



## St Brigid's Catholic College, Lake Munmorah

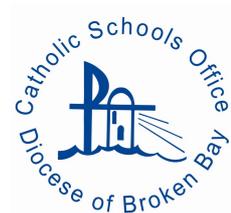
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## ABOUT THIS REPORT

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St Brigid's Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

St Brigid's continued to grow as a faith community of learners where each child is known, nurtured and challenged to be the very best they can be. We welcomed our third cohort of Year 7 students.

We are particularly proud of our Religious Education program. Student feedback indicates that they find lessons engaging and relevant as they ponder and investigate the big questions of life and learn how Catholicism can help us find answers in our search for meaning and a fulfilling life.

Our teaching and learning is based on an inquiry approach which leads to deep learning rather than superficial coverage of the curriculum. We aim to foster independence and interdependence in our students as they learn to evaluate their own learning journey and work collaboratively with others.

The building program, designed to provide an aesthetically pleasing, functional contemporary learning environment, continued with the fit-out of the ground floor of the newest building and foundations laid for the next building. The new facility will incorporate a Creative Arts space and two new science laboratories.

It is a privilege to work with our wonderful students, their families and our committed staff.

### **Parent Body Message**

As we all know adolescence is a time of significant physical and emotional change, and the transition to high school can be both daunting and exciting (for students and parents). It's also a time where young people start to place more value on peer relationships and independence. As an actively involved parent, I can say that this can sometimes be difficult.

I remember from the St Brigid's information night the concept of trust between family and school. This for me has been St Brigid's exceptional quality. I can honestly say that I trust that my child is in a safe, respectful environment where individual needs are being met.

I love that St Brigid's places huge importance on student wellbeing in addition to academic achievement.

I am also very happy with the progressive learning environment. I believe that the students are being well prepared for the ever-changing workplace environment, and a great emphasis is placed on critical thinking skills and self motivation.

I am always comfortable approaching all of St Brigid's staff regarding my child's development and feel blessed to be part of this great community.

### **Student Body Message**

At St Brigid's, students are given many opportunities to explore and learn more than they could ever wish for through the help of the teaching staff. All students have been able to grow together in knowledge and as a community.

We are greatly supported by our college staff in all areas of learning. The staff really care about us and our futures and will do so much to make our learning fun and exciting.

All students are given equitable access to a great education and it is a safe environment in which we can grow as young people. During our time at St Brigid's we've discovered and developed skills and interests that we didn't know we had. We have become more self-confident and been able to live out our college values of courage, compassion, stewardship and wisdom. We enjoy our time here and would recommend it to any parents looking for a great education for their child.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Brigid's Catholic College Lake Munmorah, is a Catholic systemic secondary school.

St Brigid's opened to its first cohort of Year 7 students in 2014. In the two subsequent years it has grown to cater for Years 7 to 9 students in 2016 and will continue to expand until the first Year 12 students leave us at the end of 2019.

As a faith-based community we extend an invitation to our young people to live a Christian lifestyle in the Catholic tradition. We want each child to know that they are created in God's image and therefore are a precious part of creation. We want them to discover their potential to live a life of holiness, to 'Inflame their hearts and minds in Christ' offering their gifts and talents to build a better world.

As the newest secondary college in the Diocese of Broken Bay, we have a firm commitment to ensure that the teaching and learning is informed by research and provides a contemporary education which will enable our students to live as influential global citizens. We foster the 'soft skills' required in the workplace: communication, being able to collaborate with others and work as part of a team, initiative, self-monitoring, critical thinking skills, problem solving ability, adaptability and conflict resolution. These are the traits that we believe are going to empower our students to thrive in a world which is rapidly changing, especially in the era of advanced technology. The use of the Google platform allows access for parents to their child's learning experiences. We don't refer to 1:1 devices; we consider it is 1:the world for young people.

We have a fundamental belief that positive relationships are critical to the best educational outcomes for our students. This includes student to student, student to staff and parents to staff. We are committed to working in partnership with parents; when the significant adults in a child's life are working together, it provides security and lessens anxiety for children. Healthy relationships are built on trust and open communication. We invite parent feedback at all times.

