



ST BRIGID'S SCHOOL, BRIDGETOWN

School Performance Annual Report for 2016

1. School Improvement

St Brigid's School, Bridgetown Annual School Improvement Plan - 2016

System Strategic Outcomes (LEAD)	School Strategic Plan Link (School Strategic Plan)	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)	Strategies To Achieve the Goal		Links	Responsibility	CEO Service Delivery Support & other Key Resources	Success Indicators
			School Climate Strategies	Operational Strategies				
WHY	WHY	WHAT	HOW we will work together	HOW we will do what we do		WHO is responsible to deliver and WHEN		Reportable in Annual Report
Learning Enhance student achievement and wellbeing Increase student and staff engagement in their own learning and faith formation	Strategic Objective 1 Maintain the focus on Numeracy skills.	Throughout 2016 the school continues to focus on numeracy both in terms of student performance data as well as the development of a consistent approach to the teaching practices of this key learning area.	School Climate Survey data 2015: Staff 5, 6, 7-9 & 11. Student Engagement in Learning: Learning Confidence 7-9	<ul style="list-style-type: none"> - Make greater use of ENI and INCAS data. - Focus on other aspects of numeracy, apart from number. - In each year level identify key teaching points that are 'not negotiable' 	307 Differentiated Teaching and learning 305 Expert Teaching Team	Leadership Team All staff Commence: Term 1	- PALL Initiative - Paul Woodley & Paul Swan - School Support Consultant - Peter	That by the end of 2016 ENI & INCAS data will indicate that 90% of students are above the minimum standard in numeracy. Use of Numeracy Practices Guide. Teacher tests and observations demonstrate an improvement of skills.
	Strategic Objective 1 Focus on Literacy skills by investigating teaching and learning programs based on current research.	Throughout 2016 the school gives priority to punctuation & grammar both in terms of student performance data as well as the development of a consistent approach to the teaching practices of this learning area in literacy. Guided reading focus to support the teaching of grammar & punctuation.	School Climate Survey data 2015: Staff 5, 6, 7-9 & 11. Student Engagement in Learning: Learning Confidence 7-9	<ul style="list-style-type: none"> - Make greater use of INCAS data. - Focus on grammar & punctuation, as a part of literacy. - In each year level identify key teaching points that are 'not negotiable' 	307 Differentiated Teaching and learning 305 Expert Teaching Team	Leadership Team All staff Commence: Term 1	- PALLs Initiative: - School Support Consultant - Fiona Clumac: CEO Teaching and Learning Team	That by the end of 2016 INCAS data will indicate that 90% of students are above the minimum standard in literacy. Teacher tests and observations demonstrate an improvement of skills. Uses of Literacy Practices Guide.
Engagement Enhance parental engagement in their child's learning and faith formation Develop our people to be leaders in Catholic Education's mission	Strategic Objective 1 Continue to include and expand whole school digital learning across the curriculum.	Staff & students in Years 4-6 use Chrome Book technology as a tool to assist the teaching & learning process as well as to improving levels of student engagement. Staff & students in Years K-3 use iPad technology as a tool to assist the teaching & learning process as well as to improving levels of student engagement.	School Climate Survey data 2015: Staff 5, 6, 7-9 & 11. Student Engagement in Learning: Learning Confidence 7-9	<ul style="list-style-type: none"> - Continue with Chrome Books in Years 4-6. - Continue with iPads and apps in K-3. - Continue with more parent education presentations. - Phone App being developed for parents. 	304 Targeted Use of School Resources	- Principal - K-3 staff - Years 4-6 staff Commence: Term 1	- Digital Learning Consultant - Chrome Book technology - iPad technology & apps - School Support Consultant	Mid and end of year internal reviews by Years 4-6 staff & K-3. Students and Principal assess the effectiveness of this initiative in terms of acceptance and usage by students (achievement at a later date). Parent engagement – attendance at parent IT courses.

St Brigid's School uses INCAS (school based data) to help teachers identify strengths and weaknesses of students and to help them provide support or extension for their learning needs. Professional Development has also targeted key areas to help build teacher capacity especially in English – (Punctuation and Grammar) and Numeracy - (Language of Maths). Our school has Test Books which go home to parents in Week 6 of each term. In these test books is work the principal sees and parents get to comment on. Punctuation and Grammar work is one of the areas tested to see if children in each class are learning and improving. The same applies for Maths work completed.

Our school will be embarking on developing its second Strategic Plan for 2017-2019 to help us revisit our strengths, weaknesses, opportunities and threats for future direction. Our current Strategic Plan finishes at the end of 2016. Our planning and meetings will commence in Term Three (Semester Two 2016) with Staff, Students, Board, P&F and Parish.

2. Financial Infrastructure Report

St Brigid's School budgets for annual maintenance each year to ensure school buildings and resources are maintained. The School Board approves the maintenance to be carried out each year. There are also times when necessary maintenance needs to occur out of the control of the current scope of work to be completed. In 2016, St Brigid's completed some plumbing for toilets and new Perspex sheeting for the undercover area. Plus one classroom had to have the ceiling replaced. Each year the School Board develops a financial report for maintenance and infrastructure improvements. Our school has a maintenance schedule moving forward with quoted/estimated costing for the following year.

