



# St Brigid's School

LOVE | PEACE | LEARNING

## Annual General Meeting 2022





# Annual General Meeting 2022

## AGENDA

For the 2022 Annual General Meeting of St Brigid's School, Kilburn

Tuesday 5<sup>th</sup> April 2022 at 6.30pm

- |   |                  |
|---|------------------|
| 1. Introduction and Welcome   | Shannon Correll  |
| 2. Prayer   | Paula Burns      |
| 3. Present and Apologies  | Shannon Correll  |
| 4. Confirmation of Minutes from previous Annual General Meeting held Tuesday 11 <sup>th</sup> May 2021 (tabled) | Asmara Omar      |
| 5. Reports  |                  |
| 5.1 President's Report  | Fr Selva Raj     |
| 5.2 Principal (tabled)  | Shannon Correll  |
| 5.3 School Board Treasurer (tabled)   | Ray Swift        |
| 5.4 School Board Chairperson (tabled)   | Asmara Omar      |
| 5.6 Other Reports   |                  |
| 5.6.1 Assistant Principal - (tabled)<br>Religious, Identity and Mission   | Paula Burns      |
| 5.6.2 Out of School Hours Care (tabled)   | Giulia Imbrogno  |
| 5.6.3 Community Hub (tabled)  | Mai Nguyen       |
| 5.6.3 Work Health and Safety (tabled)   | Rozanna Elmassih |
| 5.6.4 Staff Report (tabled)   | Rachael DeTullio |



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## ST BRIGID'S SCHOOL KILBURN, ANNUAL GENERAL MEETING

Tuesday 11th May 2021 at 6:00pm

### 1. Welcome

Shannon welcomed everyone to St Brigid's 2021 AGM as we reflect on 2020.

### 2. Opening Prayer – "Raising Hearts and Minds Prayer"

### 3. Attendance Register - Attendance Sign-in sheet

Present: Father Selva Leenaiah, Shannon Correll, Rozanna Elmassih, Rachael DeTullio, Asmara Omar, Martin Manariyo, Leah Haines, Ray Swift and Josie Colangelo

Apologies - Mohammad Jafari, Bronwen McClelland and Joanne Santorelli

### 4. Minutes Of Previous Annual General Meeting

It was moved that the Minutes of 2020 be accepted as an accurate report of that meeting.

Moved: Asmara Omar

Second: Martin Manariyo

Accepted by all present

### 5. Nominations: for 2021

Khorshed Alam withdraw nomination

Father Selva welcomed the new board members and existing members and expressed his gratitude for their valued presence, suggestions, and support on the school board. Father Selva and all present accepted the following nominees to be part of the St Brigid's School Board.

Leah Haines – parent to Chloe (Year 6) and Oliver (Year 3)



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Raymond (Ray) Swift – parent to Rayana (Year 5) and Rafi (Year 2)

Bronwen McClelland – parent to Rowan (Year 5) and Kieran (Year 2)

Induction for new board members will be held at the first ordinary meeting due to not all nominated persons present.

Martin Manariyo announced that he will be resigning from the school board. Shannon thanked Martin for his contribution and support while on the school board.

The following board members will continue in 2021

Mohammad Jafari, Asmara Omar and Joanne Santorelli

Representative for 2021

Parish Pastoral Council Fr Selva Leenaiah

Finance Committee Rosemary Dubiel

Chairperson Mohammad Jafari

Principal Shannon Correll

Finance Representative Asmara Omar

School Staff Rachael DeTullio

Parent Joanne Santorelli

Ray Swift

Leah Haines

Bronwen McClelland

6. President's Report: Father Selva – tabled

Passed and accept by all present

7. Reports

7.1 Chairpersons Report – Mohammad Jafari – emailed





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Passed and accept by all present

7.2 Principal's Report: Shannon Correll – emailed

Shannon spoke of the following:

Shannon is looking forward to building a stronger connection with families in 2021 as she has already built this relationship with the students.

We welcomed Father Selva to our community, who commenced in term 2 and brings a wealth of experience in Education to our community.

We focused on strengthening connection to our OLSH pillars and how the OLSH sisters supported the formation of St Brigid's School. We also saw renaming of Sport Houses named after people who have strong connection to our school.

Rozanna Elmassih will be leading the Professional Learning Communities in 2021

CESA have introduced the Classroom Pulse 'Check-in' survey this is to find out how the student is feeling about their experience at school. This allows the teachers to give feedback and to help support the students.

After 14 years we farewelled Chizuru Banks at the end of term 2 who accepted a position in Clare as a Japanese Teacher

Sophie Hage commenced in term 3 as a literacy support for early years

At the end of 2020 we farewelled Vicki Rubino who successfully obtained the position of Head of Campus at Thomas More Primary School

7.3 Finance Committee Report: Asmara Omar – emailed

School Audit 2020 was conducted by KPMG

Who we have been directed by Catholic Education South Australia (CESA) to use KPMG as our Auditor.

For the year ended 31 December 2020 – Report outcome all went well only issue was the contract on Shannon's car not transferred to St Brigid's School



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Audited Finance Accounts for 2020 was presented which comprising:  
Annual report of the school board, Statement of profit or loss and other comprehensive income, Statement of financial in equity, Statement of cash flows and Notes to the financial statements.

Moved: Martin Manariyo

Second: Father Selva Leenaiah

Annual Budget 2021 – Cashflow Budget

Moved: Ray Swift

Second: Leah Haines

## 8. General Business

Shannon advised the board of the following

- Board reports will be emailed prior to the meeting
- There are policies up for review this year, they will be emailed to board at the beginning of each term.
- Nicola Trenorden Pastoral Care worker resigned in term 1, we will be advertising for a School Chaplain. Shannon has spoken with Sean Hill from St Gabriel's about employing a chaplain to possibly work at both schools.

Catholic Education Week 2021 CESA launch the new positioning statement Raising, Heart and Minds - Shannon invited Rachael to share with the board what the 3/4D student's thought when asked: what does 'raising hearts and minds' mean? The students replied with:

- "The heart and the mind are connected... they can get better when we make positive choices" – Aahil
- "Like the characteristics of collaboration and kindness" – Elyas
- "And like resilience and empathy – Jackson
- "We use these things to help people. Then our hearts and minds get stronger" – Ilaha



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· “Also... its not just about people, its can be looking after the environment” – Oliver

The children practiced in a collaborative art project. Some wrote a characteristic that they believe raises their hearts and minds. Others worked together to design a heart that shows how caring for the environment needs to be at the centre of our hearts.

