

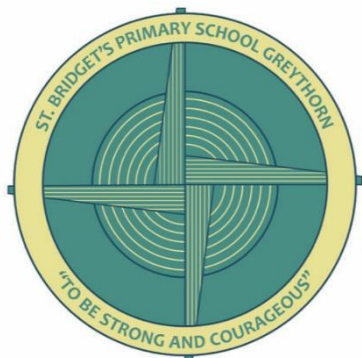
# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019

**ST BRIDGET'S PRIMARY SCHOOL  
GREYTHORN**

REGISTERED SCHOOL NUMBER: 1595



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## Minimum Standards Attestation

I, Robyn Thomson, attest that St Bridget's Primary School, Greythorn is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22 June 2020

## **Our School Vision**

At St Bridget's we are strong and courageous. We believe that individuals must stand up for the values expressed in the Gospels (freedom, love, justice, integrity and forgiveness), in spite of fear, failure and retribution.

## **Our School Mission**

St Bridget's Catholic School is a community in which faith; culture, doctrine and life are brought into harmony. St Bridget's is a Christian environment of caring concern, where love and a sense of belonging is fostered for every individual. The Parish Priest, staff, parents and children work cooperatively to create a community in which the Gospel values of freedom, love, justice, integrity and forgiveness are lived. We strive to be:

- A community of learners where students, teachers and parents are all teaching and learning
- A school where students and adults are encouraged to take risks, and a safety net protects those who do so
- A school community who respect differences, what is important about people and schools and what is different, not what is the same
- A school, which encourages everyone to philosophise, and ask 'Why things are the way they are?'
- A school where humour is strongly encouraged
- A community of leaders where everyone has the opportunity to be a leader in some way and at some time

## School Overview

St. Bridget's is a small Catholic Parish Primary School in Greythorn (Balwyn North) in the eastern suburbs of Melbourne. In 2019, we had 4 classes including one Prep class, one Year 1 class, one Year 2/3 class, one Year 4/5/6 class. All classes experienced specialist lessons including Italian, Music, Health and Physical Education and Visual Art. In addition, our Junior Classes also experienced Chinese lessons.

In terms of facilities, we are fortunate to have a Parish hall; 2 undercover areas; an Art room; an Italian room; a Music room; a spacious Library; a large storage shed and large grounds including: an all-weather synthetic surface which incorporates a baseball diamond, running track and soccer pitch; a large adventure playground; a double sandpit covered by shade sails; a long jump/triple jump sand pit; a Wellbeing/kitchen garden; a large grass area and a basketball/netball court.

A variety of IT devices are used throughout the school to engage students in their learning which includes one to one Chromebooks throughout the school, interactive TVs, and iPads.

Our annual action plan drives our school improvement strategies in the areas of Education in Faith, Teaching and Learning, Student Wellbeing, Leadership and Management and School Community.

### Education in Faith

To enhance the Catholic identity of the school to make Catholicism meaningful and compelling for students in today's world.

- That student engagement in Religious Education will improve

### Learning and Teaching

To strengthen a challenging, supportive learning environment focussed on Visible learning, (feedback and student voice) to enable students to achieve or exceed their expected learning growth.

- That student outcomes in literacy and numeracy will improve with all students demonstrating expected rates of learning growth
- That student engagement in learning improves

### Wellbeing

To strengthen the spiritual, social and emotional learning of all students to encourage positive relationships.

- That students become more confident and intrinsically motivated learners
- That students' connectedness to their peers will improve

### Leadership and Management

To strengthen the professional culture to positively impact on student learning.

- That the organisational climate will improve
- That the teaching climate will improve

### School Community

To strengthen and sustain partnerships with parents and community to support students' learning and wellbeing.

- That Community Engagement improves

## Principal's Report

At the beginning of 2019, we started with 51 students and in 2020 we will start with 62 students including 8 Preps. This is a 22% increase in total enrolments from the beginning of 2019 and a 29% increase from the beginning of 2018 when I started as Acting Principal.

