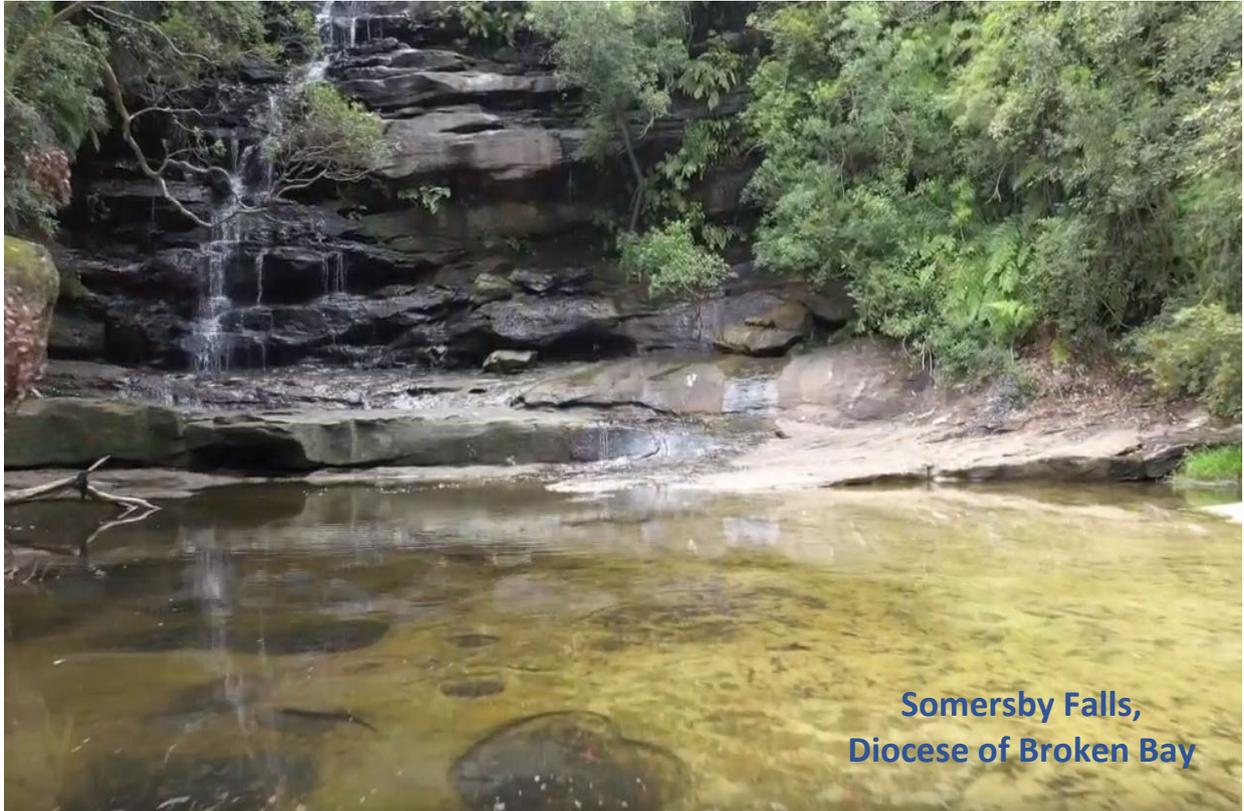


2018 Annual School Report



St Brigid's Catholic College, Lake Munmorah

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ABOUT THIS REPORT

St Brigid's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Our College prayer is our manifesto for what we aim to achieve with our students whilst they are in our care. St Brigid's continued to grow in 2018 as a Catholic College committed to ensuring our young people leave us knowing that they have been placed on this earth to 'ensure our world is a better place for our having lived'. This year we expanded to include years 7 to 11.

During 2018 the College underwent an external review. This included a compliance audit in regard to such domains as Work Health and Safety, facilities, finance and governance. An external panel reviewed the quality of Catholic mission, teaching and learning, and pastoral care. All areas of the college were greatly affirmed.

