

Annual School Report

2018 School Year

St Brigid's Primary School, Kyogle



Groom Street

Kyogle NSW 2474

Phone 02 6632 1988

moodle.kyogplism.catholic.edu.au

About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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

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



1.0 Messages

1.1 Principal's Message

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

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

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Brigid's Primary School, Kyogle has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Achieved at High Distinction, Distinction and Credit levels in various State and National competitions with 5 students achieving Distinctions in the University of NSW Maths Competition.
- Entered 2 teams to participate in the FIRSST Lego Competition in Ballina. One of our teams was placed 2nd overall.
- Achieved excellent results in the Year 6 RE Test where our 9 students achieved a Credit or higher.
- Had a number of students excel in mathematics through their involvement in the Extending Mathematical Understanding program.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Participated in the ANZAC Day March, Dawn Service and Remembrance Day Services with school student leaders presenting speeches at all 3 services.
- Entered a float into the Lismore Lantern Parade.
- Took part in National Tree Planting Day by planting over 450 seedlings alongside the river at the Treatment Works in Kyogle.
- Choir and musicians performed at the Aged Care Facility, Lismore Eisteddfod, Carols by Candlelight and various school functions.
- Had 43 students take part in the Minnie Vinnies Winter Sleepout.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- 3 students qualified for Polding Winter Sports Trials in Tamworth.
- Teams represented St Brigid's at regional rugby league and netball carnivals.
- Students from St Brigid's had the opportunity to experience a diverse range of in-school learning programs in cricket, rugby league, Australian Rules Football, basketball, athletics and netball.

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

Tony Hunter
Principal

1.2 A Parent Message

2018 has been another productive and exciting year for the Parent Forum. This year we have been blessed with a team of new and experienced leaders who have enjoyed working together to raise funds for our school, purchase new equipment and resources and provide families with opportunities to meet together and enrich our relationships with each other.

Our Parent Forum consists of 9 members, along with our School Leaders. The Forum met 9 times during the year and discussed a range of issues. All members of the Forum led specific teams who worked with staff and other parents to work together to build a strong school community.

On behalf of the Forum, I would like to thank every staff member and parent who has contributed to the Forum this year - at the Fun Festival, Bunnings BBQ, buying pies, changing books, taking photos, volunteering in the canteen, attending our Parent Workshops or in any other way that supports and assists our children.

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

Emma Rixon
Chairperson
St Brigid's Parent Forum

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 104 years of Catholic education.

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

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

- Participation in weekly school masses, regular special liturgies, parish family masses, community dinners and family group gatherings.
- Involvement in the Christmas Nativity pageant and collection of goods to provide Christmas hampers for St Vincent de Paul Society Kyogle.
- Participation in the celebration of the parish sacraments of Reconciliation, Confirmation and Eucharist.



- Engagement in the Mini Vinnies and Student Proclaim discipleship programs in the school and diocese.
- Participation in Parent Assembly initiatives and events such as the Family Retreat and Parent Assembly Conference.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	8	9	9	10	9	10	2	57	60
Female	8	8	6	12	8	14	7	63	62
Indigenous <i>count included in first two rows</i>	2	2	0	1	0	0	0	5	4
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	2	0	0	0	2	2

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven

days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	92.6%	94.4%	94.2%	93.4%	90.0%	95.5%	96.8%	93.8%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	9
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	2
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	12
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	13

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 98.05%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

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

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

- Embedding of the Positive Behaviour in Schools Program as a part of our School Behaviour Management Policy.