## 9. Date & Time of Next Meeting

To be advised

## 10. Meeting Closed at 8:25pm



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## School Board Members 2021

Fr Selva Raj (President)

Asmara Omar (Chairperson)

Shannon Correll (Principal)

Rozanna Elmassih (Deputy Principal)

Rachael DeTullio (Teacher Representative)

Josie Colangelo (Secretary)

Leah Haines (Parent Representative)

Joanne Santorelli (Parent Representative)

Bronwen McClelland (Parent Representative)

Ray Swift (Parent Representative/Finance)





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## PRINCIPAL REPORT

### Catholic Identity

We were fortunate to be part of the Enhancing Schools Catholic Identity, which provided the school community an opportunity to engage with a survey about how the school is inclusive of its community, the Catholic faith, our liturgies, culture and Tradition in ways that are contemporary, authentic and meaningful. The school also had a zoom meeting whereby they were asked several questions around the same topics, and we had to provide photos of evidence of our Catholic Identity as part of the interview. All the information was pulled together to provide strategic direction for the school. This information helped create our school Strategic plan for 2022 to 2025. The Quality Improvement Team will continue to unpack this information with the staff and students.

Our senior students continued to work across the OLSH schools as part of a Leadership Program. The program is called Leading from the Heart and it has a connection to our OLSH pillars. This day was designed for the student leaders in the schools to attend. This opportunity allows for our students to actively engage with other student leaders in our Charism schools, make stronger connections to the OLSH Pillars and gain experience and knowledge of Leadership.

Staff continued to have opportunities to deepen their relationship with God and their capacity to embed Catholic Identity in their relationships, in their classroom spaces and their teaching and learning. This was achieved throughout the year and a staff formation day was held to reflect upon the new Vision, Mission, Learning Principles, the Charism of the school and an opportunity to learn more about Mary MacKillop – Australia's first Australian Saint. Teaching staff continued working with the Religious Education Curriculum – Crossways Re-design and MITOPG lead by Paula Burns. Staff worked together to create contemporary learning opportunities for our students.

### Teaching and Learning

During the Pupil Free Days at the beginning of Term 1, all staff engaged in professional learning around phonics and were introduced to "Heggerty". This program supported all our students across the R-6 year level making stronger connections to the letters and sounds in their work. They are sounding out and clapping out syllables, learning to make blends and are really understanding how letters, sounds and words work. Our Junior Primary Staff engaged in Initial-Lit training and implemented the program. This is a research initiative of Macquarie University which is based on 30 years of research undertaken by members of the MultiLit Research Unit. Since the inclusion of the program, we are observing our students thrive with their reading, writing, spelling, and communicating skills.



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Our students also have reengaged in the PAT R testing, however this year we introduced that all students would be assessed on their year level Reading assessment rather than teacher's discretion, so we were able to see where we had gaps in our Reading and Mathematics. We now have consistent data to help us determine where the students need support, and how we can best support them with their reading.

Using both the Initialit and PAT-R data we were able to identify students who are excelling, working at standard and need extra support. As a school, we triangulated, evaluated, and interpreted the data and then proceeded to use a visual data wall to show where the students connected with their results. During Professional Learning Community (PLC) Meetings, staff set individual learning goals for every student, they then used a case management approach working with our leaders of learning to monitor and review the goals, set new directions, and continue to have professional dialogue around differentiation, support, extending, assessing and reporting on student's growth. The PLC, Case Management approach and Data wall is all evidence-based and supported by Dr Lyn Sharratt and Michael Fullan work on "Clarity".

The introduction of Performing Arts in 2021, saw the students actively engage in music, drama and dance with a teacher who is specialised in this area. Mr Petar Brnabic engaged all the students from Reception to Year 6 in an exciting new program in our school. We also introduced Italian for the first time to our students across all year levels. This was a significant change to the learning area of Languages, but after consultation with the school community a language that would support students on their transition to Secondary School was decided to be taught at St Brigid's School.

Throughout the year during staff meetings and in our Professional Learning Communities, staff continued to explore the Key Capabilities Continua. This is a CESA direction, and all schools will be using this Continua to support student advocacy in the school. Catholic Education South Australia (CESA) worked with the school's Quality Performance Team to ensure the school is meeting the requirements set by CESA. We using data gained from the ESCI and the Living Learning, Leading Survey, we were able to triangulate, interpret and evaluate the data and could represent this on the Balanced Score Card. This gave us the opportunity to see trends within the school, the gaps and where we were excelling. One of our biggest focuses identified on the card was the declining enrolments over the last 10 years. We then set about to identify actions that we believe will reverse the decline, they are currently in place as part of our marketing strategy.

We introduced the concept of Student Led Conversations for students to be able to showcase their achievements to their families. This enables the students an opportunity to show their learning, set goals with both their parents and teachers together. The students were very excited about this new way of demonstrating their learning and were extremely proud to be able to do so. This model of showcase allows for individualised attention to



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identify student's strengths, but also give students the agency to talk through their learning with both parents and teachers together – giving them empowerment over their learning. Teachers contacted families where there were concerns in their learning earlier in the year to ensure we are targeting the needs of our students.

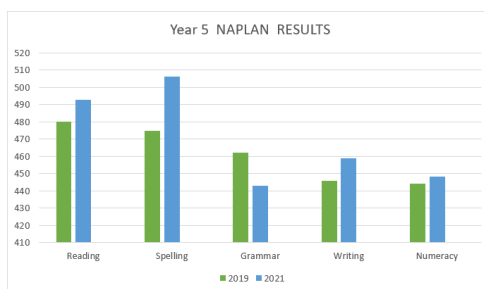
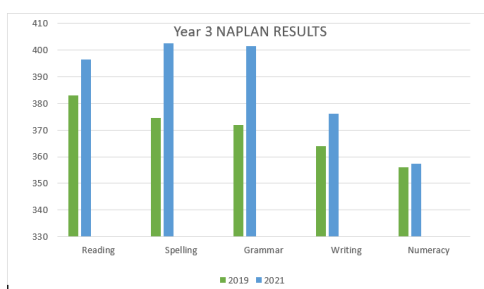
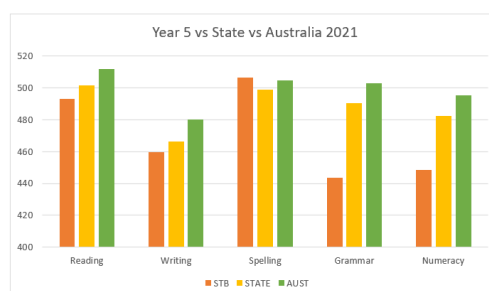
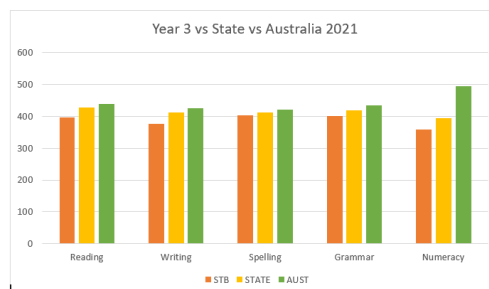
## NAPLAN

NAPLAN is a national literacy and numeracy assessment that students in Years 3 and 5 sit in May each year. It is the only national assessment all Australian students do. As students progress through their school years, it's important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum and allows parents/carers to see how their child is progressing against national standards and over time.

NAPLAN is just one aspect of a school's assessment and reporting process. It doesn't replace ongoing assessments made by teachers about student performance, but it can provide teachers with additional information about students' progress. NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Our NAPLAN results have shown a growth since 2019 (NAPLAN was not conducted in 2020). You can see significant growth in our Literacy in Year 3 and 5 (blue column). Teachers specifically focusing on the students needs and engaging in professional learning to support their learning outcomes along with using evidence-base programs the school has implemented has seen improvements in our results.