A building program was undertaken this year to provide a state-of-the-art commercial Hospitality facility as well as another general learning space, which we call a Learning Piazza. The building is due for occupancy at the beginning of 2019. Our College has been purposefully designed and built to enhance the students' learning within a contemporary environment, as well as providing a comfortable and beautiful place to learn.

Parent Body Message

St Brigid's Catholic College offers many opportunities for our children. My son has grown from a very shy young man into a person who is confident enough to lead assembly and perform in front of others. The nurturing environment at the college has allowed him to grow over his time as a student in all aspects including academic and co-curricular. Parent teacher interviews are a highlight for me- one has no doubt that teachers know your child and the teachers provide encouragement and feedback for future improvement.

There are many parent information nights held during the year. As our children are learning on an online platform I found it valuable to attend so that I can be directly involved in the learning. Other nights keep parents informed about the different stages of education and the requirements for these as well as advice on parenting.

The Parent Advisory Group (PAG) comes together once per term to hear what is happening in the College and also provide feedback to the principal. This year parents from the PAG have volunteered to be a parent liaison person for the year group in which they have a child. Parents now have a parent to contact if they should have any enquiries.

Student Body Message

St Brigid's Catholic College, in its fifth year in 2018, has provided students with a diverse range of opportunities; academic, sporting, creative arts, performing arts, working with the local council on youth issues, entry into summer schools for universities, social justice initiatives including an immersion trip to Vanuatu.

Student voice is important to the staff of the college. This year we completed the "Tell Them From Me" (TTFM) survey. With Year 11 moving into their HSC year, for the first time the College has nominated and voted for College Captains. The student leadership group were integral in designing what the leadership structures will look like going forward. There are two College captains, one male and one female, and four vice captains who have oversight of the Mission, Learning for Wellbeing, Wellbeing for Learning, and Cultural portfolios for leadership. The Student Representative Council (SRC) has representatives from each year group who will work closely with the student leadership team to provide feedback to staff on how to make our wonderful school even better.

It is a privilege to be a student at St Brigid's.

SECTION TWO: SCHOOL FEATURES

School Features

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

St Brigid's Catholic College is the northernmost secondary school in the Diocese of Broken Bay. The college opened its doors to Year 7 in 2014, and in 2018 the College grew to include Year 11 students. In 2019 we will engage with our first HSC year.

Our local parish, St Mary's Toukley has a Mass centre at St Brendan's Lake Munmorah. St Brendan's along with St Mary's Toukley are our two main primary feeder schools along with local state schools.

The College has been established as a learning and teaching environment which aims to educate students to be successful as they navigate a rapidly changing global landscape. The use of technology is integral to the learning experience and is a great enabler for teachers in being able to provide feedback in real time and monitor student performance. Parents are able to view their child's learning as well through the Hapara platform and Google Apps for Education suite. Early in each new year we conduct parent information evenings to educate parents on how they can be actively involved in the learning process through the online access.

We have been able to offer a broad range of curricular and co-curricular experiences for our students and they have been afforded rich experiences within and beyond the college including involvement in liturgical experiences such as the Youth Cross pilgrimage, in the Creative and Performing Arts, sport representation, and social justice activities including an immersion trip to Vanuatu.

During 2018 a new building program was undertaken to include a commercial hospitality kitchen and general learning space. The building will be open for occupation in the new year.

The College is fortunate to have a parent body who are engaged in the learning of their children. We value their input and as such conducted the "Tell Them From Me" survey. Encouragingly, the feedback was very positive and suggestions for improvement will be attended to in 2019. The Parent Advisory Group (PAG) meets each term to discuss college life and the experiences of this from a parent perspective. This year members of the PAG volunteered to be Parent Liaison Officers so that there is now a point of contact for parents with parents of students in their own child's grade.

St Brigid's prides itself on being a welcoming community where students can learn in a safe and supportive environment which aims to know and assist each individual child to grow into the best adult they can be.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
173	141	2	314

* Language Background Other than English

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 2018 was 74.87 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91 %	90 %	89 %	90 %	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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	39
Number of full time teaching staff	26
Number of part time teaching staff	4
Number of non-teaching staff	9

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.

