

ANNUAL GENERAL MEETING

20
24





Acknowledgement of Country

Nudloo tumpuntea Kurna

Mirenya yarta

Mathanya Woma tartanyakoo

We acknowledge the Kurna people are the land owners and custodians of the Adelaide Plains. We recognise Elders past and present. We are committed to Reconciliation.

Nachalia

Thank you

Mission Statement

We are Heart People who are faith-filled in love, who reverence relationships in peace, who pursue excellence in learning and touch the Heart of all.



Vision Statement

To provide high-quality education in a loving community that spiritually and academically equips, challenges, and inspires all our students to be leaders of the world God desires.

Learning Philosophy

At St Brigid's, we believe each child is made in the image of God, we honour the dignity of the child and live our lives guided by the OLSH pillars.

At St Brigid's, we acknowledge, respect, and respond to the individual needs of each student to ensure success.

At St Brigid's, we create an inclusive, safe, and supportive environment that encompasses a sense of belonging.

At St Brigid's, we ignite student agency through innovative teaching and learning practices guided by the learner.

At St Brigid's, we nurture children who are competent and capable learners, who display lifelong skills and capabilities for the future.

AGENDA

For the 2022 Annual General Meeting of St Brigid's School, Kilburn
Tuesday 4th April 2023 at 7:00pm

- | | |
|--|-------------------------------|
| 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 11th May 2022 | Leah Haines |
| 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) | Leah Haines |
| 5.6 Other Reports | |
| 5.6.1 Assistant Principal - (tabled)
Religious, Identity and Mission | Paula Burns |
| 5.6.2 Out of School Hours Care (tabled) | Giulia Imbrogno |
| 5.6.3 Community Hub (tabled) | Bonnie Creek |
| 5.6.3 Work Health and Safety (tabled) | Sandra Rapuno |
| 5.6.4 Staff Report (tabled) | Amanda Brook/Michaela Edwards |
| 5.6.5 Marketing Report (tabled) | Alice Greissl |



School Board Members 2023

Fr Selva Raj (President)

Leah Haines (Chairperson)

Shannon Correll (Principal)

Paula Burns (Acting Principal)

Amanda Brook (Teacher Representative)

Michaela Edwards (Teacher Representative)

Leia Sparkman (Secretary)

Asmara Omar (Parent Representative)

Ray Swift (Parent Representative/Finance)

School Board Minutes from the Annual general Meeting 2023

Welcome : Shannon welcomed and thanked everyone to St Brigid's 2023 AGM as we reflect on 2022.

Opening Prayer – Paula Burns – Open Prayer Blessing

Attendance Register

Present: Shannon Correll, Asmara Omar, Leah Haines, Ray Swift, Amanda Brook, Paula Burns, Jason Puttnins, Michaela Edwards, and Leia Sparkman.

Apologies – Father Selva. As it is Holy Week, Father has commitments with the Parish.

Minutes Of Previous Annual General Meeting

It was moved that the Minutes of 2022 be accepted as an accurate report of that meeting.

- Moved: Asmara Omar
 - Second: Ray Swift
- Accepted by all present

Nominations for new members for 2023

Marina Nawrozi has nominated. Her 2 sons Daniel, Year 1 in the R/1B class and Shaheen, Reception, in the R/1Y class. Marina occasionally works night shift and will communicate this to us if she is unavailable for any Board Meetings.

School Board Minutes from the Annual general Meeting 2023

- Virginia Gaillard has nominated. Her daughter Ana Paula is in Reception in the R/1Y class. They recently moved to Australia from Argentina where Virginia worked in finance and administration and enjoyed contributing to the school community. She hopes to also use this opportunity to fine-tune her English skills.

Shannon welcomed the new board members and for committing their time in 2023.

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

No board members have resigned from the board.

The following board members will continue in 2023

- Asmara Omar,
- Leah Haines
- Ray Swift

School Board Minutes from the Annual general Meeting 2023

Representative for 2023

Parish Pastoral Council	Fr Selva Leenaiah
Finance Committee	Damian Emery
Chairperson	Leah Haines
Principal	Shannon Correll
Finance Representative	Ray Swift
School Staff	Amanda Brooks / Michaela Edwards
Parent	Asmara Omar
	Virginia Gaillard
	Marina Nawrozi

Parish Report: Father Selva – No report tabled

Reports

Chairpersons Report – Leah Haines – Tabled
Moved: Ray Swift Second: Asmara Omar

Principal's Report: Shannon Correll – Tabled
Moved: Ray Swift Second: Leah Haines

Treasurer's Report: Ray Swift – Tabled
Moved: Asmara Omar Second: Leah Haines

APRIM Report – Paula Burns – Tabled
Moved: Michaela Edwards Second: Leah Haines

Out of School Hours Care – Giulia Imbrogno – Tabled
Moved: Jason Puttnins Second: Asmara Omar

Community Hub – Bonnie Creek – Tabled
Moved: Ray Swift Second: Michaela Edwards

School Board Minutes from the Annual general Meeting 2023

Work Health and Safety – Anita Frangiosa – Tabled
Moved: Asmara Omar Second: Leach Haines

Staff Report – Rachael De Tullio – Tabled
Moved: Leah Haines Second: Jason Puttnins

General Business

Shannon asked if there were any questions. No questions.

Shannon presented the STB Acknowledgement of Country Video and 2022 Reflection video including photos of staff, students, and the community. Shannon invited all board members to join her in a shared supper at the commencement of the meeting .

Date & Time of Next Meeting
Tuesday 19th March 2024 7:00pm

Meeting Closed at 7:45pm

Principal Report

Catholic Identity

Once again, we were fortunate to participate in the Enhancing Schools Catholic Identity initiative. This endeavor offered our school community the chance to contribute to a survey focused on inclusivity, Catholic faith integration, our liturgical practices, cultural heritage, and traditions, all in ways that resonate with contemporary realities and hold authentic meaning. Participating in this initiative, also allowed Mrs. Correll the opportunity to travel to Leuven Belgium to attend an intensive program around Enhancing Schools Catholic Identity through the Catholic University of Leuven.

The insights gathered from this survey and Mrs. Correll's study have been consolidated to chart a strategic course for our school through our Annual Improvement Plan. Moving forward, our Quality Improvement Team will delve deeper into this data alongside our staff and students.

Additionally, we successfully conducted Leading from the Heart, a leadership program tailored for our Year 6 students.. Aligned with the pillars of Our Lady of the Sacred Heart (OLSH) and our mission statement, this day-long event fosters collaboration among OLSH schools, allowing our students to interact with fellow student leaders and gain valuable insights into leadership principles.