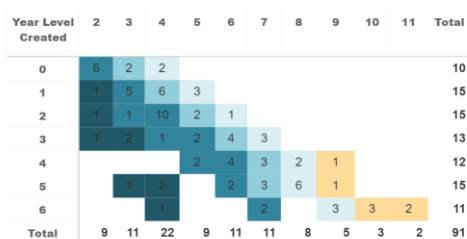
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## English as an Additional Language/Dialect

EALD support continued to happen in the school with 2 teachers supporting all our students. An introduction to a new way of levelling our students was implemented by Paula Burns and during both Semester 1 and 2, EALD assessments were carried out using this new way of levelling and tracking the students. This new initiative allows all leadership access to where the students are levelled in a “real time” dashboard. The EALD 2021 Annual Plan was reviewed and the 2022 EALD Annual Improvement Plan was developed liaison with Leadership and CESA Education Advisor: EALD and International Education, Chris Payne.

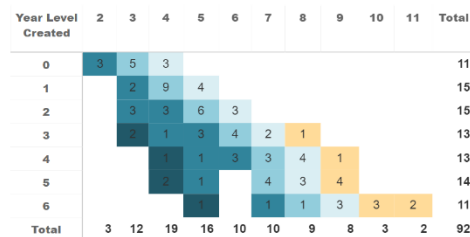
You can see the growth between the two semesters with 27% of our Reception students moving up from beginning learner phase to either emerging or developing. The growth of our students in Years 3, 4, 4 and 5 who have now moved of the scale.

### SEMESTER 1



Learner Phase ● 1. Beginning ● 2. Emerging ● 3. Developing ● 4. Consolidating ● 5. N/A

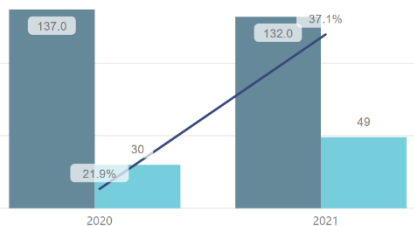
### SEMESTER 2



Learner Phase ● 1. Beginning ● 2. Emerging ● 3. Developing ● 4. Consolidating ● 5. N/A

## Inclusive Education/NCCD

This year saw an increase in the number of students who were placed on the NCCD with 37.1% of the school accessing adjustments to their learning this has been an increase of 15.2% of students on the NCCD. Teachers worked through detailed Personalised Plans for Learning (PPL) and their own planning to ensure reasonable adjustments were being made to accommodate the learning needs of individual students.



NCCD Year	2020				2021			
	School	NCCD	FTE	NCCD%	School	NCCD	FTE	NCCD%
St Brigid's School - Kilburn	Extensive							
	Substantial	10.00	137.0	7.3%		8.00	132.0	6.1%
	Supplementary	16.00	137.0	11.7%		38.00	132.0	28.8%
	Support within QDTP	4.00	137.0	2.9%		3.00	132.0	2.3%
Total		30.00	137.0	21.9%		49.00	132.0	37.1%



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## Social and Emotional Learning

Social and Emotional Learning (SEL) is the development and refinement of skills that enable children to build resilience and effectively manage their emotions, behaviours and relationships with others. This year we embarked on training 3 teachers in the Berry Street Education Model. This model provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet, learning needs and to successfully improve all student's self-regulation, relationships, well-being, growth and academic achievement. The pedagogical strategies incorporate trauma informed teaching, positive education, and well-being practices. St Brigid's Social and Emotional Learning Scope & Sequence was modified in 2021 to incorporate Berry Street, the Keeping Safe: Child Protection Curriculum, CESA Key Capabilities – Self-aware, collaborative and Socially Adept, the School Pillar of Reverencing Relationships and ACARA.

## CESA Classroom Pulse 'Check-in'

CESA introduced the Classroom Pulse 'Check in'. In week 5 or 6 of each term, every student in Catholic Education South Australia participates in a simple Classroom Pulse Check-In. The importance of the crucial partnership between parents/caregivers as the first educators of their children, and their teachers, more so than ever, cannot be overstated. The Check-In is deliberately designed as low impact and high yield. It has been developed to find out how children are currently feeling about their experience in school. It is a tailored instrument that will allow teachers to check-in and provide immediate feedback and support to them. The Check-In asks children questions related to the indicators of Identity, Learning, Relationships and Belonging. Our results for 2021 are below. For the 4-5% of students, which will differ each term will be approached by the teacher to provide support. The Leadership team and or Chaplain also work with the student to ensure we are supporting the Social and Emotional Needs.

Term 1	5.0%	29.6%	65.4%
Term 2	5.0%	27.4%	67.6%
Term 3	4.5%	27.7%	67.8%
Term 4	4.1%	32.0%	63.9%





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## Catholic Schools Music Festival

4 Year 6 students represented St Brigid's at the Catholic Schools Music Festival

## Grounds and Buildings

In 2019 the school purchase a house adjacent to the school at No33. During the 2020 school year Graeme prepared the house for rent. We successfully rented out the adjacent house in the middle of the year.

We needed to upgrade the colour scheme in the school, we wanted a calm and serene environment for our students. We engaged with three companies to help us refurbish the rooms without having to destroy the walls. We finally had success and embarked on 1 classroom to try out the new environment. We are delighted with the outcome and feel the learning environment is more conducive to a productive learning environment.

Many other little projects occurred over the year including a door to the garden in Candler for students to access for outdoor learning. The garden space was developed over the Christmas holidays in the 2020/2021 period.

## Community Hub

Once again, a very successful year with our new Hub leader Mai Nguyen. Mai has continued to build the hub into an amazing place for many of our families to access. From Playgroup, Transition Programs, walking groups, fitness classes, language classes, art classes just to name a few, we have actively engaged many of our families in activities within the school community.

## Management of the School

During the year our Vision, Mission and Learning Philosophies were finalised. This set the direction of many of our school initiatives. The school also used triangulated, interpreted and evaluated data to draw up the strategic plan for 2022 – 2025.

During the year Principals are required to attend the Leader's Forum at Catholic Education South Australia (CESA), schools were presented with a new proposal for all Catholic Education Schools. This proposal is to work with Dr Lyn Sharratt around her work in a book called Clarity. St Brigid's School nominated and was accepted to be early adopters of Lyn's work and implement her style of leadership into the school. This aligns with the Blueprint Steps for Change that the school is also implementing with new directives and engaging with coaches in literacy and leaders of learning.



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## Finance

The school was audited by KPMG this will be provided in the financial statements for the school.

## Marketing

The Leadership Team worked with the new development "Prospect 1838" and have sent out a letter to all new owners of the house/apartments inviting them on a personalised tour of the school. In consultation with the School Performance Leader, we have offered an incentive for them to enrol at the school. We also identified families who have recently purchased a home in the area through realestate.com.au and send a letter of congratulations for purchasing in the area and that we would welcome them on a personalised tour of the school.