This has been no easy feat but I have not been alone in this journey as I feel well supported by the parents of the School Board and members of the Parents and Friends Committee. The hard work and dedication of the P&F Committee in organising any event for the school is second to none.

In particular, I would like to acknowledge the support and friendship of Andrew Mariadason Chair of our PSB and Leanne Lewis President of our P&F. Their support and guidance has been a blessing.

Also, I would like to thank Father Mark for his continued support and to my amazing and talented staff. It is an expectation that the staff of St Bridget's nurture every learner but this is something that should not be taken for granted but continually acknowledged and celebrated. I'm well aware from families who join our community from other schools that this kind of nurturing is unfortunately not the norm.

### Marketing Strategies

- Marketing plan developed by Rachel Saliba at Practically Learning
- New signage
- Active in the space of Social Media - 152 posts - Facebook (147 followers), Instagram (253 followers) & Twitter (112 followers)
- A number of ads are run via Facebook advertising, our before and after school care program, early transition program and what makes St Bridget's unique - certain demographics are set for these ads to target specific audiences
- New school website designed by Digital Schools - video based and interactive. It allows me to track who is watching the videos on our website and allows them to book a school tour
- Advertising through Real Estate Agent Ray White in Balwyn for the last 2 years. Only school advertised in their folders
- 21 Chess Tournaments held this year for all schools across Victoria
- Advertising through Northern Star Chess website as we sponsor their Chess Competition held at St Bridget's
- Part of a Community Loyalty Program with local business Viva La Fruit at Greythorn Shops - St Bridget's is advertised and customers place their receipts into a loyalty box for our school. At the end of the year we receive 10% of the total of receipts placed into the box as a donation. We are the only school listed

- Greythorn Traders Association invited us to run a Halloween Stall at Greythorn Shops and donated \$1,000 to our school. This was advertised on their website and their social media. We used this as an opportunity to promote our school.
- Regular visits to local kindergartens and they were invited to our school for sessions on What will Prep be like for their child?
- Our Prep Teacher and I attended the Boroondara Transition Network this year where we networked with local Kindergarten Directors and Teachers
- We ran free family events including Our Family Fun Day and Our Diversity Day- We offered school tours on these days
- Termly cake stalls at local shopping strips - Belmore Road and Greythorn Road
- Angelique our Companion Dog and the work she does with our students is currently being used for the Guide Dogs Christmas Appeal which has included a mail out and an appearance on their website

### Learning and Teaching

- This year all Classroom Teachers develop Learning Intentions and Success Criteria for the students' learning. These are co-created with the students and ensures our teaching is targeted and explicit. The students are involved in what they are learning and what success looks like
- As a staff we have co created a data wall with students' faces which identify where each child is at in Reading and Maths. This ensures no child is left behind.
- Based on the data wall our Classroom Teachers choose one child term for our staff to focus on during Case Management Meetings. Teaching strategies are discussed to help these students move forward to achieve positive growth
- I conduct Learning Walks in each classroom and talk one on one with students about their learning

### Statistics

- Maths - 36/57 - 63% of students perform one year or more above the National mean scaled scores with 23% of these students (8 students) performing at a Year 7, 8 or above
- Reading - 21/57 - 37% of students perform one year or more above the National mean scaled scores with 29% of these students (6 students) performing at a Year 7, 8 or above

### Links with our Parish and Community

- Worked closely with the Greythorn Conference for our social justice actions including the Winter Appeal, Socktober, Christmas Appeal and the Foodbank Initiative
- Greythorn Conference provided a scholarship to support some of our students in need
- Continued our Reading Program with North Balwyn Rotary Club Volunteers
- Worked with the Rotarians Against Malaria to create a factual video about malaria. We placed 1st in their competition. Receiving \$500 for our school and our video is featured on their website



- 4 Parishioners volunteered their time in our classrooms
- Regular visits to St Catherine's Nursing Home to sing and converse with the residents

In conclusion, I look forward to another positive year as Principal leading this wonderful community that is St Bridget's.

