



Melbourne Archdiocese  
Catholic Schools

# 2024

## Annual Report to the School Community



### St Brigid's School

1 High Street, HEALESVILLE 3777

Principal: Therese Dwyer

Web: [www.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)

Registration: 1013, E Number: E1086

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## Principal's Attestation

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I, Therese Dwyer, attest that St Brigid's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

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## About this report

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St Brigid's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### SCHOOL MOTTO

*Grow in Wisdom and Love*

St. Brigid's Catholic Primary School has the great Irish saint, Brigid, as its patron. It is her example of faith and charity that has inspired our school motto.

### VISION STATEMENT

*A Christ-centred community:*

*Learning from the past*

*Challenging the present*

*Creating the future*

### MISSION STATEMENT

At St Brigid's Catholic Primary School we aim to:

- enable students and staff to be faith filled members of a strong Catholic culture by living life in the Catholic tradition (Education in Faith)
- create a work environment characterised by shared vision, a strong sense of team work, and a focus on continuous improvement to make our school accessible to all Catholic families and those who appreciate, value and share the educational mission and ethos of the Catholic Church (Leadership and Management)
- build and sustain a school community in which all members work together in positive partnership to strengthen educational communities (School Community)
- maximize students' sense of wellbeing and engagement with school to grow safe, resilient, social students (Student Wellbeing)
- engage and challenge all students, and to improve literacy and numeracy outcomes to ensure high achievement for all (Learning and Teaching)

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## School Overview

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St Brigid's School was established in 1901 is situated in the historic town of Healesville, within the beautiful Yarra Valley. Originally known for its timber, Maroondah Dam and Healesville Sanctuary, the town and valley are fast becoming one of the countries finest wine producing areas. It is indeed a lovely environment in which to live and work.

Children attending St Brigid's travel from Yarra Glen, Dixons Creek, Chum Creek, Badger Creek and Toolangi. Many of these travel by bus each day in conjunction with Healesville Secondary College. The school itself comprises several buildings that adequately cater for the needs of the children and staff, and the playing areas provide for a range of activities.

The school's curriculum is based on the current Victorian Curriculum and is adapted to meet the needs of the individuals and groups at our school. Our religious education program follows the current Archdiocese of Melbourne Religious Education Curriculum Framework.

We aim to create a school where every student and staff member is empowered, challenged and supported to achieve continuous growth and improvement in a collaborative environment to enable each student to flourish in a Catholic context. Our 2022-25 School Improvement Plan priorities include -

1. Consistent and effective pedagogical practices
2. Authentic feedback culture
3. Enhancing Catholic Identity

The main goals of the Annual Action Plan are connected with the above priorities comprise -

- To ensure consistent, personalised and differentiated learning and teaching approaches
- To establish a culture of authentic feedback for students and staff
- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter

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## Principal's Report

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It is with great pleasure that I present the 2024 Annual Report to our school community. This year, we are proud to celebrate the many achievements made possible through the wide range of programs offered to our students. At St Brigid's Catholic Primary School, our partnership with the parish and the wider community has enabled us to maintain a high standard of learning and teaching across all areas of the curriculum.

Our students remain at the centre of everything we do. We continue to prioritise student voice and parent engagement, ensuring that each child is supported and empowered in their educational journey. As an active member of the School Improvement Learning Collaborative, St Brigid's embraces data-informed practices to continually enhance teaching and learning. This collaboration, which includes other Catholic schools in the Eastern Region, has been further enriched through our focus on the MACS Vision for Instruction and our partnership with Dr Simon Breakspear, strengthening our instructional approaches.

Our dedicated and experienced staff are deeply committed to achieving the best outcomes for every student. Their teaching is grounded in best practice and continually enriched through professional learning aligned with our Annual Action Plan. They work collaboratively, drawing on current research and shared expertise to foster a culture of continual improvement.