Members of the staff also held a stall at the Churchill Centre with information about St Brigid's School, offering a personalised tour and other incentives. We had several enquiries about the school from this initiative

The school also introduced a "Finder's fee" this provides an opportunity for families to have a \$100 deduction for introducing new students to the school. We have had several families introduce new families to our school.

We have liaised with the Child Care centres in proximity to the school and took some 'showbags' to give to the children who will be moving to Primary School.

## OHSC

Giulia continued to provide an excellent service for our community. Numbers consistently improved; we trialled a new booking system for families to make it easier to know how many students were needing to engage in the service. Towards the end of the year our numbers were high enough to engage another employee in OHSC. Please refer to the OHSC report for more detailed information.

## Staffing

Throughout the year there were several staffing appointments and changes:

- Rozanna Elmassih commenced as part of the leadership team as Deputy Principal
- Mai Nguyen became the new Community Hub Coordinator
- Laura O'Connell began teaching in the Year 5/6 class and then went on leave in Week 4 of Term, she resigned from the position and Katie Ozgo took over for the remainder of the year.
- Pauline Devetzidis joined our ESO team
- Anthony Elmassih began to support students as our new Chaplain.
- Neive Jones continued as ESO and supported in OHSC.



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At the end of 2021, we farewelled

- Alexander Berry as the EALD teacher (2 days a week)
- Nick Hrisafinas as the PE teacher (2 days a week) he is continuing as a classroom teacher at St Gabriel's School
- Serena Pike as a classroom teacher (2 days a week)
- Neive Jones who completed her teaching degree and now has a teaching position in Port Pirie.

## School Fees

School Fees were looked at by CESA in 2020 and remained the same for the 2021 school year.

In Love, Peace and Learning,

Shannon Correll  
Principal  
2021



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## TREASURER'S REPORT

The following major projects were completed during 2021:

- The new playground
- New solar system
- Six classrooms had the old acoustic materials removed, and replaced with new acoustic panelling
- Maintenance of the house at 33 Way Street (next to the courts) was completed, and tenants took up residence from the end of July
- Purchase and installation of a new computer server system

The following maintenance and renewal projects were completed:

- The old student metal lockers were removed from against the wall of the Admin block and were replaced by new, mobile, multi-use units within the classrooms, for 4/5 and 5/6 classes
- Various painting touch-ups
- Frosting of internal glass in the Candler building
- New library doors were installed
- The fixed glass panel in the 5/6 room was replaced with a new external door to give access to the new student "Quiet Space"
- TVs in two classrooms were upgraded to new LED systems



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The School is in a healthy cash position as shown by the Cash at Bank balance of \$760,062 (up from \$601,258 at the end of 2020). This increase is substantially due to the impact of COVID19 which has delayed the undertaking of capital works.

The School has no leases.

The School has one, ten-year loan with CDF (Catholic Development Fund) for the purchase of the house at 33 Way Street.

Ray Swift  
Finance





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## CASHFLOW BUDGET 2022

	Annual Budget
School Fees	87,046
CEO & Other Income	9,992
Government Grants	2,374,519
Trading Account	<u>139,991</u>
Cash Inflows	<b>2,611,548</b>
 Tuition Salaries & Allowances	 -1,546,539
Other Tuition	-129,978
Admin Salaries & Allowances	-217,056
Grounds, R&M & Cleaning	-91,492
Utilities	-37,004
Insurance	-24,000
Administration / Other	-105,004
Levies	-119,396
Interest	-4,381
Training	-6,000
Loan Principal Repayments	-18,708
Trading Accounts	-158,584
Clearing accounts	<u>0</u>
Cash Outflows	<b>-2,458,142</b>
 Net Operating Cash Flows	 <u><b>153,406</b></u>
 Loan Drawdowns	 0
Capital Grants	0
Other Capital Income	0
Capital Expenditure	<u>-297,000</u>
Net Capital Cash Flows	<u><b>-297,000</b></u>
 Total Cash Flows	 <u><u><b>-143,594</b></u></u>



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AS AT 31<sup>st</sup> DECEMBER 2021

## BALANCE SHEET

	1/01/2021		31/12/2021
Cash	601,528	158,814	760,342
Debtors	85,292	-37,107	48,185
Provision for Doubtful Debts	-34,031	16,031	-18,000
Other	7,473	-6,230	1,243
LSL Receivable	244,179	3,201	247,380
<b>Current Assets</b>	<b>904,440</b>	<b>134,710</b>	<b>1,039,150</b>
 Fixed Assets	 4,500,659	 -35,481	 4,465,178
		0	
<b>Total Assets</b>	<b>5,405,100</b>	<b>99,229</b>	<b>5,504,329</b>
 Fees/Income in Advance	 2,000	 -2,000	 0
Sundry Creditors	53,169	1,005	54,174
Accruals	103,119	-6,967	96,152
Borrowings	72,343	-53,657	18,686
Other	0	0	0
LSL Payable	244,179	3,201	247,380
<b>Current Liabilities</b>	<b>474,811</b>	<b>-58,418</b>	<b>416,392</b>
 Leases	 0	 0	 0
Borrowings	168,819	-18,906	149,914
		0	
Other	48,987	-32,263	16,725
<b>Non-Current Liabilities</b>	<b>217,807</b>	<b>-51,168</b>	<b>166,638</b>
 Accumulated Funds	 4,712,482		 4,921,298
Surplus (Deficit) for Year	0	0	0
Equity	4,712,482	0	4,921,298
 Total Liabilities & Equity	<b>\$5,405,100</b>	<b>-\$109,587</b>	<b>\$5,504,329</b>



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## CASHFLOW STATEMENT AS AT 31<sup>st</sup> DECEMBER 2021

	YTD Actual	YTD Budget	Variance	Variance %	Annual Budget
School Fees	154,723	131,558	23,165	17.6%	131,558
CEO & Other Income	65,441	28,104	37,337	132.9%	28,104
Government Grants	2,587,559	2,374,668	212,891	9.0%	2,374,668
Trading Account	<u>143,124</u>	<u>40,000</u>	103,124	257.8%	<u>40,000</u>
Cash Inflows	<b>2,950,847</b>	<b>2,574,330</b>	<b>376,516</b>	<b>14.6%</b>	<b>2,574,330</b>
Tuition Salaries & Allowances	-1,644,796	-1,601,171	-43,626	2.7%	-1,601,171
Other Tuition	-112,354	-147,654	35,300	-23.9%	-147,654
Admin Salaries & Allowances	-201,750	-205,364	3,614	-1.8%	-205,364
Grounds, R&M & Cleaning	-80,665	-116,040	35,375	-30.5%	-116,040
Utilities	-30,976	-52,004	21,028	-40.4%	-52,004
Insurance	-22,828	-23,500	672	-2.9%	-23,500
Administration / Other	-65,758	-107,760	42,002	-39.0%	-107,760
Levies	-139,765	-117,342	-22,424	19.1%	-117,342
Interest	-7,012	-7,522	510	-6.8%	-7,522
Training	-10,454	-6,000	-4,454	74.2%	-6,000
Loan Principal Repayments	-72,563	-70,353	-2,209	3.1%	-70,353
Trading Accounts	-172,207	-70,877	-101,330	143.0%	-70,877
Clearing accounts	<u>-41,326</u>	<u>0</u>	<u>-41,326</u>	0.0%	<u>0</u>
Cash Outflows	<b>-2,602,456</b>	<b>-2,525,586</b>	<b>-76,869</b>	<b>3.0%</b>	<b>-2,525,586</b>
Net Operating Cash Flows	<u><b>348,391</b></u>	<u><b>48,744</b></u>	<u><b>299,647</b></u>	<b>614.7%</b>	<u><b>48,744</b></u>
Loan Drawdowns	0	0	0		0
Capital Grants	0	0	0		0
Other Capital Income	2,786	0	2,786		0
Capital Expenditure	<u>-192,363</u>	<u>-185,000</u>	<u>-7,363</u>		<u>-185,000</u>
Net Capital Cash Flows	<u><b>-189,577</b></u>	<u><b>-185,000</b></u>	<u><b>-4,577</b></u>		<u><b>-185,000</b></u>
Total Cash Flows	<u><b>158,814</b></u>	<u><b>-136,256</b></u>	<u><b>295,070</b></u>		<u><b>-136,256</b></u>