Robyn Thomson  
Principal

## School Education Board Report

I wanted to take this opportunity to recap on another wonderful year of collaboration and partnership between St Bridget's Primary School (SBPS) and the St Bridget's Catholic Parish, Greythorn. The relationship between the school and the parish continues to go from strength-to-strength and is a tribute to this warm, nurturing and progressive community we have here at St Bridget's!

Some highlights of the year were that:

- Two parents (fathers) from two separate families at SBPS were baptised into the Catholic Faith in 2019.
- A number of children in the school have commenced regular altar serving duties (7 further servers became involved in 2019).
- We have a growing number of children (including pupils from the school) at the weekly children's liturgy during the Sunday morning Mass. Of course, the 5:30pm Youth Mass on Sunday evenings continues to be a fixture of the Parish (now on summer hiatus).
- A number of parents at the school were involved in lectoring/reading, special ministering, music, cleaning, volunteering and involvement in the Parish Pastoral Council.

Otherwise, the Parish and SBPS marked their 60th anniversary in October 2019 with a wonderful celebration with alumni, past parishioners and members of the current community (both the school and parish) coming together.

Enrolments are up! And a number of fantastic events took place during the year including:

- our family fun day and sports nights;
- our all school production titled 'A Kid's life' which was a massive hit with the pupils as well as the parents and teachers;
- the annual Fathers' Day breakfast (this year with a speaker from the parish community);
- the Mothers' Day movie night;
- the SBPS trivia night which raised important funds for school restoration projects;
- our diversity day where we had the opportunity to mingle with a number of families within the parish from a variety of backgrounds and cultures;
- various cake stalls;
- our recent Carols evening; and
- our inter-school chess tournaments for the children which are brilliant.

We continue to have 63% of our student cohort who operate at a level more than one year above the National average in mathematics and 37% of students operate at one year or more above the national average in literacy/reading. These figures reflect the excellent learning opportunities that exist at the school for all of its pupils.

Finally, I wanted to thank Fr Mark Reynolds for his ongoing commitment to the school and Robyn Thomson (Principal) for her incredible energy and care for the school and all her staff and volunteers at St Bridget's that make this such a wonderful and generous community to be a part of. Have a wonderful Christmas and New Year and if you are interested in SBPS then please give Robyn a call on the number and she would be delighted to speak with you!

Warm regards,

Andrew Mariadason

Chair – School Board

## Education in Faith

### Goals & Intended Outcomes

To enhance the Catholic identity of the school to make Catholicism meaningful and compelling for students in today's world.

- That student engagement in religious education will improve.

### Achievements

The school year began with our Beginning of the Year Mass, where the staff and newly elected school leaders committed themselves to the year ahead. Fr Mark blessed the staff and student leaders at the Commissioning Mass and both the staff members and student leaders recited a dedication to uphold the place of God in all that they do in the year ahead. School student leaders were then presented with their badges which were blessed by Fr Mark.

Throughout the year we celebrated many of the important events in the liturgical calendar. This commenced with our Ash Wednesday Mass, setting us on our journey through the Lenten season.

Our Sacramental preparations began with a Parent/Child workshop presented by Presentation Family Project for those involved in First Eucharist and Confirmation.

Our Year 6 School Captains who have the added responsibilities of Social Justice and Liturgy led our St Bridget's Mini Vinnie's team and together with our Student Representative Council members were active in planning and undertaking a variety of social justice activities throughout the year. Our Religious Education Leader and Wellbeing Team capably oversaw them.

Also, during 2019 strengthening the links with our Parish was a priority. The school engaged in a number of activities with the Parish in an endeavour to strengthen these links. The Parishioners were invited to join our Working bees, some of our Open Days were linked with our school family Masses and a member of our Parish Council is part of the Parent & Parishioners Committee.