Principal Report

Teaching and Learning

Our students participated in the PAT R and PAT M testing, yielding valuable data for staff analysis. They underwent an aggregated assessment, and we are now monitoring their progress through CESAs dashboard and our data wall. Utilising the PAT-R data, we identified students excelling, meeting standards, and requiring additional support. As a school, we examined, evaluated, and interpreted this data, displaying it on our data wall to facilitate student understanding.

During Professional Learning Community (PLC) Meetings, staff continued to develop individualised reading goals for each student, employing a case management approach in collaboration with our leaders of learning to monitor progress, adjust goals, and engage in professional dialogue regarding differentiation, support, extension, assessment, and reporting on student growth. These practices are grounded in evidence-based methodologies and are aligned with Dr. Lyn Sharratt's work on "Clarity." Mrs. Correll also showcased St. Brigid's successful implementation of "Clarity" and the resultant improvements in student learning outcomes at the International Conference.

Our Performing Arts curriculum continued to thrive, with students actively participating in music, drama, visual arts, and dance under the guidance of Ms. Ozgo, a specialist in this field. Ms. Ozgo also orchestrated a successful School Concert. Mrs. Del Medico offered numerous opportunities for students to immerse themselves in Carnivale and other Italian experiences throughout the year. Mr. H. continued to provide enriching opportunities through Physical Education and after-school sports.

Principal Report

Teaching and Learning

NAPLAN

In 2023, NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you are unable to compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

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.

Teachers are specifically focusing on the students' needs and engaging in professional learning to support their learning outcomes using evidence-based programs the school has implemented has seen improvements in our results.

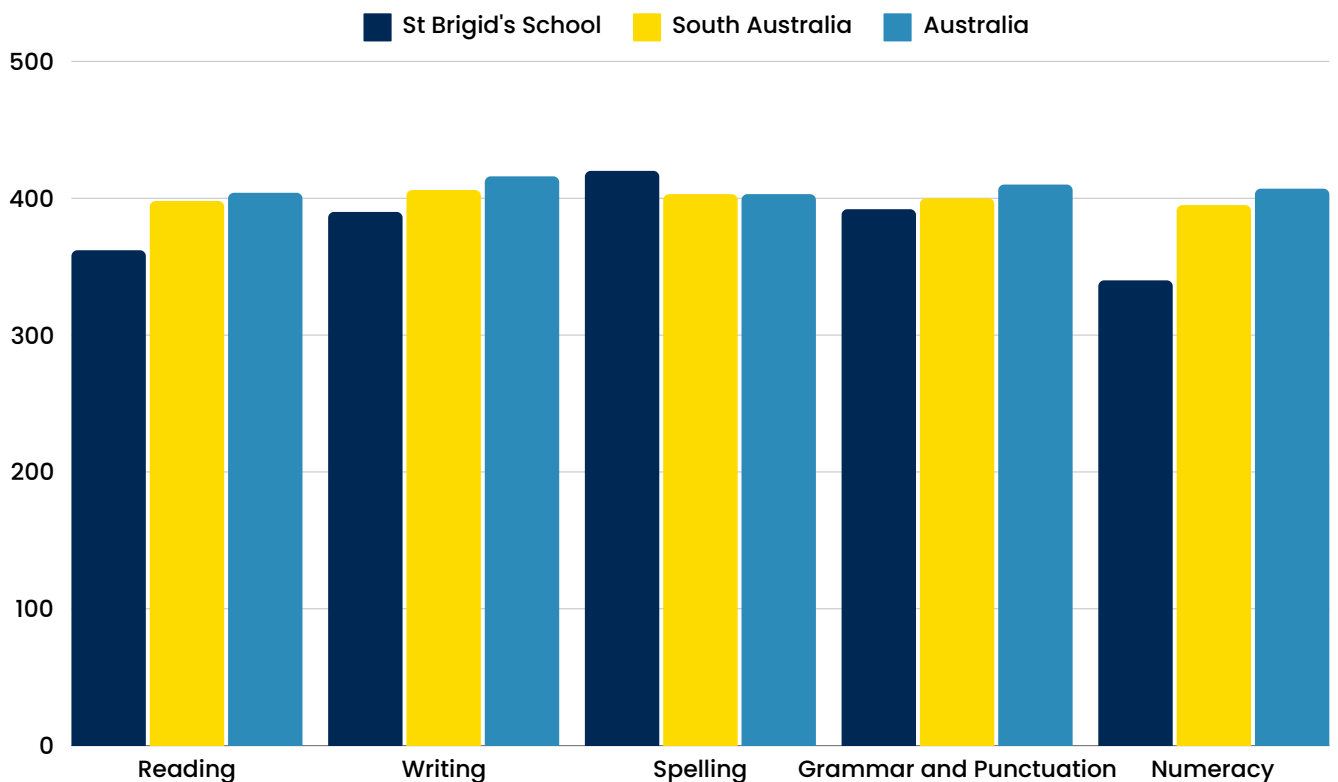
Principal Report

Teaching and Learning

NAPLAN

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	362	390	420	392	340
Year 5	467	448	478	453	455

