School Name: St Brigid's Catholic Primary School
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Principal’s Foreword
Introduction
At St Brigid’s School we seek to ‘Make Christ Present’ for each student through the provision of quality education in a Catholic Christian environment. Students are supported as they engage with teaching and learning experiences designed to develop understanding and skills to promote healthy growth of mind, body and spirit.
This report highlights the goals and achievements for St Brigid’s School in 2012. It is a snapshot of our community and reflects our values and vision for learning for our students.

School Profile
St. Brigid’s is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.
Coeducational [✓] or Single Sex [□]
Year levels offered: Primary [✓] Secondary [□] P-12 [□]
Total student enrolments for this school at the August Commonwealth Census
Total Enrolment 503  Girls 267  Boys 236
Characteristics of the student body

The students at St Brigid's are representative of the wider Gold Coast community. The Nerang area, as well as being an historic Gold Coast community first settled in the 1860s, attracts new families to the Gold Coast and as such the student body can be somewhat transitory, as people find employment and move on to new areas of Queensland or interstate.

Our students enjoy varied interests outside of the classroom and bring that talent and knowledge to our community. They are keen to learn and this desire is supported by their parents, who represent a cross section of occupations and bring to us a diversity of cultural backgrounds. We are a Catholic community who welcome students from a range of Christian and inter-faith backgrounds. Students with identified needs contribute to the diversity of our community and their particular learning needs are catered for within the classroom curriculum.

Our distinctive curriculum offerings

St. Brigid's community is a diverse one. St. Brigid's School is responsive to the needs of our students. Inclusive practices are characteristic of our approach to student learning. Our aim is to ensure that every student has access the curriculum and can experience success at learning. This involves our staff, parents and where appropriate, students, collaborating to develop and implement learning plans suited to the learner. This focus on the needs of the learner ensures that St. Brigid's continues to be responsive to the needs at the local context while simultaneously implementing significant macro national, technological and pedagogical educational reforms and innovations.
Extra curricula activities

- Percussion lessons
- Singing Club
- Annual Tasmania Trip in Year Seven
- Buddies programme
- Integrated ICLT activities in each Unit of work
- Reader's Cup in Year Seven
- Japanese Lessons in Years 5-7
- Year 5 and 6 camps
- Break-time access to Computer Lab
- Band, Piano and Guitar lessons
- Chess lessons
- Chill out room for Years 5-7

How Information and Communication Technologies are used to assist learning

ICLT technologies are used by the children as learning tools, are used by the teacher to present information to the class, are utilized to provide support for critical thinking, planning and brainstorming activities and support group learning. Interactive data projectors, computers, ipods, video cameras and digital cameras are used by the children at all levels to gather information, create new ideas and share those ideas with others. The students have access to classroom computers, a lab of computers that can be used during break time and a bank of library computers for research and project presentation as well as a growing bank of portable wireless devices.

A world-class enterprise wireless network was installed during a refurbishment and building extension project during 2012.

Social climate inclusive of pastoral care and our response to bullying

St Brigid's strives to be a supportive environment where diversity is embraced. We have a school pastoral worker and a school guidance officer who work with families to support positive relationships and enhance our school culture. Our motto of 'Making Christ Present' and our emulation of St Brigid's effort to help the needy and be people of hospitality shape our interactions with others. Parents are encouraged to take an active part in many aspects of the curriculum and the prayer life of our community. Achievements are celebrated and restorative practices are used to help students interact successfully as members of our community. A school-wide positive behaviour program is in place to support student learning in the area of behaviour. Students engaging in bullying behaviour are taught more socially appropriate ways of meeting their needs and are supported in a process of making restoration to relationships that have been damaged by bullying behaviours. Parent support is crucial to this process. Victims of bullying are supported to adopt assertive behaviours and reporting processes are in place to identify students in need of support.
Parent, student and teacher satisfaction with the school

All members of our community have regular opportunities to provide feedback, voice concerns and commend quality teaching and learning experiences. Surveys are used regularly to collect information about areas under review. Responses tend to be well balanced, with areas of satisfaction highlighted and suggestions for ongoing development used to shape future planning. Parents and Friends meetings, School Board meetings, Staff meetings and classroom Circle Time are all venues for discussion and consultation. The newsletter flags these events for parents’ attention and invites comment on plans, policy and daily routines. Internal school reviews are undertaken each year and areas for improvement are developed as future action plans to ensure ongoing learning and attention.

Parent involvement in their child’s education

Parents are important stakeholders in education at St Brigid’s. Formal opportunities for involvement are provided through the School Pastoral Board and Parents and Friend’s Association. The School Board has three parent members while the Parents and Friend’s Association has an Executive Committee and numerous sub-committees for parents to be involved in. Parents are invited to assist with classroom reading, group activities, excursions and special events such as Under 8’s day. Parents are often able to share special skills and talents with classes when relevant topics are being studied. Parents are invited to formal parent-teacher meetings twice a year. Year level information sessions take place early in Term One to ensure all are familiar with classroom routines and expectations. The school website is an important point of contact with parents and the wider community, and the weekly school newsletter contains dates, invitations to provide feedback or to attend school functions and class teachers provide regular letters to keep parents informed of classroom happenings. Written student progress reports are issued twice a year. Each semester a student portfolio of work is sent home.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28.7</td>
<td>10.8</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
</tr>
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</table>

Qualifications of all teachers

<table>
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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>15</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>21</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>52</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>12</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2012 was $43,621.
The major professional development initiatives were as follows:
- Support the spiritual growth of staff and increase Religious Education capacity for teachers of Religious Education
- Support for the implementation of National Curriculum
- Support for increasing teachers capacity to effectively engage with ICLT within and beyond the classroom
- Support to develop and implement School Wide Positive Behaviour Support procedures
- Assist professional development of teachers by supporting their engagement in professional networks, associations and committees

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 96.11% in 2012.

Proportion of staff retained from the previous school year
From the end of the 2011 school year, _______% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>Rate</th>
</tr>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>89.3%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>06.5%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>91.1%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Electronic rolls are marked by 9am and 1.15pm daily. A report of daily student absences is generated daily. Late arrivals and early departures are required to be signed in and out at the office and are recorded. Parents and carers are required to provide a reason for non-attendance.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar, and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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