### VALUE ADDED

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- Parish and School were led and supported Mark Reynolds, Parish Priest & the Principal Robyn Thomson
- Catholic culture and traditions continue to underpin every aspect of St Bridget's School, driven by our Vision Statement
- Gospel values have been promoted throughout all aspects of school life and as an active celebration of our Catholic faith. The Gospel values are the foundation of all Learning & Teaching

- Liaison between School and Parish has continued as a priority
- School and Church celebrations follow the liturgical calendar giving our community regular opportunities for spiritual renewal i.e. Whole School Masses, Sacramental parent/child workshops for parents and children in Yr. 4 & Yr. 6. We also held Prayer Services for special feast days, special events e.g. ANZAC day, Remembrance Day and church seasons such as Ash Wednesday, Lent, Easter, Advent and Christmas and St Brigid's Feast day
- We continue to explore what it means to have a 'Catholic Identity' and how this impacts on school culture and Learning and Teaching practices
- A Commissioning Mass for staff, children and families including recognition of Year 5/6 leaders at the start of the year and a Thanksgiving and Graduation Mass at the end of the year were celebrated
- Whole School Masses were celebrated each week and whole School Family Masses were celebrated regularly each month. This helps provide staff, children and families with insights into traditions and culture of the Catholic Church, and for children to be actively involved in Mass & Prayer Services
- The Sacramental Programs of Confirmation (Yr. 6) and First Eucharist (Yr. 4) were an important part of our Education in Faith program
- The continuation of a Mini Vinnies team involving students from Years 4-6 and were involved in many social justice actions including the Foodbank carried out at the food technology facility at Siena College, the Winter Appeal, Socktober and the Christmas Appeal
- The School community was involved in social justice action projects in conjunction with the parish. Money was raised and goods donated to support a number of projects
- Reflection days and in-school programs were held for Sacramental programs for Year 5/6 Confirmation
- Regular attendance of our Religious Education team at Network meetings
- Staff working and planning closely with the Regional Learning Consultant in Religious Education, Lisa Heffernan

## Learning & Teaching

### Goals & Intended Outcomes

To strengthen a challenging, supportive learning environment focussed on Visible learning, (feedback and student voice) to enable students to achieve or exceed their expected learning growth.

- That student outcomes in literacy and numeracy will improve with all students demonstrating expected rates of learning growth.
- That student engagement in learning improves.

### Achievements

One of our school's strengths is providing students with a curriculum that is personalised and meets individual needs of students. We value student engagement and participation in all aspects of the curriculum. Students are supported to perceive themselves as active learners that seek knowledge and skills and explore ideas as part of their ongoing development. The staff began the year by setting themselves goals in their Individual Professional Learning Plans (IPLP) and measuring their success against the Australian Professional Standards for Teachers.

Throughout 2019, the area of a personalised learning approach, and the planning of Religious Education lessons through an inquiry model continued to be a focus. Our involvement in a STEM (Science, Technology, Engineering and Mathematics Collective with three other Catholic Primary Schools in the Eastern region continued. As part of the Inquiry model direction is taken from the students in the form of feedback prior to the commencement of each topic in order to gauge their area of interest.

The school had opportunities to celebrate the learning and teaching with parents and the community at celebration of learning days such as Italian Day which highlighted the strengths of our learning and teaching.

In the area of Literacy, the staff continued to focus on adopting a whole school approach to Spelling and Writing. In Spelling, the staff pre and post tested the students with the aim of personalising their spelling words. Also, the staff adopted a common program across the school to teach and develop the students' spelling skills such as the online program of Literacy Planet. In Writing, the program of Seven Steps to Writing Success was investigated and some staff completed the professional learning.

Also, a number of online assessments including (Progressive Achievement Tests (PAT) are consistently used across the school for Mathematics, Reading Comprehension and Essential Assessment for Mathematics and Reading Comprehension in order to streamline processes and to assist teachers with monitoring student progress, and to inform their teaching. The format of our student reports continue to be updated to be more personalised to individual students providing more valuable information to parents about their child's performance.

The school began the journey of a Leading Languages Program in 2017. The intended outcomes of this program included improvement in Literacy and STEM with a particular focus on Science,

strengthening teacher capacity in the area of LOTE specifically Italian and increasing student engagement in learning through authentic experiences in learning another language. More staff completed the professional learning of the Leading Languages Program and visited other schools who teach Italian to observe the teaching practices in place. A number of initiatives continue to be embedded at the school including Science being taught in Italian, Italian signage being displayed around the school and basic Italian phrases were used within all classrooms.