Day 1	Mission- how do astronomy and our Catholic faith complement each other?
Day 2	School Review and Development- evaluating and progressing
Day 3	Wellbeing- Positive Psychology and Restorative Practice

SECTION FIVE: MISSION

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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

'Inflaming hearts and minds in Christ' is the college motto and living as a disciple of Christ is central to all that we do at the college. St Brigid provides us with a model of how to live a life devoted to service and our College values of Compassion, Courage, Stewardship and Wisdom came from the life story of our patron saint.

Our College prayer articulates what it means to live a good life; that is to love as Christ's disciple so as to 'ensure this world is a better place for our having lived.'

Our students participate in different forms of worship, from prayer, meditation, celebration of Mass and liturgical experiences. Our Catholic faith is integrated into life through liturgies which acknowledge community events such as ANZAC day and Remembrance day. We are proud of the way in which our students respectfully participate in these experiences.

Through the Religious Education (RE) program, students are educated about the Catholic tradition and offered the opportunity to grow in relationship with Christ. Faith in action is essential for students at St Brigid's and many opportunities are provided for students to demonstrate their love for humankind through acts of charity and service. The local St Vincent de Paul chapter offer support to our families in need through the Fr Peter de Souza Scholarship. In turn our college provides donations for the Winter and Christmas Appeals.

This year our Year 9 students planned and facilitated a retreat experience for Year 5 students from St Brendan's Catholic School. This was a wonderful day for building relationships between the schools and for our students to proclaim their journey in faith.

Other highlights for the College were hosting the Volunteer's liturgy and the Youth Cross pilgrimage. On behalf of St Mary's parish, St Brigid's invited members of the emergency services and volunteer organisations to attend a liturgy of gratitude for all they do for our community. Students from St Mary's and St Brendan's attended both the volunteer liturgy and the Youth Cross pilgrimage.

We have been fortunate to have the ongoing support of the local parish and parish priest who celebrates Mass for us on special occasions but also during lunch breaks each term.

Through our curriculum in all subject areas, the Catholic worldview is inherent in programming for learning and the expression of this is how our college values are supported through the learning in each area. Students are provided with the opportunity to think ethically and morally about the issues they study in class.

At this turbulent time in history we want our students to leave us with dignity and purpose. We want to instil in them a love of life and hope for the future and encourage them to be an influencer in their world for the good of all.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of 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.

At the heart of teaching and learning at St Brigid's is the collaboration of teaching staff within their Cafe teams (Collaboration and Facilitation Experts) to plan and deliver rich learning experiences for our students. Cafe teams are responsible for the learning within their own Key Learning Area (KLA). Staff engage in ongoing dialogue about the learning of students within their classes. The Cafe team exists for Years 7-10. Senior classes in general have one teacher per class so that a broad offering of subjects is catered for.

The College has its own learning framework, called the *Flame of Learning*. It is an inquiry process which supports and challenges students to go deeply into the subject matter with which they are engaged, based on the syllabus requirements. The College also employs the *Understanding by Design* framework by Wiggins and McTighe to assist in designing learning which focuses with the end in mind i.e. what do we want our students to learn and how are they going to demonstrate that they have learnt it.

For Years 7 to 10, the whole cohort learns together. This allows for grouping and regrouping of students according to their needs at any point in time. Small group instruction can be targeted to meet the needs of students at different points in the learning journey.

The learning environment, primarily dynamic spaces which we call *Learning Piazzas*, enables the whole group to gather as well as individual and small group instruction. Depending on the learning task, students may work as individuals or in partnership with others.

Teachers are consistently reviewing the needs of the group, tailoring their learning activities to meet students at their point of challenge, and provide as much variety and choice as possible within the resourcing available. This has led to better student engagement in tasks as students have choice in how they demonstrate their learning.