# Annual General Meeting 2022

## REVENUE AND EXPENDITURE AS AT 31<sup>st</sup> DECEMBER 2021

### INCOME

Total Recurrent Income	\$2,761,708.06	\$2,680,104.75
Total Capital Income	\$12,749.16	\$15,524.10

### EXPENDITURE

Total Tuition Expense	\$1,757,989.29	\$1,748,176.94
Total Administration Expenses	\$799,131.91	\$863,582.11

### TRADING ACTIVITIES

Total Trading Account Income	\$163,081.59	\$119,969.65
Total Trading Account Expenses	\$171,601.61	\$171,598.78
<b>Net Profit (Loss) Before Tax</b>	<b>\$208,816.00</b>	<b>\$32,240.67</b>



# Annual General Meeting 2022

## CHAIRPERSON REPORT







It is with pleasure that I present the 2021 School Board Chairpersons summary report.

A summary of 2021 cannot avoid the unprecedented impact of Covid-19.

The board still met regularly whilst ensuring covid procedures of social distancing were in place.

St Brigid's staff did a fantastic job at communication and ensuring we were all updated with the correct policies and procedures for Covid-19 in the classroom, school grounds and online home-schooling.

We saw some great changes to our school in 2021, these included:

-  A great new playground installed which was very well received by the students
-  A reduction in fees, to help with the financial impact of Covid-19 and the demographics of families in the area.
-  Reading and Literacy Program Mini/Initial Lit (a tailored early literacy intervention program for each individual child)
-  Implementation of a new report card (easy to read and more time efficient for teachers)
-  A great NAPLAN result in reading and literacy
-  School classrooms got a new look to give a better ambience

Thank you to all board members who have volunteered their time. Also thanking the staff for their dedication and hard work throughout the year, we are proud of our school and what it stands for.

All parents/caregivers are urged to call the school if they have any questions about anything at all, and we would love to see more faces on the school board.

It is now time for me to come off the board as I have served 4 years, I have enjoyed my time and will be back as soon as I'm able too. It has been a great privilege and experience to be a part of and encourage all parents/caregivers to join if able too.

A huge thankyou to Shannon and Rozanna for their wonderful support, it is greatly appreciated.

Sincerely,

Asmara Omar  
Chairperson





# Annual General Meeting 2022

## RELIGIOUS IDENTITY AND MISSION

Although the challenges of covid 19 remained, hope sprung eternal in the faith-filled education at St. Brigid's as we re-imagined prayers, liturgies, and masses and continued to pastorally care for our students, families, staff and wider community.

### Sacramental Programme

In 2021, St. Brigid's school partnered once again with our Parish community of St Gabriel's School, and the Clearview/Kilburn Parish. Alongside our parish priest, Fr Selva, and Parish Associate Iris Daly, we celebrated the Sacramental of Reconciliation with 28 candidates from the Parish. Due to the restrictions, we then celebrated 2 combined Confirmation and First Holy Communion Sacramental Masses with 32 candidates from the Parish community. We thank our Parish community for their support in our Sacramental Programme.

### Year 6 Leadership Programme – Leading from the Heart

Working in partnership with OLSH College, and our fellow OLSH primary schools, St. Martin's, St. Gabriel's and Immaculate Heart of Mary Primary School, the Year 6 students embarked on a Leadership journey entitled Leading from the Heart throughout the year. Each term, the Year 6's met with their fellow Year 6's building relationships, completing team building activities and sharing Masses, liturgies and prayerful experiences. This allowed the students to develop their leadership skills, bring back activities to lead our younger students and also to make connections with other year 6 students going to the same High School.

### Catholic Social Justice

This year St. Brigid's school contributed to four Catholic Charities. These were Caritas Australia (Project Compassion) Catholic Charities, Catholic Missions, St. Vincent De Paul.

The Year Six students organised different events and activities throughout the year including craft activities, sale of ice blocks, and casual clothes days. In Term 4 after an impassioned guest speaker from St Vinnie's, we also did a can drive and really appreciated the generosity of our community.



# Annual General Meeting 2022

## Holy Week Liturgies

During Holy Week, we celebrated in a variety of different and meaningful ways. We experienced Palm Sunday with R/1/2's re-enactment of Jesus entering Jerusalem, followed by 3/4's re-enacting The Last Supper, and lastly with the 2/3 and 4/5 class re-enacting The Garden of Gethsemane, it was wonderful to showcase these most important moments of the Liturgical year through performing arts. Lastly, the year

5/6's led the Stations of the Cross with the school experiencing each station through prayer and reflection.

## Crossways Curriculum

After the release of the new RE Curriculum: Crossways Redesign in 2020, staff have embraced the exciting new Crossways RE curriculum and throughout this year, undertook many hours of Professional Learning. This year Crossways Curriculum was implemented across all Year levels, and we worked together to plan and review units of work to enhance our students learning and understanding of faith, so that they may develop enduring understandings that will assist them throughout their lives. We worked on Assessment and were also able to complete Moderation on these assessment tasks.

## RELAT

All students in Year 4 completed the RELAT Assessment. Many of our students achieved very high results and as a cohort our results were the closest they have ever been to the State average only falling short by 1.6%.

## ECSI

As a school, the school was once again involved in the Enhancing Catholic Schools Identity Project with the support and encouragement of CESA. After having staff, Yr 5/6 students, and parents complete the survey, we received data identifying both strengths and opportunities for the Catholic school identity of St Brigid's School. We will be using this data as a source of inspiration for devising and implementing effective responses as per the recommended suggestions in a continuing effort to renew and enhance our Catholic identity here at St. Brigid's.

Kind regards,

Paula Burns,  
Assistant Principal Religious Identity and Mission (APRIM)



# Annual General Meeting 2022

## OHSC REPORT

This year we have seen a slow start in OHSC due to online learning, COVID restrictions and parents working from home.