The pastoral care provided by mentor coaches in our college ensures that we know each child's dreams or can lead them to discover their aspirations. The mentor coach strives to build a relationship with their students so that the young person feels comfortable to share their challenges and seek guidance and support. At the beginning of the year families have the opportunity to come for an interview with their child's mentor coach so that the foundations are laid for a successful year ahead.

The facilities have been designed to enhance learning. Students have choice as to whether they are indoors or out; whether they are on a cushion or at a desk, depending on the task. Even the size of the group with which one collaborates, is flexible.

We are proud of the holistic education students receive here.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
109	93	3	202

\* Language Background Other than English

As a newly established college our enrolments are growing each year with the current Year 7 and 8 cohorts having around 90 students. It is anticipated that student numbers will increase steadily in coming years as our main feeder primary school has three streams currently in Year 4.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2016 was 89.81 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group		
Year 7	Year 8	Year 9
91 %	89 %	90 %

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	6	26

\* This number includes 18 full-time teachers and 2 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	20
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<b>Day 1</b>	Teaching and Learning: cultural forces and inquiry learning
<b>Day 2</b>	Wellbeing: Managing Students with Challenging Behaviours.
<b>Day 3</b>	Catholic Life and Mission: The Year of Mercy. Researching our College Values through Evangelii Gaudium.

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## SECTION FIVE: MISSION

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As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

Our motto, 'Inflaming Hearts and Minds in Christ' encapsulates the experience we wish to provide our students. We want them to know Jesus and to understand His teachings and how following Him in service to others can lead to a fulfilling life. We want our students to be passionate about the opportunities that are presented to them to enact their faith. We want their hearts to be open to love others and use the intelligence they have been given to make a positive difference in their world.

In the day to day life of the college, our four values of compassion, courage, stewardship and wisdom are referred to and embedded into our interactions with each other and our world. We ask students to self-assess where they have lived out these values in their lives and this is reported to parents.

Our Religious Education (RE) program is delivered through the inquiry framework. We encourage our students to question and search for answers with teachers there to guide them. Students' feedback in regard to the RE program has been very positive. We are keen to hear our students' voices and work with them to provide the answers to *their* questions.

The Examen is a reflective prayer that our students pray every day. We ask students to reflect on what they can be grateful for in their lives. They also reflect on times when they have not been their best selves and pray to God for support.

We enjoy a close relationship within our parish, including our priests, parish council and our two wonderful Catholic feeder schools, St Brendan's and St Mary's.

Social Justice activities are an important part of the holistic education we provide. Students and

their families are generous in donating goods, money and time to such things as the St Vincent de Paul Winter and Christmas appeals, *CatholicCare*, White Ribbon Walk and ANZAC commemoration.

We are committed to building a community of faith where this faith translates into action.

### Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

It is a priority in establishing a new school that students will be provided with an approach to teaching and learning that meets the demands of their future lives and enables them to leave us with dignity, purpose and options. As such the decision to introduce team teaching and design rich, relevant learning experiences in an inquiry framework was adopted.

It is well documented that the efficacy of teachers is enhanced when they work collaboratively to plan, program and deliver learning experiences to students. In our environment, teachers learn from each other as they observe each others' practice. The input from multiple staff members to design learning activities means that students are exposed to the expertise of many, not only one teacher.

Students at our college have their own laptop. We believe that students have access to the world through the Internet and so it is a teacher's role to help students become responsible users and creators of the knowledge which is at their fingertips. Thinking critically about the information that is presented to them, validating sources, and being open to different perspectives encourages young people to be thoughtful participants in the learning process.

We want students to have learning experiences that lead to conceptual change; no longer is rote learning and simple understanding of concepts appropriate. We want to ignite in our students a real passion for 'finding out' and a yearning for being informed, active and thinking participants in their learning.