## **STUDENT LEARNING OUTCOMES**

### Year 3

It should be noted that in 2019 there were no students in the Year 3 cohort so the analysis below is based on results from 2016, 2017 and 2018. Also, the sample size in Year 3 for 2016 and 2017 was very small, consisting of 6 students in 2016 and 2 students in 2017. Therefore, it is difficult to draw accurate conclusions from this data.

In the area of Reading, our school's results were well above the State and National mean for 2016, 2017 and 2018.

In the area of Writing, our school's results were above the State and National mean for 2016 and 2018. In 2017, our results in the area of Writing were above the State mean but one scaled score below the National mean.

In the area of Spelling, our school's results were above the National mean in 2016. However, our results were below the State mean in 2016 by one scaled score and slightly below the State and National mean in 2017. For 2018, our school's results were above the State and National mean.

In the area of Grammar and Punctuation, our school's results were well above the State and National mean for 2016 and 2018. However, our results were below the State and National mean for 2017.

In the area of Numeracy, our school's results were well above the State and National mean for 2016, 2017 and 2018.

### Year 5

It should be noted that sample size in Year 5 for 2019 was very small, consisting of 1 student. Therefore, it is difficult to draw accurate conclusions from this data for 2019.

In the area of Reading, our school's results were well above the State and National mean for 2017 and 2018 and below the State and National means for 2019.

In the area of Writing, our school's results were well above the State and National mean for 2017 and slightly above for 2018. For 2019, our results were well above the National mean and slightly above the State mean.

In the area of Spelling, our school's results were well above the State and National mean for 2017 and below for 2018 and 2019.

In the area of Grammar and Punctuation, our school's results were well above the State and National mean for 2017. In 2018, our results were above the National mean and below compared to the State mean by one scaled score. In 2019, our results were above the State and National means.

In the area of Numeracy, our school's results were slightly above the State and National mean for 2017 and well above the State and National mean for 2018. In 2019, our results were below the State and National means.

### Growth

In terms of growth in Reading, in 2017, 75% of Year 5 students were in the top 2 Bands with 25% of students achieving high growth from Year 3 and in 2018, 40% of Year 5 students were in the top 2 Bands with 40% of students achieving high growth from Year 3. In 2019, the one Year 5 student in the cohort recorded medium growth when compared to their performance in Year 3.

In Writing, in 2017, 25% of Year 5 students were in the top 2 Bands with 33% of students achieving high growth from Year 3 and in 2018, 60% of students achieved 60% medium growth from Year 3. In 2019, the one Year 5 student in the cohort recorded high growth when compared to their performance in Year 3.

In Spelling, in 2017, 50% of Year 5 students were in the top 2 Bands and in 2018, 80% of students achieved medium growth from Year 3. In 2019, the one Year 5 student in the cohort recorded medium growth when compared to their performance in Year 3.

In Grammar and Punctuation, in 2017, 88% of Year 5 students were in the top 2 Bands with 50% of students achieving high growth from Year 3 and in 2018, 20% of Year 5 students were in the top 2 Bands with 40% of students achieving high growth from Year 3. In 2019, the one Year 5 student in the cohort recorded high growth when compared to their performance in Year 3.

In Numeracy, in 2017, 25% of Year 5 students were in the top 2 Bands with 25% of students achieving high growth from Year 3 and in 2018, 40% of Year 5 students were in the top 2 Bands with 20% of students achieving high growth from Year 3. In 2019, the one Year 5 student in the cohort recorded low growth when compared to their performance in Year 3.