3. Other Matters Determined by the School

Comments about our school from key personal within St Brigid's School, Bridgetown:

"Our family are relatively new to St Brigid's School and over the last three years our children have had the best educational experience of their lives. St Brigid's school and staff are unapologetic in their academic rigour, dedicated to growing the student's spiritually and socially and embracing of people from all walks of life. The staff are dedicated, cohesive and make learning fun. We are so grateful to have been welcomed so completely to this beautiful school and it is a pleasure and privilege to serve as P&F President." **Mrs Gardner P&F President**

"St Brigid's is known as the 'School of Smiles'. I love coming to school every day where you are always greeted with a friendly smile, wink, thumbs up or high-five. The children are beautiful human beings and parents work in partnership with all staff to provide a very caring, welcoming and nurturing learning environment." **Mr Ternent, Year Five and Physical Education Teacher**

"We love St Brigid's because our school has so many wonderful learning opportunities. The teachers are lovely, friendly and amazing." **St Brigid's Year Six Student Leaders**

4. Contextual Information in 2016

Established in Bridgetown over 103 years ago, St Brigid's is a co-educational Catholic Parish Primary School founded by the Mercy Order of Sisters, with 164 students enrolled from Kindergarten to Year 6.

Our staff and parents collaborate to provide a welcoming and enriching learning environment for a diverse student population. We embrace cultural differences knowing that here at St Brigid's we can all grow in our understanding of each other and our shared human yearnings to be accepted, understood and respected for who we each are as persons.

In a faith-filled environment, St Brigid's children are encouraged to grow in integrating their faith and lives as Catholic Christians. Our children can strive to reach their potential through the integration of spiritual, academic, sporting and cultural learning experiences. A Challenge program operates for gifted and talented students in Years 3 to 7, and students with particular learning needs are supported. Specialist classes are offered in Science, Drama, Music, Physical Education and Japanese across the school, and we have over 76 iPads plus laptops and interactive whiteboards across the school. Tuition in a range of musical instruments is available and staff facilitate options

for children interested in a range of activities such as sustainability gardening, dance and movement, cooking, bird box making, scarecrow designs and, art and craft.

We have gained a real sense of pride and joy in our vibrant and flourishing learning community here at St Brigid's, where children, parents and staff together aspire to be known as the school of smiles, learning and fun.

5. Student Composition 2016

Kindy: 12 male and 13 female

Pre Primary to Year 6: 56 male and 85 female

6. Teacher Standards and Qualifications

All of the teaching staff at St Brigid's meet the strict code of employment conditions as set down by

Teacher Registration Board of Western Australia (TRBWA) & Working With Children and are therefore registered teachers.

Teacher Qualifications:

Master of Education Early Childhood Education	1
Master of Education Leadership & Management	1
Master of Education	0
Bachelor of Education	13
Bachelor of Education Early Childhood Education	4
Diploma of Teaching	0
Grad Cert. Information Technology	1
Graduate Dip of Education	1

7. Workforce Composition

In 2015 the school employed 17 staff members, comprised of:

Male 3	Female 15
Teaching Staff 13	Non-Teaching Staff 5
Indigenous 0	Non-Indigenous 18

8. Student Attendance at School

The annual, average, daily attendance rate for students from Pre Primary to 6 at St Brigid's School in 2016 was 94%. The attendance rate for each year level in 2016 is as follows:

Pre-Primary	90%
Year 1	91%
Year 2	92%
Year 3	93%
Year 4	94%
Year 5	95%
Year 6	95%

Student attendance is monitored on a daily basis and if a student is not at school, and without an explanation, a telephone call is made that morning to the parent to confirm the child's whereabouts. Regular absences are reported to the leadership team and are followed-up with the parents or guardians concerned, in collaboration with the classroom teacher. Written explanation is required for all absences and if not forthcoming a proforma is sent home requiring a written reply. If attendance issues become prolonged then the school principal and/or social worker may request an interview with the parents to resolve the situation.

9. NAPLAN Information

The student outcomes in standardised 2016 National Assessments in Literacy and Numeracy (NAPLAN) are shown below. This table below shows percentage of students in Year 3 and 5 at or above the “National Minimum Standard” in the following learning areas:

The following average student scores indicates the following:

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy				
Year 3	399 ^{370 - 427}	410 ^{386 - 433}	396 ^{370 - 422}	407 ^{377 - 437}	403 ^{379 - 426}				
	SIM417408 - 426	ALL426	SIM421413 - 430	ALL421	SIM414405 - 422	ALL420	SIM429419 - 439	ALL436	SIM395387 - 403
Year 5	534 ^{508 - 560}	473 ^{448 - 497}	470 ^{446 - 495}	485 ^{457 - 513}	537 ^{515 - 559}				
	SIM498490 - 507	ALL502	SIM478470 - 486	ALL476	SIM492484 - 500	ALL493	SIM504495 - 513	ALL505	SIM489481 - 497

10. Parent, Student and Teacher Satisfaction

Based on discussions at parent interviews, P&F Meetings, School Board Meetings, Assemblies, afternoon teas, parent meetings, staff meetings, Open Night and attendance at Busy Bees, it can be confidently stated that the school community is very satisfied with the school, the programs, resources and quality teachers.

At enrolment interviews, it’s often mentioned that the school has been recommended by parents of past and present students. Feedback is also gathered biannually through the Insight Quality Catholic Schools Survey which recorded a high level of parent satisfaction.

11. Post School Destinations

Post school destinations from St Brigid’s School at the end of Year 6:

Kearnan College - 12

Bridgetown High School – 3

Bunbury Grammar - 1

12. School Income

Please access the school income information via the My School Website:

<http://www.myschool.edu.au/>