My goal for 2021 was to continue to grow OSHC especially in this time of COVID and explore new avenues in which we can grow and adapt in these current times. We certainly did grow! Our turnover for 2021 was \$50497. An amazing achievement in the current environment.

Below is our past five year's turnover:

- 2021 \$50497
- 2020 \$28995
- 2019 \$38085
- 2018 \$28871
- 2017 \$27601

Attached is our past 4 years of attendance for Before School Care & After School Care.

We have an outstanding amount of \$719.08 from 2020/2021.

\$709.10 is from families that have left during 2020/2021. We are still pursuing these families for payment of their outstanding accounts. I will endeavour to continue to communicate with these families and recoup the outstanding amounts.

2021 we saw an increase with attendances in particularly After School Care (ASC).

Re introducing excursions on Pupil Free Days (PFD), saw a higher participation in which I'm hoping this year we can continue. Pupil Free Day excursion to Adelaide Festival Centre to attend Dream Big Children's Festival attracted the highest number of students (16) attending any of the Pupil Free Days since I have started at St Brigid's School.

## OSHC Fees

OSHC fees were reviewed by the Board, Shannon Correll and myself and it was decided to increase OSHC fees from Term 3 2021 for Pupil Free Day, Before and After School Fees and Late Collection Fees. With the review we introduced a Casual Booking Fee. Casual bookings for Before and After School Care, attracts a higher fee due to the nature of the booking and irregular pattern of attendance and for parents to book in advance to help with ratio of staff/students.



# Annual General Meeting 2022

- BSC fees last increase was in 2018 from \$9 to \$11.
- ASC fees last increase was in 2015 from \$16 to \$18.
- PFD fees last increase was in 2016 from \$35 to \$45.
- Late Collection Fee: \$1 per minute after 6.15pm

## New Fees:

- Before School Care: \$13
- Before School Care Casual \$14
- After School Care: \$20
- After School Care Casual: \$21
- Pupil Free Day: \$50 + Excursion Fee if applicable
- Late Collection Fee: Collection of children between 6.15-6.30pm will incur a \$20.00 late pick up fee per child. After 6.30pm every additional fifteen-minute interval or part thereof will incur a \$30.00 late pick up fee per family. If late fees are incurred on three occasions within a term, the family's ongoing enrolment will be reviewed and possibly cancelled.

The fee increases ensure we can manage increasing wage costs and general operating costs. This fee increase means that our service pricing remains competitive in comparison to most other OSHC services in our area and will ensure a quality service is retained within the school community.

In 2021, we implemented a Parent's Childcare App for OSHC. The app is a new feature which is incorporated in Spike – Childcare Management System which we already use, so there was no additional cost to the service. The app has streamlined bookings and cancellations for families and eliminated parents ringing/messaging the OSHC mobile or notifying Front Office to book their child/children at the last minute. The app allows parents to see their upcoming bookings and their invoices. In 2022, we are looking at implementing contactless signing in for parents to support OSHC during Covid 19 restrictions. With the introduction of Casual Booking Fee and the Childcare App, we have noticed less last-minute bookings and parents/caregivers booking in advance.

During 2021, we were approved for funding from the Australian Government's Inclusion Support Programme (ISP) Inclusion Development Fund (IDF) for an Additional Educator for 9 hours per week and Intervac Funding for 15 hours per week. Having a second educator helped to support our services to improve our capacity and capability to provide quality inclusive practices for all children, to address access and participation barriers and to support the inclusion of children with additional needs.



# Annual General Meeting 2022

St Brigid's OSHC mailing address and physical address were updated with the Education Standards Board in 2021. In the process we discovered that St Brigid's School OSHC was registered under St Brigid's Catholic School OSHC. Christina Moutos - OSHC, Supported Playgroups and Preschools Advisor – CESA supported us with this process with the Education Standards Board to amend the name and update the address.

In 2021 St Gabriel's School was approved for Vacation Care. Our families have been offered places after St Gabriel's students. This has supported our families who need care during term breaks. We are seeing more families needing care during the school holidays and parents requesting if we would start Vacation Care. As we build the service, we would hope that we could expand to include Vacation Care in the near future.

As we navigate these uncertain times, I'm hoping we can continue to build from 2021.

In love, peace, and learning

Giulia Imbrogno

OSHC Director





# Annual General Meeting 2022

## Work Health and Safety (WHS) REPORT

The following is a summary of WHS performance for the reporting period 1<sup>st</sup> January 2021 to 31 December 2021.

### Injury Data




Injury data for the reporting period is summarised in the tables below

Total no. workers' compensation claims	1	Total no. employees currently on rehabilitation	0
No. of injuries resulting in lost time	0	Total lost time	0
No. of incidents /injuries /near miss /hazard reports	1	Total no. of investigations conducted	0

Summary of body parts injured from workers compensation and incident reports

Part of Body	No. of Injuries	Part of Body	No. of Injuries
Back/Bottom	0	Hands/Fingers/Wrist	0
Eyes	0	Head	0
Face	0	Hips/Legs	0
Feet/Toes/Ankles	1	Neck	0
Psychological	0	Shoulder/Arm	0
No injury	0	Hazard	0

### Reportable Incidents






-  6 incidents were entered into the WHS website detailing injuries, causes and recommended actions
-  1 hazard was reported into WHS website detailing injuries, causes and recommended actions
-  No incidents were required to be reported to Safe Work SA



# Annual General Meeting 2022

## Consultation

WHS forms part of the Administration Staff meeting and Teaching/ESO meetings as an agenda item. This allows all staff an opportunity to raise any questions or concerns into WHS. Separate WHS meetings are also held to discuss...


-  Injury/Incident Reports and Hazard Reports
-  Learner Manager training updates
-  Training plans needs assessed
-  Safety bulletin board updates
-  WHS management system:
  - Evacuation Procedures
  - Lock in procedures
  - Hazard management – continuing to assist staff with risk assessments

## Training

### Learner manager courses

-  Code of Conduct
-  ICT Policy
-  CESA Privacy Statement
-  Protective Practices
-  Australian Privacy Laws
-  Mental Wellbeing – optional
-  Preparing for Fire and other Emergencies
-  Camps, Excursions, Sporting and Adventure Activities

### Other

-  Emergency Warden Training – Rozanna Elmassih
-  First Aid for Schools- All staff
-  Induction – New Staff

A number of policies and procedures were presented and passed at Board Meetings, these have been distributed to the appropriate audience.



# Annual General Meeting 2022

## STAFF REPORT

In 2021 St Brigid's welcomed staff members Katie Ozgo, Gabrielle Vallelonga, Chaplin Anthony and ESO Pauline to the team. After much anticipation the new school playground was debuted at the end of Term 1 with much excitement from children and teachers alike.

The classes R/1 and 1/2 introduced a new program called InitialLit. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. The program is delivered in a two-hour instruction block, including whole-class teaching, small group and independent work and storybook lessons. The Heggarty Phonemic Awareness programme was also introduced in each year level to develop each child's awareness of the spoken word and to develop their reading and spelling.