A key aspect of our mission is to help students come to know Jesus Christ and live out Gospel values in their daily lives. In 2024, students participated in many opportunities for prayer and worship, with Masses and liturgies held both in our school gymnasium and the parish church. Our connection with the parish was further strengthened this year, particularly through our growing relationship with the Parish Care Group.

From Prep to Year 6, our students embraced a rich year of learning and enjoyment through specialist subjects including Visual Arts, Performing Arts, Health and Wellbeing, Physical Education, and Library. 2024 saw the implementation of the Teachers as Co-Learners of Language in the Italian Language which was extremely well-received by our students and staff alike. We are proud of the vibrant, supportive, and welcoming community we continue to foster at St Brigid's.

In closing, I would like to express my sincere thanks to Fr Francis Denton for his continued support. I also extend my heartfelt congratulations to our students, families, and staff for their outstanding efforts throughout 2024.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Religious Dimension include -

- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter
  - That curriculum is meaningful and relevant
  - That content is re-contextualised
  - That students are engaged in their learning in Religious Education
  - That the teaching of Religious Education is consistent across the school

### Achievements

#### Religious Education and Faith Formation

The 2024 school year began with our whole school community gathering for a Mass to mark the start of the year. This special occasion also allowed us to reflect on the story of our patron saint, St Brigid, and honour the legacy of the Kildare Sisters. Strengthening our ties with the parish, the Religious Education Leader and Principal met with Fr Francis Denton, our Parish Priest, to plan key liturgical events and organise the Sacramental program for students in Years 3 to 6. These regular monthly meetings have further deepened the partnership between school and parish.

#### Liturgical Celebrations and Sacraments

Senior students attended the Ash Wednesday Parish Mass, while Prep to Year 4 students participated in classroom liturgies and received ashes blessed by Fr Francis.

Our Sacramental Program continued to support students on their faith journey:

- Year 3 students prepared for and celebrated the Sacrament of Reconciliation on 1st June, supported by classroom teaching and a parent-child reflection evening.
- Year 4 students received their First Eucharist on 2nd June during the 8:30am Parish Mass. Staff attended, and students were later acknowledged at assembly with congratulatory cards from peers and staff.
- Year 6 students participated in a Confirmation Retreat Day at Pallotti College in Term 3. The Sacrament of Confirmation was celebrated on 22nd August, presided over by Fr Tony Kerin with Fr Francis assisting. Again, students were congratulated at assembly in recognition of this important milestone.

- To conclude the year-long celebration of the 125th anniversary of St Brigid's Parish, students, parents, and staff joined parishioners and visitors for a special commemorative Mass on Sunday, 24th November.

### **Prayer and Spiritual Practice**

Prayer is embedded in the daily life of our school. Each classroom has a dedicated prayer table reflecting the liturgical season, and students gather each morning for prayer. Teachers use a range of resources, including online platforms, to provide diverse prayer experiences. All staff meetings begin with prayer, with leadership and teaching staff taking turns to lead these throughout the year.

### **Masses and Community Liturgies**

Classes are rostered to attend Thursday Parish Masses, with students actively participating through readings, responses, prayers, and song. Senior students also supported the Healing Masses, offering readings and assisting the Parish Care Group with post-Mass luncheons. Their service extended to writing and delivering cards to aged care residents within our parish community.

Throughout the year, all classes contributed to leading whole school liturgies. Significant community prayer gatherings included Mother's Day, Father's Day, Grandparents Day, and the End-of-Year Liturgy.

### **Professional Development**

All staff engaged in a whole day of professional learning facilitated by Ingrid Green focused on Catholic Identity and Catholic Social Teaching. In 2024, two staff members achieved accreditation to teach in a Catholic school which resulted in all classroom teachers holding this qualification. Additionally, staff undertook various professional learning opportunities related to liturgical preparation and planning, strengthening their ability to lead meaningful worship experiences.