## VALUE ADDED

- Analysing Pre and Post Testing
- Ongoing use of assessment and data
- Staff working and planning closely with the Regional Learning Consultant in Religious Education, Lisa Heffernan
- Learning and Teaching Leader attending Network meetings
- Celebration of Learning Days
- One on one intervention program including the Early Reading Intervention Knowledge Program (ERIK)
- Extension Programs such as our Maths Enrichment Program and Maths Olympiad
- Chess Club and Chess Tournaments
- Strategies implemented to improve teaching practice:
  - Co-creating Learning Intentions and Success Criteria with students
  - Modelling best practice and providing feedback
  - Learning Walks
  - Data Walls
  - Case Management

## Student Wellbeing

### Goals & Intended Outcomes

To strengthen the spiritual, social and emotional learning of all students to encourage positive relationships.

- That students become more confident and intrinsically motivated learners.
- That students' connectedness to their peers will improve.

### Achievements

One of our strengths at St Bridget's is our positive student attitude to school. Parents, students and staff all agree that St Bridget's is a safe environment to learn. We recognise positive behaviours through weekly Achievement Awards, Buddy Program, Newsletter articles and Assemblies.

Our Wellbeing team attended Network meetings, provided Professional Learning at staff meetings, and organised visits to St Catherine's a local Nursing Home as well as local Kindergartens.

All Year 6 students have a Leadership role, leading weekly Assemblies, frequently acting as school tour guides and assisting with serving at our school Tuck Inn. Also as part of our Leadership Program our student leaders have an opportunity to attend an annual Youth Leadership Conference.

All of our students have the opportunity to become a Student Representative Council (SRC) for their level each Semester. They attend fortnightly meetings and conduct class meetings and share actions with the whole school.

Wellbeing Groups of multi-age students have continued with a number of activities being organised regularly. One afternoon each week teachers run various activities for these Wellbeing Groups including utilising our Wellbeing Garden as a kitchen garden. This space allows for teachers to realise that learning doesn't always need to happen within four walls of a single classroom. The students are able to learn about what is growing in the garden as well as harvesting, preparing and cooking with the produce grown. Other activities organised for these Wellbeing Groups include Italian Day. These Wellbeing Groups of multi-age students allows them to foster new working relationships and new friendships.

## STUDENT ATTENDANCE

The attendance roll is taken twice a day (am and pm). Parents are expected to notify the school of any absences due to sickness/appointments or holidays via written or verbal methods. If no notification has been received, the Principal makes contact with the parent to ascertain the reason for the absence.

A late arrival pass is given to children when they arrive late. An iPad (VPass) visitor management system has been implemented for parents to sign in late students. Teachers make note of all late arrivals via an electronic roll.

## VALUE ADDED

- Relevant information about children with specific medical and/or learning needs was made available for classroom teachers, specialists, casual relief teachers and student and support staff via classroom and first aid room
- Regular Program Support Group meetings were conducted to provide feedback to parents regarding progress of their child, to set new goals, review/submit applications for funding as required
- Classroom Teachers to provide Personalised Learning Plans (PLPs) for specific children in their class
- Ongoing staff meetings in Wellbeing addressed concerns and provided a forum to discuss strategies to support and manage challenging behaviour and social emotional issues
- Through classroom programs, teachers supported children to deal with conflict – assisting them to problem solve, and resolve conflicts, encouraging students to find solutions, and provide strategies/ideas of what they could say and do to make sure children are heard and feel they have a voice
- Student support staff helped to monitor and assist children with individual needs
- An early Prep transition program and later orientation mornings for kinder students were conducted
- Transition meetings between the Prep teacher and kindergarten staff
- Transition for Year 6 students with their Secondary School were conducted
- Transition Program Support Meetings for funded children and secondary schools were conducted to ensure smooth transition and relevant information shared
- Varied opportunities for students in Year 6 to hold Leadership Roles
- In 2019, the school continued their partnership with the company onPsych. This is a

company that specialises in counselling for children with qualified psychologists. Through this partnership, the school is now able to support children and families through a discreet, convenient and time efficient service. As the psychologist visits the school it has proved very advantageous for parents. The fact that this is funded through the health system also makes the program cost effective for the parents with visits free when in conjunction with a mental health plan. The program continues to be very favourably received by those that have taken advantage of it.