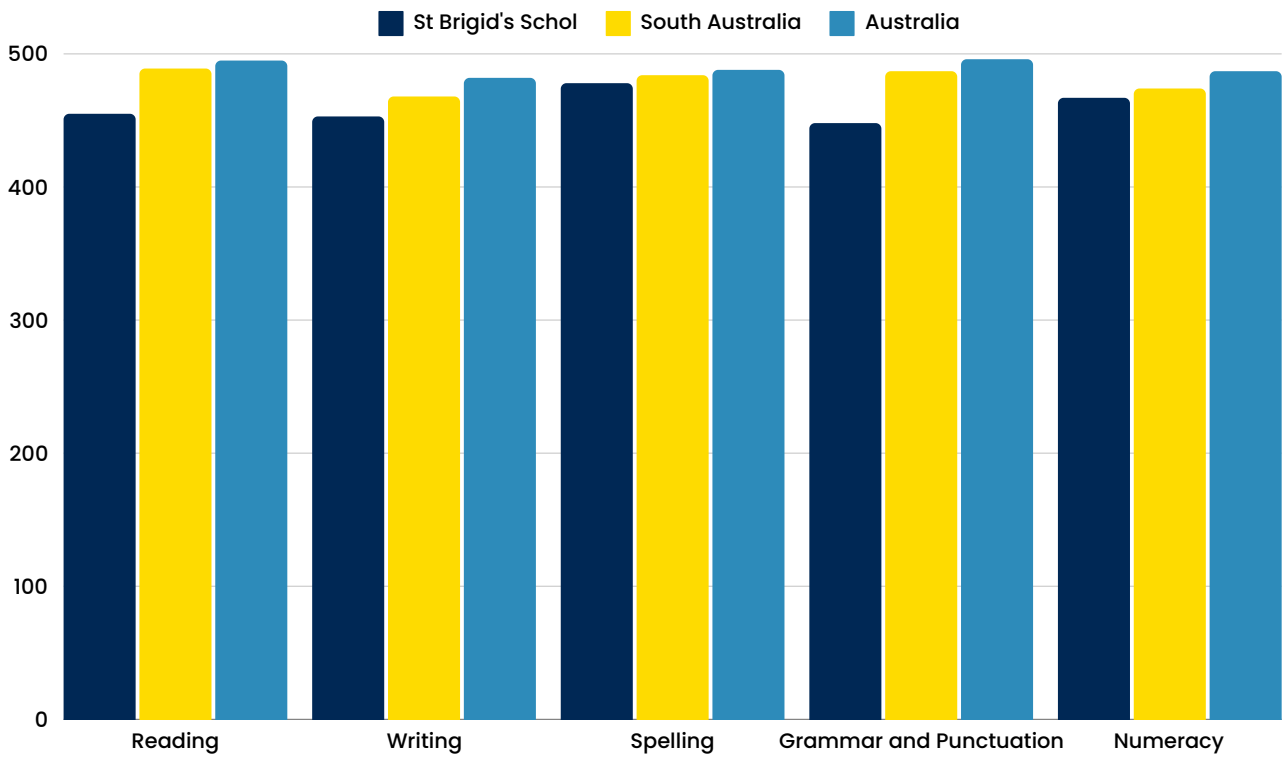
Year 3



Principal Report

Teaching and Learning

NAPLAN



Principal Report

Teaching and Learning

Student Led Conversations

We continued with 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 and set goals with both their parents and teachers together. The students were extremely proud to be able to do so. This model of showcase allows for individualised attention to identify students' strengths but also gives 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 about their learning earlier in the year to ensure we are targeting the needs of our students.

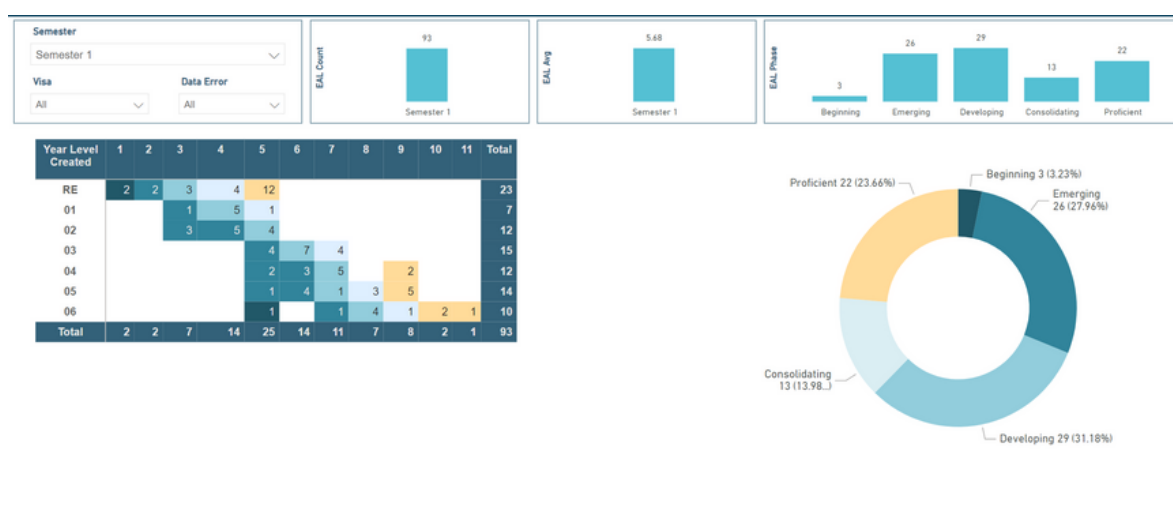
Work with CESA

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 used data gained from the ESCI and the Living Learning, Leading Survey, PAT R and M and our own Summative and Formative Assessments and 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.

Principal Report

Teaching and Learning

English as an Additional Language/Dialect



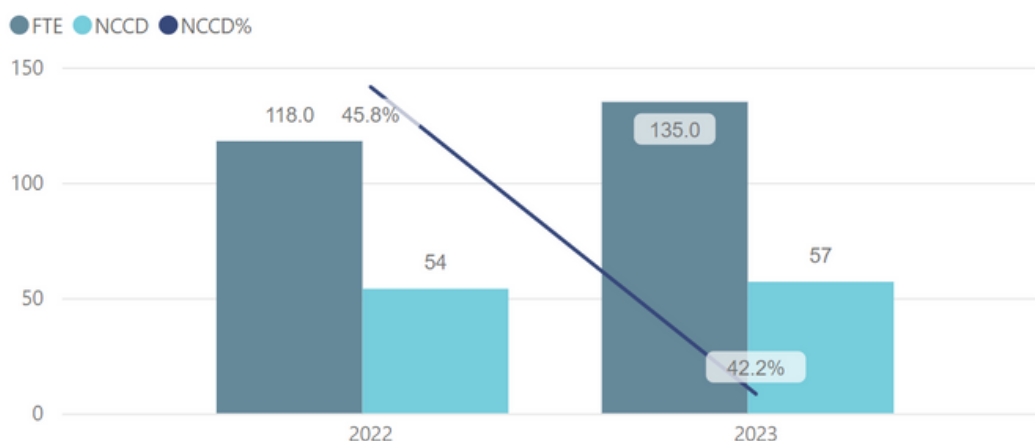
The school has continued to provide support for English as an Additional Language/Dialect (EALD) students, with two dedicated teachers, Paula Burns and Michaela Edwards, assisting all our students. EALD assessments were conducted in both Semesters 1 and 2 using leveling techniques to track student progress. The collected data was then showcased on our DATA WALL to illustrate their learning growth.

The EALD 2023 Annual Plan was executed and evaluated, with the Leadership Team collaborating with EALD teachers to develop the 2024 EALD Annual Improvement Plan in consultation with CESA Education Advisor: EALD and International Education, Chris Payne.

Principal Report

Teaching and Learning

NCCD



NCCD Year	2022				2023		
	NCCD	FTE	NCCD%	%Range of SWD	NCCD	FTE	NCCD%
St Brigid's School - Kilburn	54.00	118.0	45.8%	H. 40% - 100%	57.00	135.0	42.2%
Extensive	1.00	118.0	0.8%		3.00	135.0	2.2%
Substantial	2.00	118.0	1.7%		8.00	135.0	5.9%
Supplementary	51.00	118.0	43.2%		39.00	135.0	28.9%
Support within QDTP					7.00	135.0	5.2%
Total	54.00	118.0	45.8%		57.00	135.0	42.2%

This year witnessed a decrease in the enrollment of students placed on the NCCD, with 42.2% of the school availing adjustments to their learning. This marks an decrease of 3.6% since 2022 in the number of students on the NCCD. Teachers diligently crafted Personalised Plans for Learning (PPL) and incorporated them into their planning to ensure appropriate adjustments were made to cater to the diverse learning needs of each student.