2021 saw the establishment of Italian lessons taught by Gabrielle Vallelonga. Classes responded well to having a space in which to learn Italian and learning a new language. In P.E one of the highlights for the older students was the cricket, netball, and athletics carnivals held over the year. Participation and sportsmanship from our students were positive, considering our results were mixed.

In Term 3 classes 3/4DeTullio, 4/5Brooke/Pike and 5/6Ozgo collaborated with an 'Artist in Residence', Martin Pascoe as part of our Aboriginal and Torres Strait Islander programme. Martin is a journalist, actor, and musician, and acted as a mentor to help guide the children to create videos of themselves for the HASS curriculum theme belonging, being and becoming, to explore media arts and (for the 5/6's) create videos for their graduation ceremony. The aim was for children to interview and be interviewed by their peers and be inspired to tell their story and the importance of St Brigid's school to them.

In Term 3, the St Brigid's School community celebrated our annual Sports Day. The students participated in a wide variety of team activities and games within their classes across the day. This was then followed by a range of athletic events ranging from sprints to long distance running. It was fantastic to see all the students participating and supporting their fellow peers in good spirit. The day ended with presenting our two new school cups to Hartzler and Xavier House, claiming the St. Brigid's Cup and the Sweeney Spirit Shield.

In Term 4, the school celebrated the end of the school year with our first carols concert. Each class performed two songs and 1/2 Day performed the Nativity play. The whole night was great success.

At the end of the year, we farewelled Nick, Alec, Gabrielle and Serena who moved onto new schools and congratulate Katie Day on her permanent appointment at St Brigid's.

Rachael DeTullio  
Staff Representative

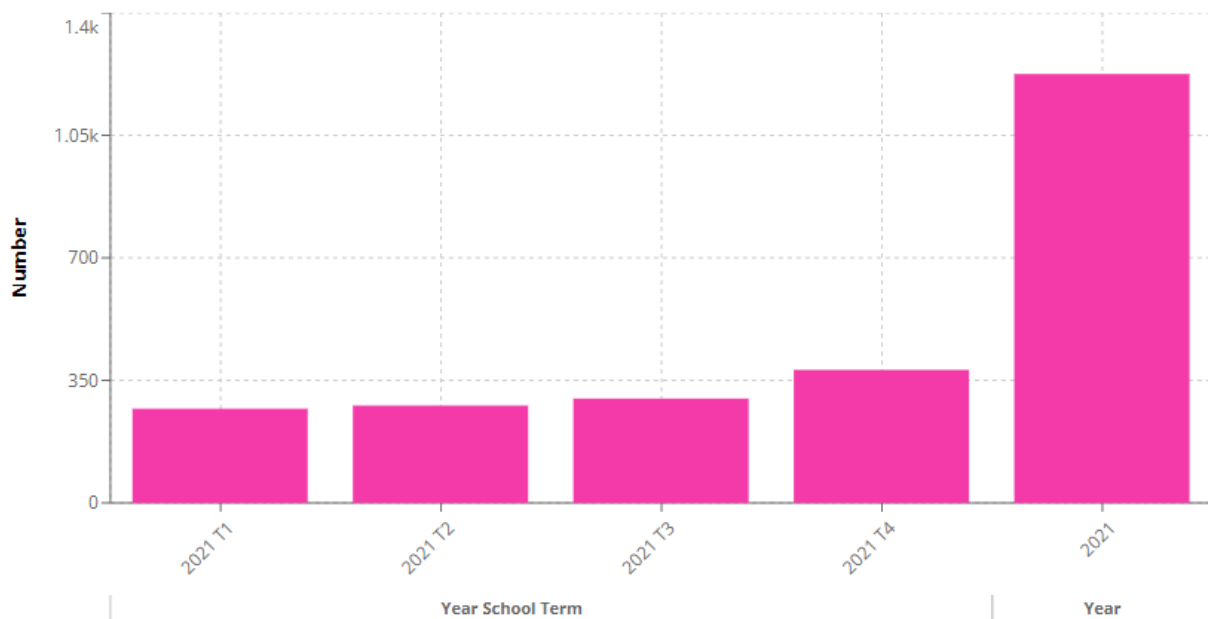


# Annual General Meeting 2022

## COMMUNITY HUB

Over the years, Community Hubs all over Australia have supported schools in building a cohesive, inclusive and safe community for families from diverse backgrounds, particularly mothers with preschool children, to come and connect, share and learn. Embedded within the school, these hubs have supported these often-isolated families to build long-lasting connections and empower themselves through skill building and referrals to external services. There are 4 focus areas: engagement, early childhood, English and vocational pathways.

The St Brigid's School Community Hub has been no exception. 2021 was a year of changes for the Hub, particularly with the ever-changing restrictions brought about by COVID-19. However, the Hub steadily engaged with a total of 89 families over the year through a range of programs and support services.



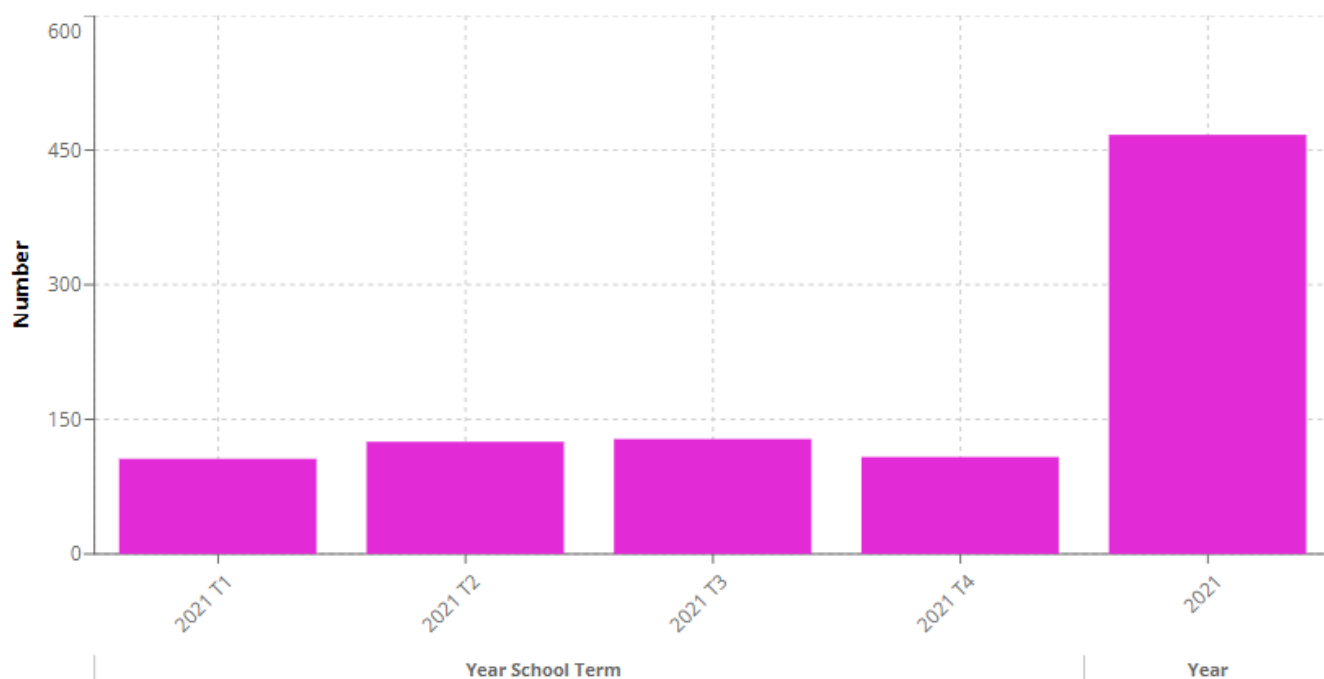
Adult and child attendance at 'Playgroups and Early Years' programs