- The 'Better Buddies Programs' Wellbeing Groups is another program that has become embedded throughout the school. The idea behind this is to encourage a common understanding of what it means to be a good buddy, to build school spirit and encourage positive relationships throughout the school. Wellbeing groups have proven to be valuable on such whole school days as Italian Day.
- Whole school approach which focused on student wellbeing were implemented in each of the classrooms such as Bounceback, Circle Time and the Alert Program for the Juniors.
- To complement our existing wellbeing programs, a number of incursions were held involving external organisations which provided education around students' physical, social and emotional health and wellbeing such as the Life Education Van and the ThinkUKnow organisation around cyber safety.

## STUDENT SATISFACTION

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=24)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	85%	78%
2. School engagement	How attentive and invested students are in school.	67%	59%
3. School climate	Perceptions of the social and learning climate of the school.	73%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	86%	73%
5. School belonging	How much students feel they are valued members of the community.	89%	75%
6. Learning disposition	Students' mindset about themselves as learners.	73%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	56%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	63%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	51%	62%

The results from the 2019 School Improvement Survey (CEMSIS) for the Year 5/6 students indicated strong positive results across most survey domains when compared to the Catholic Education Melbourne (CEM) average. The survey domains that were particularly strong were School Belonging scoring 89%, Teacher-Student Relationships scoring 86% and Rigorous Expectations scoring 85%. The survey domains that were below the CEM average were Learning Disposition scoring 73% against the CEM average of 78% and Catholic Identity scoring 51% against the CEM average of 62%.

## Child Safe Standards

### Goals and Intended Outcomes

St Bridget's is committed to child protection strategies and procedures to ensure the care, safety and protection of all children in our school.

To develop policies and procedures to maximise the safety and protection of students in St Bridget's school.

To ensure procedures and policies are followed to ensure that prompt, professional, sensitive and our school community takes appropriate action.

### Achievements

- St Bridget's School completed the VRQA Child Safe Standards Compliance Self-Assessment and Declaration
- St Bridget's School Code of Conduct was established in August 2016 for all staff, volunteers, contractors, clergy and Parish School Board members
- St Bridget's School Child Protection Policy was established in August 2016
- St Bridget's School Behaviour Management Policy was reviewed and updated in 2019
- St Bridget's Mandatory Reporting Policy was reviewed and updated in 2017

## Leadership & Management

### Goals & Intended Outcomes

To strengthen the professional culture to positively impact on student learning.

- That the Organisational Climate will improve.
- That the Teaching Climate will improve.

### Achievements

At the beginning of the year all staff were given the opportunity to set and discuss their professional learning goal with the Principal. Support was provided to staff by the leadership team to assist staff in achieving their set goal. Regular feedback was provided to staff in the form of praise and recognition.

During the year, the staff were provided with a number of professional learning opportunities thereby increasing teacher capacity to positively impact student learning. These learning opportunities improved teacher confidence and in engaging practice and quality teaching. Also, a number of curriculum processes continue to be streamlined including reporting and assessment tools.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

Catholic Education, Melbourne (CEM)

CEM – Leading Languages

CEM - Librarian Network

CEM - Child Safety

CEM - Learning Diversity Network

CEM - ALL Program (Languages)

CEM - Religious Education Network

CEM - Administration Network

CEM - Principal Network

CEM - Learning and Teaching Network - School Effectiveness

CEM - Graduate Teacher Welcome

CEM - Deputy Principals Network

CEM - Finance Cluster Meeting

CEM - Admin Officer Induction

CEM - VCEMEA 2018 Changes - Information Briefing

CEM - Occupational Health and Safety Training

CEM - ERIK - Early Reading Intervention Knowledge  
CEM - Lyn Sharratt - Learning Collaborative  
STEM - St Roch's Primary School  
Boroondara Transition Network  
Autism Spectrum Disorder - Think Say More  
Wellbeing for Staff - Katrina Bourke Coaching  
Seven Steps to Writing Success  
First Aid Accreditation and Anaphylaxis Training  
Oppositional Defiant Disorder - Compass  
Principal Conference  
Deputy Principal Conference  
Sponsored Study - Master of Educational Leadership - Leading