### **Value Added**

- Sacramental Parent Child Preparation Evenings
- Sacramental Masses
- Fortnightly Parish Mass
- Fortnightly Whole School liturgies - recognising liturgical events
- Parish Care Group Events - Healing Mass, Parishioner luncheon, Wellbeing Day, purchasing items and packing Christmas Hampers
- Supporting HICCI (Healesville Inter- Church Incorporated) to pack Christmas Hampers
- Whole School masses - Beginning of School Year, Mass of the Sacred Heart, End of school year.
- Whole school Social Justice Market Day - raising awareness and funds for Caritas.

- Visits to the local aged-care facilities by the Year 6 Ministry team and school choir.

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## Learning and Teaching

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Learning and Teaching Sphere include

- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
  - That teacher efficacy improves
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves
  - That staff learning is focused on whole school improvement

### Achievements

#### Key Focus Areas and Strategic Actions

##### *Data-Informed Practice*

Staff engaged in targeted professional learning to enhance their capacity in data analysis, with particular focus on writing moderation, early years MOI data, and Personalised Learning Plans (PLPs) aligned to individual student goals. The use of data walls and case management meetings at both classroom and leadership levels supported evidence-based planning and ongoing monitoring of student progress.

##### *Collaborative Planning and Moderation*

A strong culture of collaboration was further developed through consistent team-level and cross-level planning (PLMs), embedding moderation practices to ensure aligned and consistent assessment across the school.

##### *Curriculum and Pedagogy*

Throughout 2024, the MACS Vision for Instruction provided a clear and cohesive framework for professional learning, reinforcing the school's commitment to equity and excellence in teaching.

Targeted intervention programs were implemented to support students requiring additional assistance in Mathematics, Literacy and Speech. Staff engaged with the updated Victorian Curriculum: Mathematics 2.0, explored newly released MACS resources, and participated in the Teaching for Impact in Mathematics program, further enhancing instructional quality across the school.

Extension opportunities were offered to high-achieving students in Mathematics through participation in enrichment programs such as the Mathematics Talent Quest (MTQ/MAV project) and the Bebras Computational Thinking Challenge. In Literacy, students were invited to take part in a school-based writing competition, which provided an engaging platform for extension and showcased strong student talent. The initiative was highly successful and well-received by both students and staff.

#### *Professional Learning*

Staff participated in professional development focused on the Science of Learning through the Rural CoP, with the support of the MACS Eastern Region Team. Teaching sprints were introduced to support the consistent implementation of Daily Reviews and full-participation strategies across all subject areas.

In addition, Maria Ruberto provided training to deepen staff and parent understanding of brain development and behaviour.

The leadership team undertook intensive professional learning in Structured Literacy and led whole-school planning and change management conversations in preparation for its full implementation in 2025. Significant time and resources were allocated to ensure a successful transition.

#### *Languages and Co-Learning*

The “Teachers as Co-learners” model continued in the teaching of Italian, supported by a dedicated Language Assistant and Coordinator. This approach strengthened staff capacity and student engagement in language learning.

#### *Building a Culture of Reading for Enjoyment*

To foster a love of reading, the school made a significant investment in employing a Teacher Librarian. This initiative focused on revitalising the library collection, including a review of outdated resources and the purchase of high-interest, engaging books. The aim was to provide students with a broader range of appealing texts to support both academic reading and reading for pleasure.

### **Student Learning Outcomes**

St Brigid's student performance in the 2024 NAPLAN assessments demonstrates measurable growth in learning between Years 3 and 5. While these results are encouraging, they also highlight the need for greater consistency in teaching and learning across all year levels. A detailed analysis of the data, conducted in collaboration with the MACS Eastern Region Team, revealed that previously implemented strategies were not consistently achieving the desired outcomes. Additionally, it was identified that many students are commencing Foundation with underdeveloped early literacy skills, significantly impacting their progress and resulting in a need for substantial catch-up learning in the early years.