■ Adult and child attendance at 'Playgroups and Early Years' programs



# Annual General Meeting 2022

Early childhood programs were the most popular with families attending a total of 1225 times. Playgroup was a part of this focus and made up the bulge of engagement with families. Playgroup, as well as other early childhood programs such as The Garden, are essential to ensure that children are ready to start school. Playgroup would often be the first early childhood program most hub families engage with when they arrive in Australia. Each school term, the St Brigid's School Playgroup has a different focus, including numbers, shapes, gross and fine motor skills, emotions, and sensory and nature play. Activities are tailored around these themes to ensure that they are educational, interesting, and informative. Some of these activities include creating playdough, nature scavenger hunt, obstacle course and solving puzzles. Story and nursery rhyme time is also an important part of Playgroup as this is a fun way to support children in developing literacy skills. Through Playgroup, families also get the opportunity to connect with local kindergartens, as well as support services such as Kudos and dental wellbeing programs.



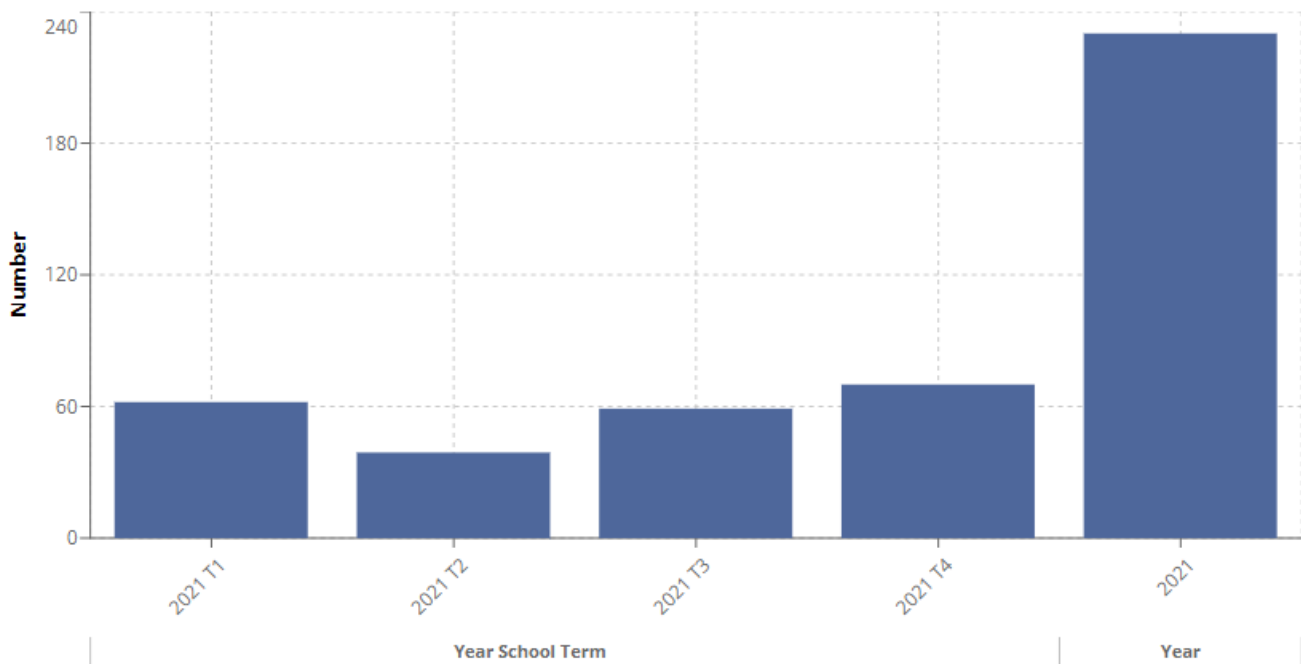
Adult and child attendance at 'English Classes and Conversation' programs

■ Adult and child attendance at 'English Classes and Conversation' programs



# Annual General Meeting 2022

English is also an important part of the Community Hub, with families accessing this service 467 times. Two English classes are offered, one for beginners while the other for intermediate learners. Here, participants are able to learn English in an informal, welcoming and motivating environment filled with peer encouragement and support. While structured plans are prepared by the English teacher, classes are flexible to allow for participants to discuss and talk about any topics they choose. Being participant-led, the sessions often focus on practical areas such as how to fill out forms, making a doctor's appointment, and correct pronunciation of words. Through these lessons, participants also connect with one another, which strengthens their support networks. As many of the participants have preschool children with them, Community Hubs Australia provides a grant for the school's hub to provide free creche for every English session. This does not just support the adults to focus on their learning, but also give the children an extra opportunity to socialise and play.



Adult and child attendance at 'Parent Engagement' programs

■ Adult and child attendance at 'Parent Engagement' programs





# Annual General Meeting 2022

Within the focus of parent engagement, the St Brigid's School Community Hub provides several programs to suit the needs of the community, including Mindfulness Hour, School Readiness, Fitness Programs, Coffee & Chat and a range of Parenting Programs. Families attended these programs 230 times in 2021. These programs are developed and planned according to feedbacks from Hub participants. For example, the Fitness Program came about from several comments of mothers who did not feel comfortable attending a mix-gendered gym or could not afford the membership fees. Parent engagement also included one-on-one support sessions for families on matters such as Centrelink, Medicare and resume help. Through these, families are also referred to suitable external support services.

44 referrals were made to external services, including emergency aid, financial counselling, migrant resource settlement, education and training, and AMEP English Programs. On top of this, there were ongoing partnerships with 4 organisations all throughout 2021: Kilburn Community Centre, Playgroup SA, Lutheran Care and Relationships Australia South Australia. These organisations provided programs, space, resources and services for any Hub participants. Other collaborations included University of South Australia, Flinders University, University of Adelaide, Kudos, Red Cross and RAA.

Throughout 2021, families had the opportunity to access a range of programs and support services, as well as to build lasting connections with the school community as well as with others in the community. The Community Hub has grown to be an important part for school and external families to connect with. While 2022 can be uncertain with different levels of restrictions, the St Brigid's School Community Hub will still endeavour to support the families across the 4 focus areas, with vocational pathways an important area to build on.

Yours In Love, Peace and Learning,

Mai Nguyen  
Community Hub Coordinator