Learning at St Brigid's is not confined to the academic domain. We believe that a school's role is to educate the whole person and therefore curricular and co-curricular experiences go hand in hand to enable this. Young people need support to grow spiritually, physically, academically, emotionally and socially and we have all of these dimensions very much in mind when organising programs for students.

Our Inflammation afternoon each Friday facilitates students being able to explore their learning interests and passions. Such offerings as Makerspace, sport, walking, fishing, sailing, drama, writing, comics and coding are just some of the offerings. While teachers have a role in the room, there are many opportunities for students to teach each other and share their skills. It is our hope in the future that students may wish to offer their own workshops. Local community

members join us as volunteers to share their interests. For example, we have the local sailing club working with our students next year.

We believe learning should be engaging, relevant and that students should have the freedom to delve as deeply as they wish into disciplines of interest to them.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	18.09 %	27.60 %	21.28 %	19.80 %
	Reading	12.77 %	26.20 %	18.09 %	17.20 %
	Writing	2.13 %	15.50 %	27.66 %	26.90 %
	Spelling	22.34 %	28.20 %	15.96 %	17.50 %
	Numeracy	12.90 %	30.30 %	10.75 %	15.10 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	7.58 %	16.20 %	34.85 %	27.10 %
	Reading	16.67 %	20.60 %	24.24 %	21.40 %
	Writing	4.55 %	12.30 %	45.45 %	37.70 %
	Spelling	3.03 %	21.80 %	31.82 %	22.80 %
	Numeracy	3.03 %	22.50 %	22.73 %	17.50 %

### NAPLAN Comments

NAPLAN is one measure of a student's progress over two years. It is an indicator of the student's

performance at that moment in time. Test results such as this need to be used in conjunction with other measures to provide an accurate picture of a student's capabilities.

The college is provided with detailed information on the NAPLAN performance of our students, as individuals and as a cohort. We focus on the individual learning growth of students from Year 7 to 9. Unfortunately because in 2016 the writing task changed there is no data available for growth in this area. However we are able to analyse results for reading and numeracy.

Sixteen of our Year 9 students went from being in the 25th percentile in reading (the bottom 25%) to above the 75th percentile. This is a significant achievement and an indicator that the strategies that are being put in place to enhance students' literacy are working. Students who have been identified as not making the expected progress will be closely monitored – there is however a clear correlation between students who have had some emotional struggles and those not progressing.

When in Year 7, all but two of our current Year 9 students were below the 25th percentile in numeracy. Forty five of our current year 9 students are now above the 25th percentile with nine students at or above the 75th percentile. This demonstrates substantial growth for most of our students in numeracy. Those who did not show the expected growth have been identified and will be closely monitored.

Writing continues to be a focus for us as a college as NAPLAN indicates that our students generally perform poorly in this area, more so than in other areas.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

Our motto 'Inflaming Hearts and Minds in Christ' and our College values of compassion, courage, stewardship and wisdom underpin all that we do. With Christ as our role model we endeavour, through our Religious Education and Wellbeing programs, to build a culture of respect and responsibility in all community members.

Supporting and challenging our students to become independent learners means that they have to take responsibility for their learning as appropriate and work together with teachers to get the best outcomes from their education. As such, students engage in a self-review of their learning each term. They determine in each subject whether they have been interdependent learners (learning collaboratively with others and also working independently when necessary), guided learners (those students needing reminders about how they might engage in learning more productively) or supported (those students for whom regular teacher assistance is required to stay focussed). Teachers also complete this review and discussions occur where there is a discrepancy between student and teacher ratings. This encourages students to be reflective, responsible learners.

Our behaviour management approach is based on Restorative Justice. The core of this philosophy is positive relationships. When students show a lack of respect to peers or teachers, the relationship is damaged. We expect our students to consider others' perspectives and to make reparation so that the relationship is restored. Students have to face their responsibilities and apologise directly to those they may have adversely affected by their inappropriate actions. Sometimes reparation may need to be made to our community through some community service.