**Next Steps and Targeted Actions**

In response to these findings, the school has identified several key priorities to address the learning needs of students and build greater instructional consistency:

- **Adopt a Structured Literacy Approach:** Beginning in 2025, a whole-school shift to structured literacy will be implemented. This approach is evidence-based and designed to address gaps in foundational literacy skills, particularly in the early years.
- **Strengthen Early Years Intervention:** Increased focus and resources will be directed towards early intervention programs to support students entering Foundation with limited literacy skills.
- **Enhance Teacher Capacity:** Ongoing professional learning will be provided for all teaching staff to build capacity in evidence-based literacy instruction, data analysis, and differentiated teaching practices.
- **Improve Data-Informed Planning:** Consistent use of assessment tools and data protocols, including data walls and case management meetings, will guide targeted teaching and monitor student progress more effectively.
- **Foster Consistency Across Year Levels:** Collaborative planning and moderation practices will be embedded in team structures to ensure a shared understanding of curriculum standards and best practice across all classrooms.

These actions aim to ensure every student is supported to make strong, measurable progress in their learning journey, regardless of their starting point.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	354	33%
	Year 5	474	60%
Numeracy	Year 3	381	48%
	Year 5	476	61%
Reading	Year 3	359	47%
	Year 5	507	83%
Spelling	Year 3	346	31%
	Year 5	454	53%
Writing	Year 3	389	62%
	Year 5	461	65%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

Priority 1 - Consistent and effective pedagogical practices

Goal: To ensure consistent, personalised and differentiated learning and teaching approaches

Intended Outcomes: That student behaviour and engagement improves; That student behaviour and engagement improves

Priority 2 - Authentic feedback culture

Goal: To establish a culture of authentic feedback for students and staff

Intended Outcome: That student and staff agency and empowerment improves

### Achievements

In 2024, St Brigid's Catholic Primary School remained committed to fostering an inclusive, safe, and supportive learning environment focused on the holistic development of each student. Our Positive Behaviours for Learning (PBL) framework continued to guide behavioural expectations and foster a culture of reflection, responsibility, and respect across the school. Staff engaged in targeted professional learning to strengthen consistency in behaviour management and support student wellbeing.

Key initiatives included the implementation of behaviour tracking systems, the development of behaviour flowcharts, and the consistent application of PBL expectations—Be Safe, Be Respectful, Be Kind, and Be Responsible. Regular SWIS data analysis and PBL team meetings enabled staff to respond proactively to student needs, with particular focus on outdoor behaviour and transitions.

To strengthen our focus on student wellbeing, a dedicated full-time Wellbeing Leader was appointed, allowing the role to be separated from Learning Diversity responsibilities. This strategic change ensured that wellbeing received the dedicated attention it requires in today's increasingly complex world. The school also deepened its partnerships with external support services, including St Vincent de Paul, Orange Door, and local community care groups, to provide critical assistance to families experiencing domestic violence, homelessness, bereavement, and other significant challenges.

Support structures such as the Learning Diversity Room, Individual Learning and Behaviour Plans, and ongoing access to school psychologists provided essential regulation, emotional, and academic assistance for students. Inclusive practices were enhanced through Extended and PSG meetings, Indigenous education initiatives, ESO support and the provision of expanded literacy and numeracy intervention and extension opportunities..

Students also had opportunities for leadership, cross-age mentoring, and input through the Student Voice team, which helped shape improvements to school resources and playground safety.

St Brigid's continues to prioritise the wellbeing of every student, ensuring they are known, valued, and supported in all aspects of their learning and development.

## Value Added

Throughout the year, a wide range of initiatives were implemented to enhance student wellbeing, build community, and support student engagement:

