

# Annual School Report

2019 School Year

St Brigid's Primary School, Kyogle



Groom Street

Kyogle NSW 2474

Phone 02 6632 1988

[moodle.kyogplism.catholic.edu.au](http://moodle.kyogplism.catholic.edu.au)

## About this report

St Brigid's Primary School 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 2020 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](http://moodle.kyogplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Brigid's Primary School 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 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 2019. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Achieved at High Distinction, Distinction and Credit levels in various State and National competitions with 4 students achieving Distinctions in the UNSW Maths Competition.
- Entered 2 teams to participate in the FIRSST Lego Competition in Ballina.
- Achieved excellent results in the Year 6 RE Test where a majority of 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 2019 the school:

- Marched in the Kyogle and District ANZAC Day Parade. A number of students also attended the dawn service and fulfilled various roles.
- Participated in the Fairymount Festival. We decorated a float with artwork and the students K-6 joined in the street parade, dressed up in costumes, and shared in the fun with other members of our local community.
- Celebrated NAIDOC Day, and invited many elders from our community to lead our ceremonies and to assist in a variety of activities that highlighted Aboriginal culture.
- Submitted artwork for display in the Bentley Art Prize competition, a well known cultural event that has been running for 35 years. Competed in the Lismore Eisteddfod and entered the choir in four sections. The students achieved wonderful success, receiving two 1st Places, a 2nd Place, and a Highly Commended. Our choir also achieved 3rd Place in the aggregate score.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- A team of 32 students represented St. Brigid's at the Zone Swimming Carnival in Lismore.
- 2 students qualified from the Zone Carnival to represent at the Diocesan Cross Country Carnival.



- 4 students qualified for Polding Winter Sports Trials in Tamworth.
- 1 student was selected to represent Polding at the NSWPSSA Carnival in Sydney.
- 5 students qualified to represent the Zone at Diocesan Athletics Carnival with 1 student then progressing to the NSWCPSS Athletics Carnival in Sydney.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tony Hunter  
Principal

## 1.2 A Parent Message

2019 has been another productive and exciting year for the Parent Forum. We have enjoyed working together to raise funds for our school, purchase new equipment and resources, and provide our families with opportunities to meet together and enrich our relationships with each other, our families and staff. Twice a term we gather along with our Principal and Assistant Principal to plan fundraising, social events, yearbook, working bees and resources needed for our students.

One of the highlights for us in 2019 was the Mexican Trivia Night. It was a wonderful night for all of our families who attended.

Thank you to all the Forum Leaders for your dedication, suggestions, support, ideas, jokes and encouragement. It has been an honour and pleasure to be a part of our Parent Forum 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 is located in Kyogle and 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 105 years of Catholic education.

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

St Brigid's Primary School 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 two and a half 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 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<br>2019 | TOTAL<br>2018 |
|---------------------|--------|--------|--------|--------|--------|--------|--------|---------------|---------------|
| <b>Male</b>         | 10     | 9      | 7      | 10     | 9      | 9      | 9      | 63            | 57            |
| <b>Female</b>       | 14     | 7      | 10     | 6      | 11     | 8      | 14     | 70            | 63            |
| <b>Indigenous *</b> | 0      | 3      | 2      | 0      | 1      | 0      | 0      | 6             | 5             |
| <b>EALD *</b>       | 0      | 0      | 0      | 2      | 1      | 0      | 1      | 4             | 4             |

\* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

## 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, staff monitor attendance each day as a part of their duty of care. 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 2019 is shown in the following table.

| Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|--------|--------|--------|--------|--------|--------|--------|-----------|
| 91.0%  | 91.5%  | 93.3%  | 92.7%  | 91.3%  | 92.5%  | 95.0%  | 92.1%     |

## 2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 12 teacher(s) accredited with NESAs, 11 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 12 non-teaching staff.

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97.1%. 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 Mathematics.