Principal Report

Teaching and Learning

Social and Emotional Learning

Social and Emotional Learning (SEL) encompasses the cultivation and honing of skills essential for children to develop resilience and effectively navigate their emotions, behaviors, and interpersonal connections. In 2023, our commitment to SEL persisted through our tailored programs devised by our dedicated wellbeing team.

Additionally, we maintained our SWEL weeks at the onset of each term. Moreover, the wellbeing team orchestrated a transition program for our senior students, aiding their seamless transition to secondary school.

Teachers continued to leverage strategies acquired through the Berry Street Education Model, empowering them to foster engagement among students with complex learning needs and enhance the self-regulation, relationships, wellbeing, growth, and academic performance of all students. These pedagogical approaches integrate trauma-informed teaching, positive education, and wellbeing practices.

CESA Classroom Pulse “Check-in”

CESA continues to employ the Classroom Pulse “Check-in” during weeks 5 or 6 of each term, ensuring the participation of every student in Catholic Education South Australia. The significance of the essential partnership between parents/caregivers as the primary educators of their children and their teachers cannot be emphasized enough, especially in current times.

The Check-In is intentionally designed to be minimally intrusive yet highly beneficial. It is crafted to gauge students' current feelings about their school experience. This customized tool enables teachers to connect with students, offer immediate feedback, and provide necessary support. The Check-In poses inquiries related to indicators such as Identity, Learning, Relationships, and Belonging.

Principal Report

Teaching and Learning

CESA Classroom Pulse "Check-in"

Term 1



Term 2



Term 3



Term 4



Principal Report

Grounds and Buildings

Under the leadership of Acting Principal Paula Burns, our school has remained steadfast in its commitment to maintaining high standards for its facilities. Through dedicated efforts, we have not only upheld these standards but also embarked on an ambitious journey towards realizing our school's Master Plan. With the guidance of Paula Burns, the school community diligently navigated through the planning process, culminating in the engagement of an esteemed architect to initiate the development of the Master Plan. Collaborating closely with Leah Migone from CESA and the proficient team at DesignInc, our endeavors bore fruit as we secured a crucial Capital Development Grant from the Australian Government. This significant achievement marks the commencement of refurbishing and expanding selected classrooms, heralding a new chapter of growth and excellence for our school.

Community Hub

This past year has been nothing short of remarkable for our Community Hub, thanks to the exceptional leadership of Bonnie Creek, our newly appointed Hub leader. Under Bonnie's guidance, the Hub has experienced growth and success, firmly establishing itself as a vital resource within our community. Building upon our existing initiatives, such as English classes and family support services, Bonnie has spearheaded the introduction of new programs tailored to meet the diverse needs of our community.

One notable addition has been the partnership with Kilburn Community Centre to offer fitness classes, promoting health and well-being among our community. Additionally, we have implemented Citizenship classes, empowering individuals to become Australian citizens.

Through Bonnie's dedication and strategic vision, our Community Hub has become a vibrant hub of activity, fostering connections and providing invaluable support to both our families and the wider community.

Principal Report

Management of the School

Finance

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

Marketing

We are immensely grateful for the invaluable support provided by Catholic Education South Australia's Communications and Marketing expert in our journey to redefine our brand. Their expertise has been instrumental in enhancing our online presence and effectively communicating our school's ethos and offerings to the broader community.

Through their diligent efforts, our website has undergone a significant upgrade, now serving as a dynamic and user-friendly platform for prospective families and stakeholders to explore. Additionally, our prospectus has been revitalised, presenting a compelling snapshot of our school's values, achievements, and unique offerings.

Furthermore, their active management of our social media accounts has facilitated greater engagement and outreach, amplifying our school's voice and fostering meaningful connections with our audience. The collaboration with Catholic Education South Australia's Communications and Marketing personnel has been invaluable, empowering us to authentically showcase our school's identity and accomplishments.

Principal Report

Management of the School

OSHC

Giulia's exemplary service to our community persisted throughout the year, marked by consistent improvements in our numbers. In an effort to streamline operations and enhance accessibility for families, we introduced a new booking system, facilitating a clearer understanding of student engagement needs. Throughout the year we employed new staff in our morning session and continued with support staff in the afternoons. For a comprehensive overview, please refer to the OHS report for detailed insights.

Staffing

Through out the year there were several staffing appointments and changes:

- Paula Burns was appointed as Acting Principal for the second half of the year whilst Shannon Correll was on Renewal leave and then appointed as a School Performance Leader at CESA
- Meredith Petit retired after many years at St Brigid's School
- Anita Frangiosa resigned after winning a position at Rostrevor College.
- Leia Sparkman resigned after winning a position at Xavier College

School Fees

CESA made the decision to maintain the current school fees, which have remained unchanged since 2020.

In Love, Peace and Learning,

Shannon Correll
Principal
2024

Finance Report

The following major projects were completed during 2023:

- Student laptops purchased as part of a 3-year cycle program
- 2 x 3D printers were purchased expanding the Schools' STEAM capabilities

Major projects were at a minimum in 2023 as a result of the volume of updates to the Schools' technology and applications in 2022 along with preparing for planned works as a result of the Master Plan process carried out in 2023 and resultant funding approval in late 2023.

No maintenance and renewal projects were completed during 2023 as we are proceeding through the Master Plan process in order to prepare for planned works in 2024 and beyond.

The School is in a healthy cash position as shown by the Cash at Bank balance of \$1,390,902 (up from \$924,487 at the end of 2022). This increase is substantially due planned capital works being delayed, as mentioned above, along with an increase in student numbers.

The School has no leases.

The School had one, ten-year loan with CDF (Catholic Development Fund) for the purchase of the house at 33 Way Street. After a \$100,000 lump sum payment in late 2022 reducing the balance to \$49,868.63, the School was able to make another lump sum in early 2023 in order to clear the loan well in advance of the expected loan term.

Chair Person Report

Welcome everyone to a fresh new and exciting year. I would like to present the Chair persons Report for the 2024 AGM. First of all I would like to thank everyone for attending tonight. It is wonderful to see the representatives of Parents, Senior Staff and Teachers here, their time, effort and dedication is very much appreciated and does not go unnoticed.