- Positive Behaviour for Learning (PBL): Termly celebrations at class, individual, and whole school levels. Review of Tier 1 strategies and implementation of Tier 2 interventions. Leadership team trained in Collaborative Proactive Solutions to Behaviour Management
- Sporting Events: Colour Run, Cross Country (school, division, and regional), Swimming Program, Swimming Carnival, and Hoop Time Basketball.
- Community and Celebration Days: St Brigid's Feast Day, End-of-Year Fun Day, Grandparents Morning, Mother's Day and Father's Day Celebrations, Mini Fete, and 100 Days of Prep Parade.
- Student Voice and Leadership: GRIP Student Leadership Conference, student voice meetings, and Grade 5 Social Emotional Learning (SEL) sessions during Grade 6 camp.
- Faith-Based and School Culture Events: Sacrament Parent Evenings, visits to local community services (e.g., HICCI and Care Group), and support for community events.
- Creative and Performing Arts: St Brigid's Got Talent, school disco, Book Week parade and activities, and excursion to Mount Lilydale Mercy College musical with Year 5 taster sessions.
- Wellbeing and Social Events: Guest speakers promoting wellbeing strategies, Footy Dress Day, Teddy Bears Picnic, Toasties Truck on PJ Day, and SEL activities.
- Enrichment Programs: Targeted intervention groups and a variety of excursions and incursions to support learning beyond the classroom.
- Community Connections: Library and park visits, senior students assisting in community outreach, and collaboration with local care groups.
- Camps: Year 4 and Year 6 camps providing personal development, resilience, and bonding opportunities.

### Student Satisfaction

According to the 2024 MACSSIS Student Survey, St Brigid’s recorded positive growth across all nine domains related to teaching, learning, and student wellbeing, compared to 2023. Notable improvements included:

- An increase in positive responses relating to teacher-student relationships, rising from 60% to 69%.
- Growth in the sense of school belonging, increasing from 53% to 65%.
- Improvement in the enabling safety domain, from 50% to 56%.

Importantly, student perceptions of safety and enabling safety at St Brigid’s were above the MACS average, while other key areas—rigorous expectations, student voice, school belonging, and teacher-student relationships—were close to or approaching the MACS average. These results reflect the school’s continued efforts to foster a safe, supportive, and inclusive learning environment.

### Student Attendance

In 2024, we continued to strengthen community awareness around the importance of regular school attendance. Students with high attendance were acknowledged at the end of each term, while daily absence notifications were sent to parents, with the Wellbeing Leader actively following up with families of students showing patterns of regular non-attendance. Despite these efforts, a significant number of families took extended holidays. In response, Student Absence Learning Plans were developed in consultation with parents to support continuity of learning. Promoting consistent attendance remains a key area of focus moving forward.

Average Student Attendance Rate by Year Level	
Y01	88.6
Y02	88.6
Y03	89.9
Y04	84.7
Y05	89.1
Y06	85.3
Overall average attendance	87.7

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## Leadership

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### Goals & Intended Outcomes

#### Priority 1: Consistent and Effective Pedagogical Practices

Goal: To ensure consistent, personalised, and differentiated learning and teaching approaches.

Intended Outcomes:

- Improvement in student growth.
- Increased teacher efficacy.
- Improved student growth in Mathematics (Years 3–6).
- Improved student behaviour and engagement.
- Integration of second language teaching into daily routines.
- Continued focus on Child Safety.

#### Priority 2: Authentic Feedback Culture

Goal: To establish a culture of authentic feedback for students and staff.

Intended Outcomes:

- Improved student and staff agency and empowerment.
- Increased staff agency and professional learning.
- Enhanced student voice and feedback mechanisms.
- Greater student ability to articulate their learning and set goals.

#### Priority 3: Enhancing Catholic Identity

Goal: To develop a deeper understanding of the Catholic faith and its connection to our identity.

Intended Outcomes:

- More meaningful and relevant Religious Education curriculum.
- Increased student engagement in Religious Education.
- Greater consistency in the teaching of Religious Education.
- Strengthened teacher capacity in Religious Education.
- Improved awareness and expression of Catholic identity across the school.

## Achievements

### Priority 1: Consistent and Effective Pedagogical Practices

- Led professional learning on data analysis, including writing moderation, MOI data, and PLP goal setting.
- Facilitated planning using data walls, case management meetings, and collaborative PLMs to inform teaching.
- Coordinated intervention programs in Mathematics and explored new MACS resources and the updated Victorian Curriculum (Maths 2.0).
- Participated in professional learning related to the Science of Learning via the Rural CoP.
- Supported staff and parent training in neuropsychology with Maria Roberto.
- Developed systems for CRTs (including specialist access) and promoted consistency in student behaviour through the Student Code of Conduct and PBL processes.
- Led the implementation of the “Teachers as Co-learners” approach in Languages (Italian).
- Ensured continued enactment of the 11 Child Safe Standards and explicit teaching of Protective Behaviours.