### **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.

- Interventions to support students in accessing the Literacy and Numeracy curriculum in 2019 were EMU, MiniLit, MacLit and STAR. St Brigid's extended the support offered in the Early Years to Primary students with deficits in Literacy and Numeracy. EMU and STAR interventions were run in Stage 2 and Stage 3 in 2019.
- The English and Mathematics blocks were regarded as sacred learning time in 2019 and minimal interruptions occurred during these periods. The curriculum knowledge of teachers in English and Mathematics was deepened through professional development opportunities. Curriculum planning days were set aside each term for teachers, leaders and Education Officers to interpret the syllabus documents and collaboratively plan quality teaching and learning experiences in the area of Mathematics and English. The Cycles of Improvement process allowed teachers to set, monitor and review goals in the area of Mathematics and English. This process allowed for teachers to enhance their capacity and seek out knowledgeable others in order to achieve their professional goals for 2019.
- In 2019 our school enlisted the support of volunteers from our community to run our LAP Program that offered valuable assistance to students with a variety of initiatives and activities outside of the classroom.
- In 2019, Creative Arts was taught by a specialist teacher. Students had many opportunities to perform within the community. The St Brigid's choir placed well at the Lismore Eisteddfod.
- In 2019, the parish primary school offered a strong co-curricular program that included student participation in the Annual Kyogle Show where students displayed and entered creative arts, cooking, models and photography. The National Tree Planting Day where our students planted trees on the bank of the Richmond River. The FIRRST Lego Competition in Ballina where 2 teams were entered as well as the Lismore Eisteddfod and the Bentley Art Show.
- Teachers implemented the learnings gained through the Digital Technologies in Focus project into their teaching programs. Digital Technologies was taught and assessed through the Key Learning Area of Science and Technology. Teachers are linked Digital Technologies into other Key Learning Areas. Coding continued to be a popular extracurricular activity for primary students last year. Two teams competed in The 2019 FIRRST Lego League competition in Ballina and scored highly. St Brigid's Digi-Tech library continued to grow with the purchase of additional iPads and audio equipment. Staff accessed Bee Bots from the CSO lending library last year.



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.

Our school enlists the support of volunteers from our community to run our LAP Program offering 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 our own Kid'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 reusable shopping bags for use by the community. These are available in a number of retail shops in Kyogle.
- The annual Kyogle Fairymount Festival where our school entered a float and students and staff were invited to dress up with a multicultural theme.
- The FIRRST Lego Competition in Ballina where 2 teams were entered and performed extremely well against much larger schools.

## **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, 17 students presented for the tests while in Year 5 there were 17 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, school and student performance are 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 students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



**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 |
| <b>Reading</b>                 | 22.7  | 64.7   | 24.5  | 5.9    | 19.9  | 17.6   | 13.1  | 5.9    | 9.0   | 5.9    | 2.2   | 0.0    |
| <b>Writing</b>                 | 19.4  | 41.2   | 38.6  | 29.4   | 25.5  | 17.6   | 11.3  | 5.9    | 4.0   | 5.9    | 1.2   | 0.0    |
| <b>Spelling</b>                | 23.2  | 17.6   | 24.8  | 35.3   | 20.2  | 17.6   | 14.3  | 0.0    | 6.6   | 11.8   | 4.6   | 0.0    |
| <b>Grammar and Punctuation</b> | 27.9  | 17.6   | 21.8  | 35.3   | 16.4  | 11.8   | 12.9  | 5.9    | 6.8   | 0.0    | 3.5   | 11.8   |
| <b>Numeracy</b>                | 15.3  | 23.5   | 23.4  | 41.2   | 25.9  | 23.5   | 18.6  | 5.9    | 9.5   | 0.0    | 2.8   | 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 |
| <b>Reading</b>                 | 15.0  | 17.6   | 22.8  | 29.4   | 28.2  | 23.5   | 18.4  | 29.4   | 9.1   | 0.0    | 3.8   | 0.0    |
| <b>Writing</b>                 | 5.6   | 0.0    | 13.4  | 11.8   | 32.2  | 35.3   | 31.9  | 47.1   | 10.9  | 5.9    | 4.4   | 0.0    |
| <b>Spelling</b>                | 13.1  | 5.9    | 25.2  | 23.5   | 27.0  | 52.9   | 20.8  | 11.8   | 7.5   | 5.9    | 3.5   | 0.0    |
| <b>Grammar and Punctuation</b> | 13.9  | 11.8   | 22.0  | 5.9    | 21.5  | 47.1   | 20.1  | 29.4   | 10.9  | 5.9    | 5.7   | 0.0    |
| <b>Numeracy</b>                | 10.5  | 0.0    | 19.3  | 17.6   | 28.5  | 52.9   | 25.3  | 17.6   | 11.0  | 11.8   | 2.7   | 0.0    |