During the year we have had to say farewell to the lovely and hard working Administration Officer Leia Sparkman, the retirement of Meredith Petit and the resignation of Anita Frangiosa. We wish the well and congratulate their next role.

This year we have had multiple building and architect companies attend our board meetings to present their ideas and designs for both our immediate and future master plan for St Brigid's School. After much discussion we decided on DesignInc who have come up with a wonderful and practical design for the expansion of St Brigid's School.

Student numbers and enrolments have increased, bringing new families into our school community. We introduced our Family Library night where the community was invited to read books, play games and have a hot chocolate. This was a great success with multiple families attending. We would like to thank the staff for volunteering their time to make this happen.

We also had Local member for Parliament The Honourable Mr. Peter Malinauskas, MP Premier of South Australia pay our school a visit, this was very exciting for the children. The board met regularly during the past year. Important decisions were made for the immediate and long term future of the school, policies and procedures were also approved and rectified.

A massive thank you to Paula for the fantastic job she did while Shannon was away. Thank you also to Shannon, all members of the leadership team, staff, Eso's, board members and the wider community for their contributions, time and dedication to St Brigid's School.

Thank you,
Leah Haines
Chair Person

Assistant Principal

Religious, identity and Mission

Theme

The school theme for this year was 'Never Stop Dreaming', linked to the Scripture Psalms 37:4. Throughout the year, prayers and liturgies were based on this theme.

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.

Heart Learning

As part of Year 6 leadership and mentoring, each week our Year 6's led their House team in a variety of Heart Learning moments. This was structured with Christian meditation, focused discussion and then Activity. This year we broadened our Christian meditation and working with students of other faiths, students were invited to use a prayer word from their own faith and spirituality. The themes were different from week to week and encompassed topics such as Project Compassion growth mindset and of course special events such as Harmony Day.

Masses and Liturgies

It was wonderful to be in the new 'normal' after covid, and throughout this year, we were able to meet a lot more freely in the church for whole school and class masses. We also were able to hold more whole school liturgies. For Holy Week, each year level team provided a mini tableau of an aspect of the Way to the Cross including Palm Sunday, The Last Supper, The Garden of Gethsemane and the Stations of the Cross.

Assistant Principal

Religious, identity and Mission

Sacramental Programme

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, we celebrated the Sacramental of Reconciliation, Confirmation and First Holy Communion. In total there were 22 candidates for these sacraments and 4 of them were St Brigid's students, congratulations to Mateo, Tiana, Jhay Jhay and Agnes. We thank our Parish community and Parish sister school St Gabriel's for their support in our Sacramental Programme.

RELAT

The majority of students in Year 4 completed the RELAT Assessment. Our students achieved very high results and as a cohort, and our results continued to be above the state average.

ECSI

Having completed the surveys and background information in 2020 and 2021, and having received the report in late 2022, Shannon embarked on a trip to Belgium alongside Catholic Principals and CESA personnel. From this trip, Shannon identified many strengths in the Catholic Identity of St Brigid's School and provided some aspects of improvement which we will be using as a source of inspiration and as part of our strategic plan to continue to enhance our Catholic identity here at St. Brigid's.

Staffing

After Shannon returned from Belgium, she won a position at CESA and from Term 4, Michaela Edwards was acting REC as Paula Burns became Acting Principal.

Kind regards,

Paula Burns,

Assistant Principal Religious Identity and Mission (APRIM)

Out of School Hours Report

2023 saw a significant jump in attendances and was the second highest turnover from 2017.

2023- \$45,466	2022 - \$41,110	2021 - \$50,497	2020 - \$28,995	2019 - \$38,085
2018 - \$28,871	2017 - \$27,601			

Attached is OSHC Attendances and from 2017-2023 including Term 1 2024 for comparison.

Term 1 attendances are continuing to build on last year's success and if the growth of attendances continues this year in Before School Care and After School Care, we should have a very successful year, surpassing 2021 numbers and income of \$50,497.

With the implementation of two educators in OSHC in Term 3 last year, we have been fortunate to have increased our pool of educators from the school's ESOs. This has supported us with the increased numbers in the later part of 2023 especially in After School Care and maintaining ratios with children.

The increased Childcare Subsidy last year has supported our families with reducing their childcare fees and has helped some of our families to use OSHC more frequently with less out of pocket expenses. I believe this has helped with the attendances in OSHC and more families returning to fulltime work.

The Inclusion Development Fund Subsidy (IDF) which was approved last for an Additional Educator was not used due to the student withdrawing from OSHC. We are looking at applying again to support us with having the second educator in OSHC and children who may need extra support while in OSHC.

I have completed my Food Safety Supervisor course in December, and we have implemented the appropriate food safety management system in OSHC and staff working in OSHC have done their Do Food Safely course. With the new changes we required to update our fridge which we have utilised the fridge in the canteen and the dishwasher in Candler unit to reach a safe temperature to sterilise the dishes.

As 2024 progresses, I'm hoping we can continue to build and grow from previous years and continue to explore new ideas to further develop OSHC and family's interest in utilising the service and further explore the prospect and viability of having Vacation Care at St Brigid's School.

In love, peace and learning
Giulia Imbrogno
OSHC Director

Out of School Hours Report

2021				\$50,497
TERM 1	147	459		\$10,362
TERM 2	162	510		
TERM 3	129	456		
TERM 4	228	606		
2022				\$41,110
TERM 1	80	455		
TERM 2	66	392		
TERM 3	107	428		
TERM 4	136	383		
2023				\$45,466
TERM 1	142	326		\$8,455
TERM 2	160	339		
TERM 3	285	470		
TERM 4	227	448		

Community Hub Report

St Brigid's School community hub connected with a total of 199 families in 2023 a whopping 131 difference from the year before! This growth can be attributed to the connections made throughout the year with services in the community, families returning to the hub after the impacts of COVID-19, and involvement in several community events throughout the year.

Playgroups and early years programs

In 2023 we grew our average of families attending playgroup each session from 5-7 families up to 10-15 families. Connections made with the local children's centres whose playgroups were at capacity saw a lot of referrals to our playgroups as well as word of mouth.

Once again playgroup provided a great context for connecting with families and collaborations with organisations. PlaygroupSA piloted giving free development checks for families within playgroup, Adelaide University students ran some sessions on dental hygiene, Catholic SPiCE engaged with "Paint the Town Read" (Paint Playgroups Read) where our playgroup was involved in "hatching an egg" to reveal our reading mascot – a magpie, named Piper!

The results from the CESA SPiCE playgroup survey indicated that most if not all families are feeling more connected and confident since coming to our playgroup and are happy with our playgroup. Other early years programs included "The Garden" which is a therapeutic playgroup run by Relationships Australia which was run twice in 2023.

