teacher meetings, parent support in classrooms, Parents and Friends Association, School Board, validation committees for internal school reviews, meetings with parents, teacher and support staff to plan, educational programs for students with special needs, celebrations of student learning, assisting at the tuckshop, completing questionnaires that enable school policies and procedures to be developed, attendance at school assemblies and liturgies and whole school events, taskforce groups for particular projects. Students gather each morning to pray, sing and celebrate birthdays and this is well attended daily by parents. St Brigid's has a wonderful community spirit.

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	16	14
Full-time Equivalents	13.0	7.1

*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	2
Graduate diploma etc.**	0
Bachelor degree	14
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives were as follows:

- Literacy Coaching
- Coaching and Mentoring
- 'Mathematics Model' Professional Learning
- Mathematics Coaching
- BCE related Professional Development
- Early Career Teacher PD/Planning Days.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	90.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.2%

Average attendance rate per year level			
Prep attendance rate	91.5%	Year 4 attendance rate	92.0%
Year 1 attendance rate	92.0%	Year 5 attendance rate	89.0%
Year 2 attendance rate	89.9%	Year 6 attendance rate	87.3%
Year 3 attendance rate	93.4%		

*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

Rolls must be marked twice a day:

- AM rolls by 9.00am
- PM rolls after second break and by 2.00pm.

Rolls are checked by the APRE by 9.15am and 2:30pm each day. A phone call will be made to teachers if their rolls are not marked. If rolls are frequently not marked this information will be passed to School Principal. School Leadership will be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls will be corrected by the teacher responsible for the class

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school. An SMS message will be sent to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by making contact with the student's Legal Guardians. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When class teachers receive written explanation of the absence from student's Legal Guardians they must update the absence category in eMinerva and enter details in a log.

A student is considered to have arrived late any time after the 8.20 am bell. All students arriving late must be signed in by a Legal Guardian at the School Office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip, they are to be sent to the School office to sign in. The late arrival information will be entered by office staff. School Office staff will contact the Legal Guardian of any student arriving late unaccompanied. If teachers observe a student has made a habit of arriving late or is late for three consecutive days, they will contact the student's Legal Guardian as per the policy for absentee students in this document.

A student is considered to be leaving early any time before 2:50pm. As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian. The early departure information will be entered by office staff.

SMS Messages Unexplained Absences: An SMS message will be sent to students' Main Contact at 9.30am each day advising of any 'Unexplained' absences. Any incorrect messages caused by incorrect roll-marking will be made known to the Principal. The teacher will follow up by telephoning the student's Legal Guardians.

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.



A screenshot of a search bar interface. It features four dropdown menus: 'Search by school name or suburb', 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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.



A screenshot of a navigation bar for a school profile. The tabs include 'School profile' (which is selected and highlighted in dark red), 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.