- Implementation of the Making Jesus Real (MJR) program including weekly MJR radio broadcasts, MJR awards and daily messages based on the four SERS (Safety, Effort, Respect and Self Responsibility) and the Making Jesus Real values.
- Student Leadership program including our Student Buddy Program inclusive of Year 6, Year 5, Year 1 and Kindergarten as well diverse roles shared throughout the school.
- Attendance of our Year 6 students at the GRIP Student Leadership Gathering in Lismore.
- Excellent citizenship and social justice initiatives promoted by the school through regular community visits, citizenship awards and the work of the Mini Vinnies program in Years 4-6.
- Respect and Responsibility has also been encouraged in the Parish School Forum through the revisiting of roles in the forum.
- Outstanding Citizenship was recognised at our Annual Presentation of Awards from our local Federal Member of Parliament.
- The continuation of our Seasons Program.

2.7 Parent, Student and Teacher Satisfaction

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

- Continuing participation in the Diocese of Lismore School Improvement Surveys conducted by Insight SRC from Melbourne to gauge parent and student feedback.
- Parent gathering to discuss the results and parent feedback from DOLSIS Surveys and how we can use this feedback in our annual planning.
- Evaluations following Parent Information evenings on social and curriculum matters as presented by our Staff and Parent Assembly and how this has assisted in the education of their children.
- Regular planned meetings with parents whose children have been targeted to be placed on the Extending Mathematical Understanding intervention to show the improvements that this is having on children's learning in maths.

3.0 Teaching and Learning

3.1 School Curriculum

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

At St Brigid's we ensure that our students have every opportunity to succeed and therefore have put into place specific intervention to support learning. EMU and MacLit were two programs to support numeracy and literacy in the early years.

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



The introduction of a specialist Creative Arts teacher to our school has certainly raised the profile of this area in our school. All classes Years 1 to 6 have structured Creative Arts timetabled into their weekly learning. We also have had students perform and take part in a number of local festivals and eisteddfods.

Our school enlists the support of volunteers from our community to run our LAP Program which offers support and valuable assistance to students with a variety of initiatives and activities outside of the classroom. Students also had the opportunity of completing tasks at the local Men's Shed.

St Brigid's continues to focus on specific goal setting and effective feedback based on identified areas of need. Developing a 21st century pedagogy has been supported through the continued implementation of professional learning teams. This pedagogy supports learning across the school.

The Contemporary Learning Framework continues to underpin the practice of the professional learning community within the school. Students in Stages 1, 2 and 3 were given the opportunity to apply their learning in designing and coding. This also saw our school enter teams in a national robotics competition held in Ballina. The success experienced by these students has enthused and inspired other students to participate at next year's event.

All staff of St Brigid's underwent Professional Learning in Digital Technologies and how we can then apply these in our learning programs.

Staff are constantly participating in professional development as part of the Cycles of Improvement Process in order to improve the teaching and learning outcomes at our school. Their progress has been regularly evaluated through the goal setting process.

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

- The Annual Kyogle Show where students display and enter creative arts, cooking, models and photography.
- National Tree Planting Day where our students planted trees on the bank of the Richmond River.
- The making of re usable shopping bags for use by the community and are available in a number of retail shops in Kyogle.
- The annual Kyogle Billycart Derby where a number of students secured podium finishes in the school's billycarts.
- The FIRRST Lego Competition in Ballina where 2 teams were entered.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 24 students presented for the tests while in Year 5 there were 24 students.

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

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

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

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

The following data indicates the percentage of St Brigid's Primary School, Kyogle students in each band compared to the State percentage.

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

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	27.7	39.1	24.7	13.0	20.2	17.4	12.8	21.7	7.2	0.0	3.8	8.7
Writing	10.9	0.0	36.0	52.2	24.3	21.7	18.4	21.7	5.4	4.3	2.8	0.0
Spelling	25.8	34.8	25.0	26.1	21.0	13.0	13.7	13.0	8.0	8.7	4.4	4.3
Grammar and Punctuation	30.9	39.1	16.8	13.0	23.2	21.7	12.5	8.7	8.2	8.7	4.2	8.7
Numeracy	17.8	30.4	25.7	30.4	26.5	21.7	16.6	8.7	10.1	8.7	2.1	0.0