It is incumbent upon us as educators to ensure that we upskill our students to be as best prepared as possible for the rapidly changing world in which they live. At St Brigid's we design learning for progress within the 4 C's of contemporary capabilities (collaboration, communication, creativity and critical thinking) so that students will leave school equipped with the skills they will need to navigate their world. The College values also underpin our learning design and the decision-making that students will employ in ethical and moral dilemmas that they may encounter.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	12.82 %	26.90 %	21.79 %	16.30 %
	Writing	11.54 %	13.50 %	41.03 %	32.00 %
	Spelling	21.79 %	30.30 %	21.79 %	16.70 %
	Grammar	14.10 %	29.10 %	29.49 %	17.50 %
	Numeracy	9.09 %	28.90 %	19.48 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	13.92 %	20.90 %	22.78 %	18.50 %
	Writing	2.47 %	11.70 %	43.21 %	41.20 %
	Spelling	12.35 %	23.70 %	23.46 %	21.50 %
	Grammar	12.35 %	20.20 %	33.33 %	20.60 %
	Numeracy	11.39 %	25.80 %	20.25 %	14.80 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2018, the number of students issued with a RoSA was 16.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

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. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

Positive psychology is a relatively new branch of psychology that shifts the focus from what is clinically wrong, to the promotion of wellbeing and the creation of a satisfying life filled with meaning, pleasure, engagement, positive relationships and accomplishment. It is a strengths-based approach which assists students to identify their own goodness and capability, rather than focussing on limitations.

Students completed the EPOCH survey based on the work of Martin Seligman to gain an understanding of their engagement, perseverance, optimism, connectedness and happiness. The results of this survey will be used next year to further enhance self-knowledge and wellbeing.

Restorative Justice is the framework St Brigid's has for building positive relationships. Conflict is inevitable when human beings live together but taking the time to understand why a person acted in the way they did, gain the other party's perspective and resolve the issue through dialogue helps build relationships of trust. There are consequences for inappropriate behaviour but often the natural consequences such as a lack of trust by other students, parents and teachers has high impact.

At the beginning of each year families are invited to meet with the Mentor Coach so that they can get to know the child's story, aspirations and challenges. The Mentor Coach is an advocacy role and they form a vital link between school and family.

Within the Cafe teams, staff are assigned a tutor group. The tutor teacher is responsible to monitor progress and provide feedback to the student and parents.

Opportunities outside the classroom for building character and relationships occur through camps, retreats, carnivals, and social justice initiatives.

SECTION NINE: SCHOOL IMPROVEMENT

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During the period of our previous strategic plan 2016-2018, the establishment of various senior and middle leadership positions has enabled the link between academic and pastoral to be embedded in the College. The pastoral structure of vertical house groups with a Leader of House and a Leader of Pedagogy assigned to each of the four houses has built connection to the college for both students and staff. Mentor Coaches are assigned to house groups and they work with a group of students to monitor their learning and holistic growth. Students self-assess their learning behaviours each term alongside teachers' assessment.

One of the key strengths of our overall Mission program is the prayer and liturgies that our students are engaged in. We are proud to state that our students show respect and high regard for the sacred events in the life of our college. Our College values have become important to the everyday living as disciples of Christ. Students evaluate how they have contributed to living of these values at reporting times. Teaching programs articulate how the values are embedded into the learning for students.

Priority Key Improvements for Next Year

In the latter part of 2018 the college joined the *New Pedagogies for Deep Learning* global network. This will provide us with the resources to make explicit through the students' learning experiences the capabilities which young people require for life in this time of rapid change; these are referred to as the 6Cs; Character, Collaboration, Communication, Citizenship, Creativity and Critical Thinking. Student agency will be enhanced through their active involvement in tracking their learning journey in ePortfolios. The Mentor Coach will be a support to students in guiding them to consider how they can contribute within and outside the college to use the gifts to their fullest potential. Students will lead Student-led Conferences with their family to demonstrate their learning and growth each semester.

Whilst concentrating on contemporary capabilities it is also important to ensure that the basic skills of literacy and numeracy are also at the forefront of what we do. We have engaged professional support for enhancing our literacy program and in Stage 4 we have introduced Maths Pathways which will assist teachers for tailor-make instruction at the point of challenge for students.