Women's Fitness Program

The women's fitness program began out of women in the hub expressing a desire to work on their fitness but there being barriers to them accessing conventional gyms (ie. having preschool aged children, not able to exercise with men due to cultural reasons, expense of memberships). We obtained a grant to keep the fitness program going for the whole of 2023 and have had a total of 106 women participate in the program.

Community Hub

Report

English classes

English classes are supported by funding through Community Hubs Australia. This funding allows the community hub to pay for an English teacher and child-minding. Our general English class had stable numbers throughout 2023, peaking in term 4. Throughout the year we had several referrals from Blair Athol North Children's Centre and Asuria. One of our participants acquired a full-time job and was thankful our classes helped them with their interview. Others moved onto the tafe AMEP course or felt our classes had met their need.

We started a Citizenship English support class out of discussions with local services about there being a need. Throughout 2023 we had several participants come and go. One was successful in obtaining their citizenship, one came to us and we were able to connect them to other citizenship classes closer to where they live, one appreciated the opportunity to come and chat about Australia even though they are not able to apply for citizenship right now.

Other programs and workshops

Other hub programs included Circle for Security run by MYSA, Coffee and Chat, Health sessions by Red Cross, Starting Primary school information session from Lutheran Care, Mainly Music run by the Austral-Asian Community Church (attended by the hub leader to connect with families), and Welcoming Centre dinners (attended occasionally by hub leader to connect with services and families in the community), Water safety run by Surf Life Saving SA, information on road rules run by the RAA, weekly fruit and vegetable boxes being delivered to the school to be given out to families in need by "The One Box", and a nutrition education and cooking program run by OzHarvest.

We planned and organised a community fun afternoon for International Children's day, a hub open morning for Welcoming Week, and held a stall at the local community expo. I also attended/helped out with school community initiatives such as the library evenings and special breakfasts which served as another connecting point for families with the hub. Families were also helped with personal affairs such as booking appointments, filling out paperwork, applying for clearances, and referrals to external services through individual appointments with the hub leader.

All in all 2023 was a very busy and full year with many connections made with services, and many connections made with families. We are looking forward to seeing what 2024 holds.

Yours in Love, Peace, and Learning,
Bonnie Creek Community Hub Leader

Work Health and Safety Report

The following is a summary of WHS performance for the reporting period:
1st January 2023 to 31 December 2023

Injury Data

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

Total no. workers' compensation claims	0	Total no. employees currently on rehabilitation	0
No. of injuries resulting in lost time	0		0
No. of incidents/ near miss/ hazard reports	33 incidents: 1 hazard 5 first aid 2 near misses 2 psychological 1 medical treatment 1 restrictive practice	Total no. of investigations conducted	33

Work Health and Safety Report

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	1	Hands/Fingers/Wrist	2
Eyes		Head	1
Face	1	Hips/Legs/ Stomach/ Chest	2
Feet/Toes/Ankles	1	Neck	
Psychological		Shoulder/Arm	1
No injury	1	Hazard	

Reportable Incidents

- 33 incidents were entered into the WHS website detailing injuries, causes and recommended actions.
- There were no hazards reported into the WHS website.
- No incidents were required to be reported to Safe Work SA.

Work Health and Safety Report

Consultation:

WHS forms part of the Administration Meetings, Teaching and ESO Meetings, as an agenda item. This allows any important updates to be communicated and staff an opportunity to raise any questions or concerns into WHS.

Separate WHS meetings are also held to discuss:

- Injury, Incident and Hazard Reports
- RAPID training updates (Incident Reporting Program)
- Ability to assess the training needs and plan for delivery
- Safety Bulletin Board

Updates on:

- Management Systems
- Evacuation Procedures
- Lock-In Procedure
- Hazard Management - Assisting staff with risk assessments

Training:

SALT Compliance Learning Management System

Key SACCS Documents

- Code of Conduct
- Intersector Protective Practices Guidelines
- ICT Acceptable Use Guidelines
- Privacy Statement
- Reporting Harm of Children and Young People Procedure
- Anti-Sexual Harassment Procedure

Safeguarding Essentials

Work Health and Safety Report

Work Health and Safety

- Health and safety at school
- Workers' rights and obligations

Practical Work Health and Safety

- Slips, Trips and Falls
- Ergonomics and Manual Handling
- Fire and Other Emergencies

Workplace Behaviours for Schools

- Workplace Bullying
- Discrimination and Sexual Harassment
- Diversity and Inclusion

Privacy for schools – introducing Privacy

Cybersecurity

- Introducing cybersecurity
- Protecting work data
- At work, home and offsite

Driver Safety Awareness (Staff who drive for work purposes)

Camps & Excursions (Salt course)

Other

- Emergency Warden Training
- First Aid Training- CPR
- Food Safety Supervisor Training
- Inductions – New and existing Staff (Week 0) and New Staff Inductions throughout the year
- WHS for Officers
- Return to Work Coordinator
- Emergency Evacuation and Lock In Drills – 2 each per year

Policies and procedures presented and passed at Board Meetings have been distributed to the appropriate audience.

Staff Report

Reception /Year 1

In R/1, efforts to familiarise, new reception students centered on engaging students around getting-to-know-you activities, school routines, procedures, and St. Brigid's school values, while also fostering social and emotional skills. The mornings were filled with inquiry-based learning sessions, where imaginative play, fine and gross motor activities, and opportunities for sharing and turn-taking were embraced by the children. The students enjoyed a visit from the RSPCA, which focussed on animal welfare and conservation. They focussed on fundamental literacy skills like beginning/ending sounds, alphabet knowledge, rhyming, and name writing, often explored through interactive experiences with picture books and rhyming patterns.

Later in the year the Reception and Year 1 classes delved into significant events such as Reconciliation Week and Mass, allowing students to explore their faith and understand the culture and history of Indigenous Australians through storytelling, music, and artwork. Practical learning experiences like shape and measurement exploration provided hands-on engagement with concepts such as length, height, and weight, fostering a deeper understanding of measurement in everyday contexts. Renowned literacy expert Wiley Blevins's visit enriched teachers' understanding of effective literacy strategies, while activities like a Nature Play Incursion and exploration of data in mathematics further enhanced students' learning experiences. The Reception/One classes went on an excursion to the Inclusive Playground in the city, providing an opportunity to extend learning from the book "Going on a Bear Hunt".

Year 2/3

The year 2/3 classes commenced the year with enthusiasm, welcoming five new students to the 2/3 unit. The initial focus was on social-emotional and well-being learning, guiding students to understand and demonstrate respect for themselves, others, teachers, and the learning environment. Through collaborative efforts, a class agreement reflecting shared learning values was established. With Amanda Brook and Petar Brnabic leading the classes, the smaller class sizes and collaborative teaching approach as a learning unit facilitate tailored instruction to meet individual student needs. Academic learning aligned with the Australian Curriculum began, covering subjects such as Mathematics, English, Religion, Science, and HASS, with explorations into community research and the history of migration in the area.