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

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	17.4	12.5	20.9	25.0	23.8	20.8	19.6	33.3	11.2	8.3	4.5	0.0
Writing	4.6	0.0	11.5	12.5	27.2	8.3	35.9	66.7	11.5	8.3	7.0	4.2
Spelling	14.6	12.5	22.7	8.3	31.1	25.0	17.7	37.5	9.3	16.7	3.6	0.0
Grammar and Punctuation	18.1	16.7	18.1	8.3	29.1	37.5	16.2	12.5	11.0	12.5	4.9	12.5
Numeracy	12.5	12.5	19.7	8.3	25.9	33.3	26.3	37.5	12.1	8.3	2.6	0.0

As can be seen from the table the percentage of students in the top three bands in Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy in the Stage 1 classes. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

3.3 Teacher Professional Learning

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

Whole staff development day professional learning activities in 2018 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality	13/04/2018	Leadership Team
English K-6	07/05/2018	Kate Salmon
Building Cultural Capacity	15/10/2018	School Improvement Team
OH and S	20/12/2018	Royal Surf Life Saving



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

Activity	Staff numbers	Presenter
Building cultural Capacity Leadership Team	5	Mark McDonald
Building Cultural Capacity School Improvement Team	5	Mark McDonald
Digital Technologies In Focus	14	Adelaide University
Graduate Teachers	2	Marina Wiggins
EMU Specialist Teacher	2	Joanne Hall
RE Curriculum	7	Sarah de Byl
Lake Mungo Indigenous Immersion	10	Various
Digital Technologies	14	Lesleigh Altman
Rigorous Assessment	10	Dr Barbara Blackburn
K-2 Learning Progressions	5	Mary Walsh

The professional learning expenditure has been calculated at \$9325 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Brigid's Primary School, Kyogle requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality,



anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> Continued to implement essential Pastoral School Programs. Reintroduced the Class Parent program and sought further parental involvement. Continued to develop the partnership with the Parent Assembly in support of this recommendation. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> To embed the permeation of the Catholic Worldview through all of our learning programs To foster the celebration of the mass and the importance of expressing our faith.

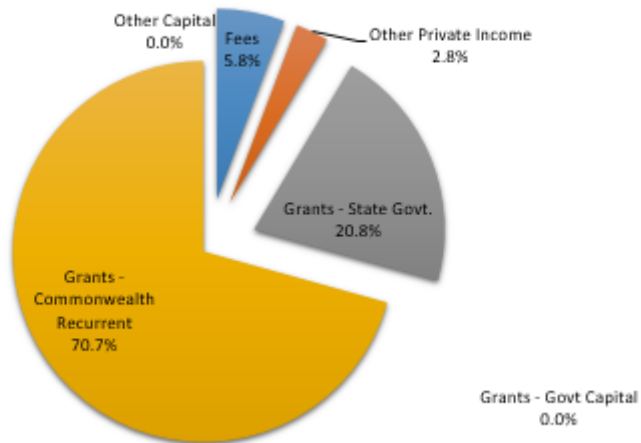
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Created a sensory and passive play area to cater to students' needs outside of the Kindergarten room. • Installed a fire exit into the upstairs of the Admin Building so as to further utilise the space. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Continue to become a more environmentally friendly school. • Raise the profile of environmental stewardship.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Improved teacher capacity in planning and implementing the Writing program. • Improved teacher capacity in teaching Mathematics. • Implemented STEM across all grades in the school. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • To embed our agreed school wide pedagogy in Writing. • Incorporate a Pre Lit Program into Ready 4 Learning to improve expressive language with our younger students.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Increased student involvement and participation through an enhanced student voice. • Supported staff to use digital technologies and ICT to enhance student engagement and learning outcomes. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Encourage an increase in the level of engagement with our school through parent education and involvement. • Build a stronger awareness of our Indigenous culture within our school community.

6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

2018 INCOME - St Brigid's Primary School KYOGLE



2018 EXPENSE - St Brigid's Primary School KYOGLE