Students have a mentor coach who oversees the holistic experience of a group of students. One to one conversations occur each term at least, to assist students to keep on track with all facets of college life.

Social Justice is pivotal to living life as a Catholic and so our students are offered the opportunity to think of others through prayer, donations and active community service such as reading to the preschool children once per week, helping students from our local special school to participate in our cross country run, and walking in the White Ribbon Walk as a few examples.

Promoting respect and responsibility is key to education at St Brigid's.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### **Key Improvements Achieved**

#### *Catholic Life and Mission*

Goal: To invite our students further into the Catholic story and encourage and challenge them to live out their call to love as Jesus' disciples.

Progress: Our key improvement strategy was to encourage students to participate more in liturgies. We have many students, both Catholic and non-Catholic who now actively participate in prayer, masses and liturgies.

#### *Learning and Teaching*

Goal: To further develop St Brigid's as a contemporary educational environment where students become self-directed learners.

Progress: Our student self-review was established each term. This has provided students with the opportunity to reflect on their responsibility in the learning process. Teachers also provide feedback and any discrepancies between teacher and student are discussed to enable further growth.

#### *Pastoral Care*

Goal: To know the needs of our students so that the college puts in place policies, processes and practices which foster wellbeing for learning.

Progress: Knowledge of our students is one of the strengths of our community and something we wish to continue as the college grows. The mentor coach role is an essential means of connecting our students.

### **Priority Key Improvements for Next Year**

At St Brigid's we are determined to ensure that our students leave us with dignity, curiosity and choices. To enable young people to flourish in the contemporary workplace landscape, they are going to have to be adaptable, self-confident, self-motivated and equipped with skills and attitudes which empower them to communicate, collaborate and think creatively and critically about the world around them. The following goals for 2017 are signposts on the journey of them

becoming global citizens who believe that they can make a difference.

*Catholic Life and Mission:* By the end of 2017, students will reflect on practical ways in which they have demonstrated our college values of compassion, courage, stewardship and wisdom in order to achieve a Gold award.

*Learning and Teaching:* By the end of 2017, students will use eFolios to demonstrate their learning, celebrate accomplishments and set goals for areas of challenge. Students will lead learning conversations with parents and their mentor coach.

*Pastoral Care:* By the end of 2017, students will be able to use their self-assessment to set wellbeing for learning goals aimed at encouraging a growth mindset to build resilience and self-efficacy.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

We are very fortunate to have a supportive and engaged parent community. We are committed to ensuring that our parents and carers partner with us to support each student's learning.

Our parents have the opportunity to join our parent advisory group which meets twice per term to provide information about such things as restorative practices, building updates and other topics which parents nominate. We invite parent feedback at these meetings and through surveys which ask parents to nominate things they appreciate and areas in which we could improve. These surveys to date have been very affirming for our college as most parents report that they are very happy with the college. We have a number of parent testimonials on our website which affirm this.

We encourage parents to make contact with us regarding any concerns and have established the role of mentor coach to be the first point of contact for parents, as well as someone who knows and advocates for the children in their mentor group.

In 2017 we are setting up a ParentHub where parents can 'drop in' to chat over a coffee, keep informed about matters relating to parenting, and speak to other parents or staff as requested.

### **Student Satisfaction**

We are committed to ensuring that our students have a voice in our college and therefore we use surveys and mentor coach conversations to hear from our student body.

We conduct anti-bullying surveys, facilitate evaluations on such things as camps, and seek feedback on the teaching and learning experience. We are very pleased with the most recent results from the University of Sydney School of Psychology survey which indicated that levels of bullying reported by students are well below average.

Our student house leaders and student council representatives also provide a conduit for student representation. Meetings are held each week and students are invited to propose initiatives and be involved in the organisation of events.

Students have one on one interviews at least once per term with their mentor coach. This is an opportunity for them to be well known as individuals and learners, and an opportunity for students to speak about what they are proud of and what they may need support with. The mentor coach can also be an advocate for the student should the need arise.