Staff Report

Year 2/3

Throughout the terms, the students engaged in diverse learning experiences, including a Health incursion focusing on resilience and teamwork, literacy development through persuasive writing and speeches, and mathematical explorations involving time, data, coordinates, and directional language. The integration of green screen technology in an integrated Religion/Technology project and preparations for the Premier's Reading Challenge enriched the learning journey. As part of the term's thematic focus on Laudato Si, the students went on excursions to Aldinga Conservation Park and Hallett Cove Glacial Hike providing opportunities for geographical, mapping, and scientific exploration. In term 4, Amanda Brook took long service leave and Ms. Pauline took over.

Year 4/5

At the outset of the new school year, a concerted effort was made to prioritize social-emotional well-being among students, laying a solid groundwork for academic success. Through activities focused on self-confidence, positive self-talk, and empathy, students were encouraged to foster secure, respectful relationships and manage emotions effectively. A class agreement was collaboratively developed, reinforcing expectations for a harmonious and supportive learning environment. As the commencement of core subjects and key learning areas began, students were poised to apply their newfound social skills in academic contexts from week three onward.

The 4/5/6 students embarked on an enriching excursion to the Museum and Parliament House, where they delved into Australia's Aboriginal cultures and gained firsthand insight into parliamentary proceedings. Through role-playing activities and interactions with notable figures like Peter Malinauskas, students gained a deeper understanding of civic engagement and democratic processes.

The year 4/5 class engaged in literacy projects, scientific investigations, and community-focused initiatives. Utilizing the green screen technology, students produced creative videos documenting their excursion highlights and showcasing their imaginative storytelling skills. In alignment with the school's ethos of compassion and community service, students undertook fundraising activities for St Vincent De Paul, demonstrating their commitment to making a positive impact beyond the classroom. Excursions to Gorge Wildlife Park provided hands-on learning opportunities, allowing students to connect with wildlife and deepen their understanding of habitat conservation and animal behaviours.

Staff Report

Year 5/6

The year 5/6 class seamlessly transitioned into the 2023 school year, dedicating the initial few weeks to establishing classroom expectations, fostering camaraderie, and setting individual learning objectives. The year 5 students eagerly engaged in the Arch D podcasting program, amplifying their voices on current affairs, while year 6 students took the lead in Heart Learning lessons.

An enriching excursion to the Museum and Parliament House provided students with firsthand experiences exploring Australian Aboriginal cultures and parliamentary proceedings. From meeting notable figures like Peter Malinauskas to participating in parliamentary role-plays, students gained invaluable insights into civic engagement and democratic processes. Back in the classroom, they utilized green screen technology to create news reports, showcasing their creative storytelling skills. Additionally, student participation in extracurricular activities like lacrosse tournaments and podcasting initiatives provided avenues for personal growth and expression, showcasing their diverse talents and interests.

As the year progressed, the year 5/6 class has focused on personal and social development, with year 6 students preparing for graduation and year 5 students gearing up to assume leadership roles in the upcoming academic year. Academic pursuits saw significant progress, with the completion of Information Reports and Casual Explanations, alongside notable advancements in reading and spelling skills through Running Records. In Religious Education, students collaborated to explore the meaning of social justice, proposing solutions to current social issues and utilizing ICT skills to create persuasive advertisements. Mathematics lessons delved into Statistics and Probability, while also emphasizing financial literacy through activities such as budget planning. Similarly, in HASS, students honed their understanding of Economics and Business concepts, learning to make informed consumer choices through hands-on activities.

Staff Report

Italian

Italian lessons across different year levels encompassed a range of language skills and cultural activities tailored to each age group's abilities. Reception to year 3 classes focused on learning basic Italian vocabulary such as colours, numbers, and simple greetings, while year 4-6 students learnt about conversations and communication starters. All students participated in Carnevale activities and learnt about Pasqua (Easter) in Italy, enriching their cultural understanding.

Later in the year students from R/1 were confidently using vocabulary related to family members and engaging in the "Chi sono io?" (who am I?) game. Similarly, the 2/3 classes were expanding their family vocabulary by creating mini picture books and writing descriptive clues about their family members in Italian. Year 4/5/6 students engaged in a new form of assessment, combining their cultural and language understanding by writing text messages to family members, incorporating various language elements learnt throughout the year.

During term 4, all year levels deepen their understanding of Italian culture and language. The year 4-6 students create presentations on famous Italian landmarks, while the year 2-3 undertook modified assessments aligned with their abilities. Students across all levels enhance their language knowledge through activities like Duolingo, while reception-1 students explore basics such as counting, colours, and key landmarks/holidays in Italy, further developing their understanding of the Italian language and culture.

Performing Arts

At the beginning of the year the focus area in Performing Arts, was on music, with a diverse range of activities planned for students across different year levels. For Reception and Year 1 classes, the curriculum emphasizes exploration through play, where students learnt to move and respond to music through games and inquiry-based learning opportunities. Meanwhile, older students will delve into music notation, genres, and families of instruments, utilizing ukuleles and percussion instruments to play, write, and perform pieces incorporating rhythmic patterns.

Staff Report

Performing Arts

Later in the year composition was a central theme in Performing Arts, with students across various classes engaging in creative musical endeavours. The 5/6 class explored music composition based on the pentatonic scale using random chance methods, followed by arranging pieces using Garage Band and reflecting on their process. Other classes, such as the 4/5 and 2/3, focused on different aspects of music performance and creation, including learning the Cup Song, experimenting with body percussion and ostinatos, and responding to Vivaldi's Four Seasons through creating a season tree. Drama, was also a highlight, with classes exploring dramatic elements such as space and movement through activities like creating tableaux of famous landmarks and using their bodies to form alphabet letters for photography.

Additionally, the school concert provided a platform for all students to showcase their talents, while the term concluded in further exploration of music and drama in media, along with revisiting favourite topics through engaging activities like boom whackers, bucket drumming, and puppet storytelling.

Physical Education

The Physical Education program began with a focus on skill development, fair play, and overall health and well-being. In the initial weeks, students engaged in getting-to-know-you exercises and various movement games to foster camaraderie and physical activity. Term One featured Cricket and Soccer, offering students opportunities to enhance their fundamental movement skills while learning about the rules and values of these sports.