### Priority 2: Authentic Feedback Culture

- Promoted student and staff agency through the MACSSIS survey and school-based feedback mechanisms.
- Supported student leadership roles (Ministry, First Nations, Student Voice, and Language Leaders) through the Wellbeing Leader.
- Introduced predictable routines and strategies for student reflection and feedback (e.g., Daily Review).
- Designed and enacted a professional learning plan aligned with the school improvement agenda.

### Priority 3: Enhancing Catholic Identity

- Strengthened staff capacity in teaching Religious Education through professional learning and planning led by the RE Leader.
- Designed staff faith formation days and supported planning of Religious Education in teaching teams.
- Fostered explicit links between school expectations and Catholic Identity.
- Promoted visual Catholic identity by incorporating icons and symbols throughout the school.
- Deepened parish-school connections through liturgies, Mass attendance, and communication.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<p>Many internal and external professional learning opportunities were provided for staff throughout the 2024 school year including</p> <p>Eastern Region SILC with Dr Simon Breakspear</p> <p>Positive Behaviour for Learning</p> <p>TCL network</p> <p>RE leaders network</p> <p>Learning Diversity leaders network</p> <p>Learning and Teaching and Middle Leaders Network</p> <p>Graduate Certificate in Teaching Religious Education</p> <p>Anaphylaxis, Asthma and CPR update for all staff</p> <p>Explicit Teaching Sprints</p> <p>Rural CoP - Science of Learning</p> <p>Epilepsy - administration of medication</p> <p>Mathematics Leaders Networks</p> <p>Teaching for Impact in Mathematics Leaders and Teachers Workshops</p> <p>Reset to Resilience with Maria Ruberto - 2 whole days and 4 workshops with whole staff</p> <p>Collaborative, Proactive Solutions with Dr Ross Greene - Introductory and Advanced Course for leaders</p> <p>Literacy Masterclass</p> <p>Structured Literacy and the Science of Reading Teaching and Assessment including DIBELS workshops</p>	
Number of teachers who participated in PL in 2024	38
Average expenditure per teacher for PL	\$1060.16

## Teacher Satisfaction

Staff MACSSIS data indicates the following

1. Staff-Leadership Relationships improved markedly on 2023 by 14% to a total of 92% positive with all staff results well above the MACS average.
2. Instructional Leadership improved 12% on the 2023 result which demonstrates that the conditions for improving Learning and Teaching are positive
3. Other areas also indicating a marked improvement include perception of school leadership effectiveness (+19%), staff safety (+19%), psychological safety (+14%), collective efficacy (+12%) and school climate (+14%).

We are proud of the significant improvements achieved in these areas, reflecting the positive impact of our ongoing investment in leadership development and support. These gains have contributed to strengthening the overall culture of the school.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	5
Graduate Certificate	2
Bachelor Degree	24
Advanced Diploma	4
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	29.15
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	11.79
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

#### Priority 1: Consistent and Effective Pedagogical Practices

Goal: To ensure consistent, personalised, and differentiated learning and teaching approaches.

Intended Outcomes:

- Improvement in student growth
- Improved student growth in Mathematics (Years 3–6).
- Improved student behaviour and engagement.
- Integration of second language teaching into daily routines.
- Continued focus on Child Safety.

#### Priority 2: Authentic Feedback Culture

Goal: To establish a culture of authentic feedback for students and staff.

Intended Outcomes:

- Improved student and staff agency and empowerment.
- Increased staff agency and professional learning.
- Enhanced student voice and feedback mechanisms.
- Greater student ability to articulate their learning and set goals.

#### Priority 3: Enhancing Catholic Identity

Goal: To develop a deeper understanding of the Catholic faith and its connection to our identity.