SECTION TEN: COMMUNITY SATISFACTION

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

St Brigid's is blessed with a very supportive parent community. Parent attendance at information evenings is excellent and a positive indication of the involvement of parents in the learning journey of their child.

Parents were invited to participate in surveys during the year including feedback generally about their satisfaction with the college during the School Review and Development phase. Overall parents are very satisfied with the college and the relationship which the college has established with the parent body. This year a working party was established to rewrite our eSafety documentation. This was a wonderful example of parents and staff working together.

The Parent Advisory Group provides a key means for dialogue between the college staff and the parent body. In 2018 Parent Liaison Officers were established so that each year group has a parent contact for parents.

Social media is used to its best advantage in providing parents a platform for public feedback to the college. Our Facebook page is constantly monitored and the vast majority of comments are very positive. We pride ourselves on being transparent and want our parents to feel welcomed as partners.

Student Satisfaction

Students were invited to participate in surveys throughout the year including "Tell Them From Me", a wellbeing survey directly related to our wellbeing program, as well as feedback to teaching staff about units of learning. Survey results inform future directions for programming so that we better meet the needs of our students.

The Student Leadership group along with the Student Representative Council have been integral in working alongside the College Executive in putting forward proposals to improve life at the college. One example is the establishment of a senior student Recreation and Study Area. This room allows senior students (Year 12 only) to have a place to relax, study, and prepare food and beverages. The establishment of a quiet area in the Resource Hub also came from student feedback.

Teacher Satisfaction

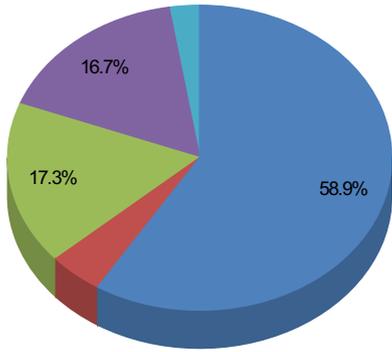
The staff at St Brigid's were acknowledged for the level of collaborative inquiry that occurs during School Review and Development. External auditors commended the way in which staff are able to provide feedback to each other on the learning design and the way in which they work as a team in delivery of the learning for students in whole cohorts for Years 7 to 10.

The staff are invited to make contributions to all major initiatives in the College. Our use of Google Suite enables commentary on proposals in a timely and transparent way. Staff input is critical to the success of any initiative as it promotes ownership. One strategy that we have recently employed is the pre-mortem. This comes from the Harvard School of Business. It is a means of articulating what the likely contributors to the failure of initiatives are before they are actioned. This allows for everyone's thoughts about what could go wrong in a non-threatening way and uncovers issues which can be addressed before they arise. The pre-mortem has proven to be a very effective and well-received means for staff to have a voice.

SECTION ELEVEN: FINANCIAL STATEMENT

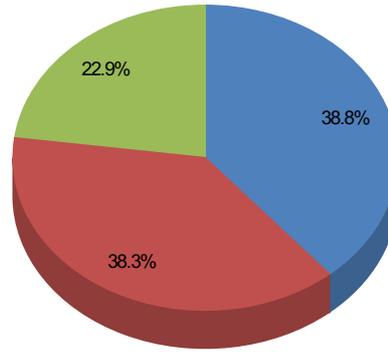
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.9%)
- Government Capital Grants (4.6%)
- State Recurrent Grants (17.3%)
- Fees and Private Income (16.7%)
- Interest Subsidy Grants (0%)
- Other Capital Income (2.6%)

Expenditure



- Capital Expenditure (38.8%)
- Salaries and Related Expenses (38.3%)
- Non-Salary Expenses (22.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$4,516,587
Government Capital Grants	\$350,000
State Recurrent Grants	\$1,325,897
Fees and Private Income	\$1,279,175
Interest Subsidy Grants	\$0
Other Capital Income	\$196,435
Total Income	\$7,668,094

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$4,726,591
Salaries and Related Expenses	\$4,661,083
Non-Salary Expenses	\$2,791,310
Total Expenditure	\$12,178,984