## **Teacher Satisfaction**

As a beginning college offering the best in contemporary practice, it is important that staff are involved in decision making. As such the staff are offered many opportunities to provide feedback and offer their wisdom through face-to-face and online collaboration.

Staff have been invited to offer suggestions on the processes and procedures which need to be established and continually updated in our college as we grow to cater for another year group each year.

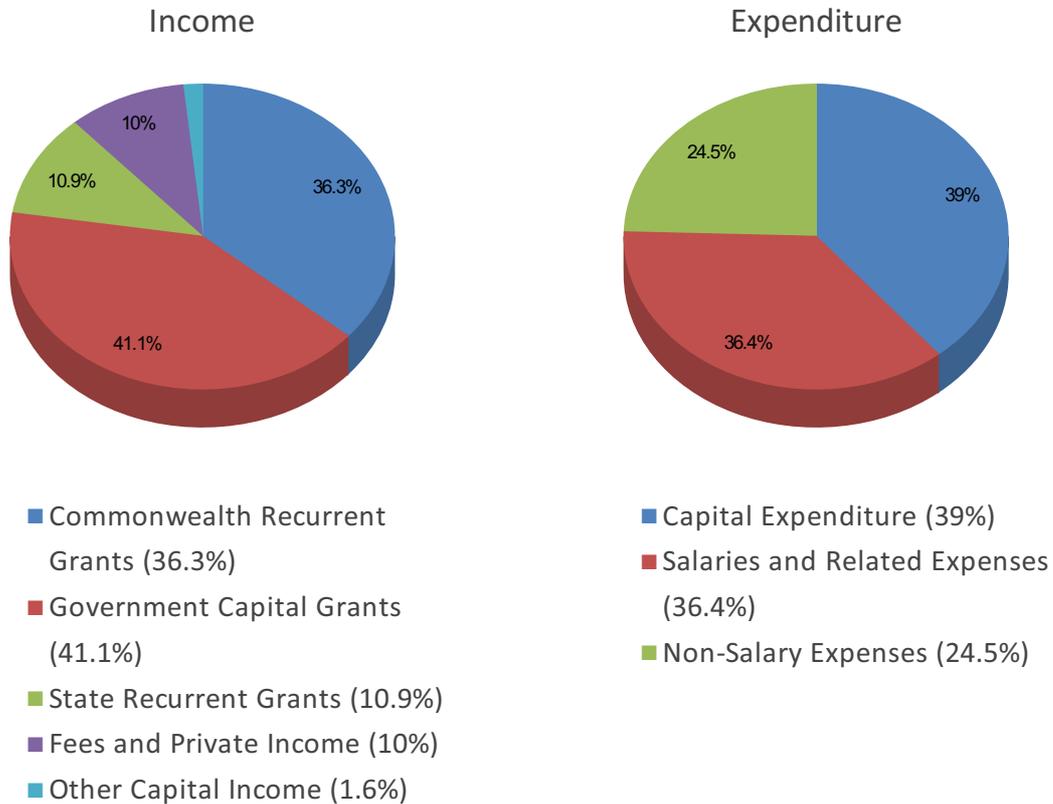
Staff meetings provide the opportunity for discussion and staff contribute meaningfully to the items on the agenda.

At St Brigid's, teachers belong to teaching teams (called 'collaboration and facilitation expert' or Cafe teams) which are responsible for the planning, programming and delivery of the curriculum to whole cohorts of students. Cafe teams meet regularly to collaboratively evaluate teaching and learning experiences and to design the next steps in the learning cycle for students.

Casual staff report being very happy teaching in our environment as they feel well supported by their colleagues.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,090,240
Government Capital Grants	\$3,500,000
State Recurrent Grants	\$927,787
Fees and Private Income	\$848,529
Other Capital Income	\$140,305
<b>Total Income</b>	<b>\$8,506,861</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$3,109,582
Salaries and Related Expenses	\$2,903,326
Non-Salary Expenses	\$1,954,395
<b>Total Expenditure</b>	<b>\$7,967,303</b>