**NUMBER OF STAFF WHO PARTICIPATED IN PL in 2019**

11

**AVERAGE EXPENDITURE PER STAFF FOR PL**

\$3,384



## STAFF SATISFACTION

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=10)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	83%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	94%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	100%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	89%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	80%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	91%	57%
7. Staff safety	Perceptions of staff safety in the school.	88%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	91%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	86%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	100%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	83%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	100%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	100%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	96%	78%

The results from the School Improvement Survey (CEMSIS) for staff in 2019 were very strong across all survey domains compared to the Catholic Education Melbourne (CEM) Average. In 4 of the 14 surveys domains we scored 100% which included Staff-Leadership Relationships, Collaboration around an Improvement Strategy, Support for Teams and Collective Efficacy.

## School Community

### Goals & Intended Outcomes

To strengthen and sustain partnerships with parents and community to support students' learning and wellbeing.

- That Community Engagement improves.

### Achievements

At St. Bridget's we continue to recognise our parents as partners in the important work of improving student learning and student wellbeing. Our vibrant and supportive parent community are strongly encouraged and always welcome in the school, and can be seen on a daily basis contributing in a variety of ways to school life. This includes the many social and fundraising events organised by our active and supportive P and P (Parents and Parishioners), as well as parents who have been active in working bees, gardens and grounds, and who have served as Tuck Inn volunteers, classroom helpers, or as members on the Parish School Board and Parish Pastoral Council.

I sincerely wish to thank our Parents and Parishioners who have continued to be a driving force behind building school/community partnerships once again through their vision, planning and organisation of a number of major events.

Parent feedback was sought on a range of issues via surveys throughout the year. This feedback is always highly valued and acted on to improve our school.

Our community partnerships continue to be enhanced by the ongoing relationship between our Year 5/6 students and the residents of St. Catherine's Nursing Home in Balwyn. This program is also part of our Year 6 students' commitment to service in their Confirmation year. Also, in 2019 we continued a community partnership with Balwyn North Rotary Club where Rotary volunteers visit our school each week and listen to our Senior students read.

Whole school events such as our 60th Anniversary, Cake Stalls, Open Days (Family Fun Day and Diversity Day), Trivia Night, Welcome Picnic, Twilight Sports, Italian Day, School Production, Mother's Day dinner, Father's Day breakfast and Christmas Carols are continuing to show strong support and attendance by parents and extended families. This is evidence of a strong school community who are actively involved in supporting their children and the school.

## PARENT SATISFACTION

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=8)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	68%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	87%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	100%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	93%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	97%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	87%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	77%	70%

The survey results for the School Improvement Survey (CEMSIS) for families for 2019 was strong in all survey domains when compared to the Catholic Education Melbourne (CEM) average except for one being Barriers to Engagement. However, the percentage for this domain was still strong scoring a positive endorsement of 87% and only 2% below the CEM average.

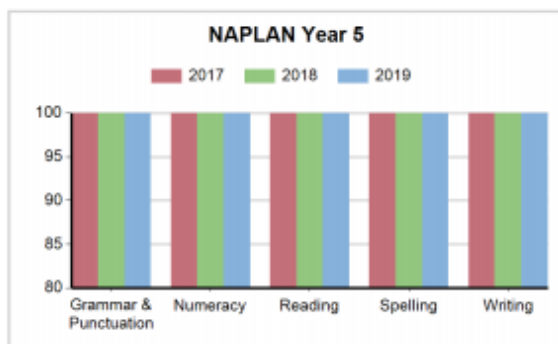
However, it must be noted that only 20% of our parent community responded to the survey and therefore the analysis may not be an accurate representation of the entire parent community.

## School Performance Data Summary

**E1216**  
**St Bridget's School, Greythorn**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.7
Y02	90.9
Y04	93.9
Y05	97.6
Y06	94.0
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	75.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	0.0%
Graduate Certificate	20.0%
Bachelor Degree	80.0%
Advanced Diploma	60.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	8
Teaching Staff (FTE)	5.0
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	3.9
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)