Intended Outcomes:

- Increased student engagement in Religious Education.
- Improved awareness and expression of Catholic identity across the school.

### Achievements

#### *Enrolment Growth and Promotion*

- Strong and consistent enrolments for Prep 2025, with multiple events, including the Prep Expo and school tours, used to attract prospective families.

- Implementation of a Prep transition program, including one-on-one interviews and onsite sessions, supported by visits to kinders and early learning centres.

### *Parent and Community Engagement*

- Parent Information Sessions led by psychologist Maria Ruberto were well-attended and positively received, covering topics such as stress, anxiety, and the science of wellbeing.
- Hosted well-supported community events including:
  - Mother's Day Breakfast and Stall
  - Year 6 Graduation planning, including a proposed Church Liturgy and RACV dinner.
  - Catholic Education Week (celebrated locally)
- Introduced a new Community Support Leadership role to strengthen the school's capacity to support families facing complex needs. This role has been instrumental in connecting families with appropriate services and providing targeted assistance.
- Developed a Community Support Directory, a confidential resource listing specialised external services in areas such as mental health, family counselling, financial assistance, and housing support. This initiative ensures timely, informed support for families in need and reflects the school's ongoing commitment to community wellbeing.
- Initiated Leaders Morning Teas and online surveys to gather community feedback on school culture and direction.
- Continued close collaboration with local organisations, including receiving support from:
  - Rotary Club of Healesville (\$1,000 donation)
  - Yarra Ranges Council (plant donation for playground landscaping)

### *Facilities and Infrastructure*

- Ongoing planning and updates for the school building project, including navigating bushfire compliance and council approvals.
  - Adjusted building design to remain within budget while preserving core features.
  - Anticipated construction start: early 2025.
- Initiated external landscaping master plan with input from staff, parents, and professionals to enhance outdoor learning and play areas.
- Refreshed and improved playground access and safety, including oval rostering and gym scheduling to reduce overcrowding and enhance fairness.

### *Out of School Hours Care (OSH) and Early Years Services*

- Confirmed launch of MACSEYE-run OSH program on-site beginning in 2025.
- Investigating the feasibility of establishing a MACSEYE Early Years Centre on parish land to support future community needs.

### *Child Safety and Student Empowerment*

- Strengthened implementation of the Child Safe Standards, including:
  - Delivery of child-friendly resources on student rights.
  - Installation of a child safety information slideshow in the school office.
  - Use of the MACSSIS student survey to guide ongoing improvements.
- Increased student engagement through Student Voice leaders and consultation on programs like Positive Behaviour for Learning (PBL).

### *Communication and Governance*

- Improved financial performance with significant reduction in doubtful debt provision and increased fee collection rate.
- Continued compliance and transparency through regular finance updates, budget preparation, and policy review at School Advisory Council meetings.
- Supported community understanding and access to policy changes through clear communication and posting of required MACS policies online.

## **Parent Satisfaction**

In 2024, St Brigid's once again received a strong level of participation in the MACSSIS Parent Survey, with 56 families responding. The feedback provided valuable insights into the school's strengths and areas for continued growth, and reflected a high level of overall parent satisfaction.

A 5% increase was recorded in the Family Engagement domain, with particularly strong improvement in how the school consults with families regarding their child's learning. This indicates that parents feel more included and informed about their child's educational progress.

St Brigid's also performed well in the Barriers to Engagement domain, suggesting that families experience minimal obstacles in connecting with the school—highlighting the inclusive and welcoming culture that has been cultivated.

Other areas identified as highlights by parents include:

- Staff approachability
- Respect for diversity
- The school's approach to discipline

- The suitability of the physical environment

Additionally, both the School Climate and Catholic Identity domains recorded a 5% increase from the previous year, affirming the school's ongoing efforts to foster a positive, values-based learning environment rooted in the Catholic tradition.

These results reflect the strong partnership between the school and families and demonstrate a continued commitment to nurturing a supportive, respectful, and engaging school community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)