Throughout the year, students across different year levels participated in various sports carnivals, including Lacrosse, Touch Football, Athletics and the Netball Carnival. Students showcased skills and sportsmanship at these events, demonstrating enthusiasm and passion for physical activity. Sports Day, provided students with further opportunities to showcase their abilities and teamwork. The focus on Athletics and AFL (Football) provided students with valuable experiences in track and field events, as well as honing their football skills through learning game rules and fundamental motor skills like kicking, handballing, and marking. Through these activities, the Physical Education program promoted a holistic development and a lifelong appreciation for physical fitness and sportsmanship among students.

Communications and Marketing Report

Introduction

2023 saw the introduction of a part time Communications and Marketing professional working 15 hrs a week during the school year. The aim of this role was to research and implement an integrated communications and marketing strategy including strategic objectives and specified tactics within a budget of \$10,000.

Outlined below is a summary of the objectives and target audience detailed in the strategy and a brief outline of the tactics used. A summary of key data highlights what we achieved by implementing these tactics through 2023.

Our Strategic Objectives

We Are Communicators	We Are Connected	We Are Consistent
By February 2024, we will enhance our communication methods across social media, website, and any form of advertising to be accessible and understood by our target audience.	By 2025, increase enrolments to 180 by building upon stakeholder relationships and our community profile using targeted tactics.	Implementing a 2023 strategic communications and marketing strategy and tactic plan which outlines key measurables to achieve targets and monitor our market position.

Target Audience

Internal Audience (already connected with the school community)	External Audience (wider community members)
<ul style="list-style-type: none"> Current families School staff, school board Kilburn Community Centre Clearview/Kilburn Parish families CESA staff Community Hub/Playgroup families 	<ul style="list-style-type: none"> Families with school aged children Couples who are planning to have a family Local ELCs, Kindergartens and Childcare centres City of PAE, more broadly City of Prospect, City of Salisbury Migrant centres/community centres/medical centres Families whose children need extra learning support/have learning needs New families migrating from overseas

Tactics

Enrolments	Stakeholder/ Community Engagement	Advertising	Digital	Marketing
Maintain consistent enrolment enquiries	Kindergarten visits	Google search	Google reviews	Local 'good news' media story
Principal's Tours	Community focused event	Meta digital (Facebook and Instagram)	Facebook and Instagram posts	Printed collateral quotes
	Community engagement visits	oOh! Media street panels	Growing social media followers	Updating prospectus
		External digital advertisements <ul style="list-style-type: none"> kidsinadelaide.com.au playandgo.com.au 	Increasing overall website traffic	New signage
			New website functionality and updated content	Printed marketing materials

Communications and Marketing Report

Enrolments

Enrolments increased by approximately 23% in the past 12-month period. February Census 2023: 122 students. February 2024 census: 150 students

Principal's Tours

We had 4 group tours in 2023. Interest and attendance at these tours were strong. Families register through our website and our Facebook ads linked to the website to encourage enquiries. Our online 'book a tour' enquiries totalled 26 submissions (incl. submissions from the same families) with multiple enquiries from families who were based overseas and moving to Adelaide.

Kindergarten Visits

10 kindergartens/ELCs were visited by the Assistant Principal and Community Hub Leader.

Stakeholder/Community Engagement

Community event

On October 25, a Family Fun Afternoon event was held to encourage families and parents to visit St Brigid's School. The event offered 10 stations of activities for children and families to join in. Each station related to a subject offering or incorporated play-based learning to showcase what the school could offer families while encouraging fun and enjoyment. These themes were chosen in celebration of Universal Children's Day and the 2023 theme.

Advertising

Google Ads implemented:

- School tours search campaign
- 529 clicks on the ad

Meta Ads (Facebook and Instagram)

- Total clicks to our website: 523
- Total reach: 16,363 accounts

Marketing

- 600 flyers were designed and printed covering two key areas of interest – Book a tour, brand awareness
- 300 copies of an 8-page updated prospectus were designed and printed
- We had a feature article in the SA Catholic Schools Magazine
- Year 5/6 students were featured on SA Premier's social media page during a Parliament House visit
- Photo of students used by Catholic Education SA to promote Catholic Education Week
- Visit to school by the Premier of South Australia and Chair of SACCS
- Story featured in a print and digital edition of The Southern Cross newspaper and eNewsletter

Communications and Marketing Report

Catholic Schools Open Week campaign

In August, Catholic Education SA supports schools to join a statewide campaign in numerous ways to help schools reach a wider target audience through accessible channels. St Brigid's School was proud to join in the campaign and increase our school profile within the local community.

Tactics we delivered as part of the campaign were:

- A school entry in the SA Catholic Schools Magazine School Directory
- Two students participated in the Catholic Schools Open Week Photoshoot
- 200 branded postcards featuring a student photo treatment by Catholic Education SA
- 200 branded bookmarks featuring a student photo treatment by Catholic Education SA
- 3 digital assets designed and used for Facebook posts, cover image, and paid advertisements
- Outdoor advertising with oOh! Media via 2 bus street panels
- Meta advertising (Facebook and Instagram) – 1 sponsored post and 2 advertisements, 3 320 total accounts reached, 99 link clicks to our 'book a tour' webpage
- Kidsinadelaide.com advertising
 - 2 advertisements on their website (event listing and sidebar ad), 2 sponsored Facebook posts on their page, 2 articles in 2 eNewsletters sent to their audience

Thank you

A big thank you must go out to St Brigid's School staff, students and parents for welcoming this role at the school and for providing continuous support and advice throughout the year. Their willingness to take on a large amount of change and embrace a range of ideas has proven to reward our community in multiple ways.

I look forward to another year in this role to continue growth at St Brigid's School and build upon this year's successes.

Kind Regards,
Alice Griessl
Communications and Marketing Assistant

Communications and Marketing Report

Social Media:

Both Facebook and Instagram

Audience

- 80 new followers in 2023

Facebook:

- 97 posts
- 59 new followers
- Reach: 12.08k accounts (organic and paid) – 213.6% higher compared to 2022
- Link clicks: 663 – 363% higher than 2022

Instagram:

- 25 posts
- 40 new followers
- Reach: 898 accounts – 327.6% increase from 2022
- Profile visits: 1 322 – 87.8% increase from 2022
- Link clicks: 5 – 100% increase from 2022

Website:

Web users

- 4 798 total users in 2023
- 61.1% engagement rate in our website content
- Most popular pages
 1. Homepage
 2. School fees
 3. Book a tour
 4. Reports and Plans
 5. Our School

Improvements made to the website:

- Existing forms were edited or added to improve requests from the website
- Enrolment package request form was added
- Pop up 'book a tour' form set up on the home page
- Images were updated
- Tri blocks directing to specific content added on multiple pages
- Website colour and fonts were updated to be more in line with the school brand
- 'book a tour' button was added to the header of the website
- Link to school Instagram profile added to website header
- School promotional video added to homepage