In Spelling across Year 5 and Year 3, St. Brigid's has seen an improvement in their NAPLAN results in comparison to 2018. The movement to higher Bands across both years is testament to the whole school Spelling agreed practices that has been implemented.

Year 3 had massive gains in writing in 2019 with 41.2% of students moving into band 6 in comparison to 2018 where we had no student in this band. Year 5 students were also consistent with growth however the incline wasn't as large. This improvement is attributed to the fact that PLT meetings had a focus on writing by collaboratively assessing student work samples. The whole school agreed Writing practices have also given teachers clarity around the Writing process.



There are students in Year 3 who have moved into band 7 and 8 in 2019 within Grammar and Punctuation. Year 5 students also showed growth in this area indicating that our whole school practices in Writing are having a positive effect on Grammar and Punctuation.

The movement of students in Numeracy to higher Bands have been noteworthy in Year 3. With only one student in Band 3 and the remaining percentage in Bands 4-7, shows that the early intervention now provided at St. Brigid's, provides the needed support to students. The MAI data that teachers have at the beginning of the year provides an accurate representation of where to begin teaching each individual student. The supportive EMU strategies used in intervention are also used by the classroom teacher to further deepen the mathematical concepts.

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 2019 were:

| Staff Professional Learning Activity        | Date       | Presenter               |
|---|------------|-------------------------|
| Staff Spirituality                          | 28/03/2019 | Leadership Team         |
| Developing Whole School Beliefs in Learning | 06/05/2019 | Leadership Team         |
| Staff Proclaim Lismore                      | 03/06/2019 | CSO Lismore             |
| Building Cultural Capacity                  | 27/09/2019 | School Improvement Team |

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

| Activity  | Staff numbers | Presenter      |
|---|---------------|----------------|
| School Improvement Team                                       | 4             | Mark McDonald  |
| EMU Specialist Teacher  | 2             | Joanne Hall    |
| Making Jesus Real Conference                                  | 3             | Peter Mitchell |
| Graduate Teacher Formation                                    | 3             | Dianne McGowan |
| K-2 Learning Progressions                                     | 3             | Mary Walsh     |
| Making Jesus Real Background                                  | 13            | Greg Dwyer     |
| Digital Technologies in Focus                                 | 11            | Sarah Atkins   |
| Clarity - What Matters Most in Learning, Teaching and Leading | 5             | Lyn Sharratt   |

The professional learning expenditure has been calculated at \$5425 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 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's website](#). There have been no changes to this policy this year.

### **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 and is available on the school's website. There have been no changes to this policy this year.

### **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 and it is available on the school's website. There have been no changes to this policy this year.

### **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. There have been no changes to this policy this year and it is available on the school website.



#### 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. There have been no changes to this policy this year and it is available on the school website.

#### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

| Key improvements achieved this year  | Key Improvements for 2020   |
|--|---|
| <p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> <li>Embedded the permeation of the Catholic Worldview through a number of our learning programs.</li> <li>Fostered the celebration of the mass and the importance of expressing our faith.</li> </ul>  | <p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> <li>For students to articulate their understanding of Scripture and how it can impact their lives.</li> <li>To have greater uptake by students and staff in faith formation opportunities.</li> </ul>   |
| <p>Learning and Teaching</p> <ul style="list-style-type: none"> <li>Embedded our agreed school wide pedagogy in Writing.</li> <li>Incorporated a Pre Lit Program into Ready 4 Learning to improve expressive language with our younger students.</li> </ul>  | <p>Learning and Teaching</p> <ul style="list-style-type: none"> <li>To build a collectively improved teacher capacity in leadership, assessment and instruction of Literacy (specifically Writing).</li> <li>To increase all student's achievements in writing and Mathematics.</li> </ul>                        |
| <p>Pastoral Care</p> <ul style="list-style-type: none"> <li>Encouraged an increase in the level of engagement with our school through parent education and involvement.</li> <li>Built a stronger awareness of our Indigenous culture within our school community through greater recognition of local Indigenous Culture and significant celebrations.</li> </ul> | <p>Pastoral Care</p> <ul style="list-style-type: none"> <li>To deepen teacher understanding of PBS and enhance microskills.</li> <li>To strengthen our Pastoral Care Network to enhance the positive learning environment of our students.</li> </ul>   |
| <p>Leadership</p> <ul style="list-style-type: none"> <li>Continued to become a more environmentally friendly school.</li> <li>Raised the profile of environmental stewardship through the implementation of a Gardening Club and Environmental Student Group.</li> </ul>   | <p>Leadership</p> <ul style="list-style-type: none"> <li>Through the use of digital technologies develop websites for greater staff communication and clarity.</li> <li>Through the SRI process to develop teams comprising staff, students and parents for greater voice on whole school improvement.</li> </ul> |

|  |   |
|--|---|
| <p>Family School Partnership</p> <ul style="list-style-type: none"> <li>• Encouraged an increase in the level of engagement with our school through parent education evenings and involvement.</li> <li>• Built a stronger awareness of our Indigenous culture within our school community.</li> </ul> | <p>Family School Partnership</p> <ul style="list-style-type: none"> <li>• To facilitate the Better Together Project in our School to increase family involvement and ownership of school.</li> <li>• Through participating in the Building Cultural Capacity program to gain greater parent and student voice around School Improvement.</li> <li>• Build the capacity of Class Parents to strengthen community connections.</li> </ul> |
|--|---|

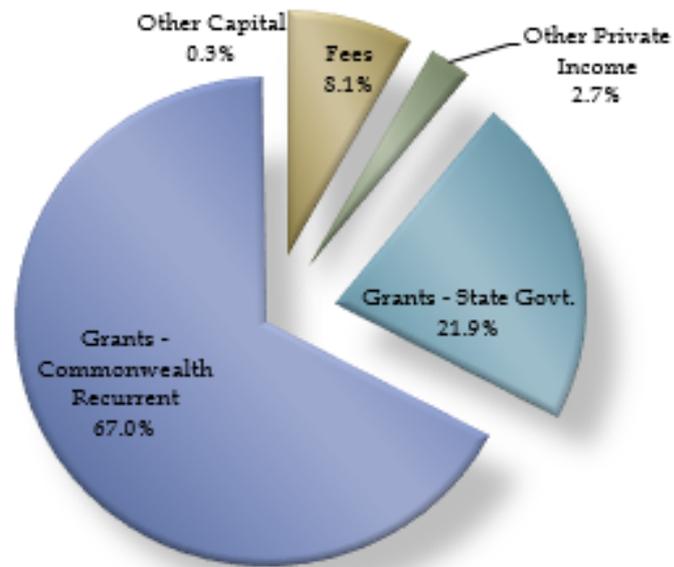
**6.0 Financial Information**

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 2019 is presented below:



## 2019 INCOME - St Brigid's Primary School KYOGLÉ



## 2019 EXPENSE - St Brigid's Primary School KYOGLÉ

