



# 2019

## ANNUAL SCHOOL REPORT



### St Brigid's Catholic College

48 Carters Road, LAKE MUNMORAH 2259

Principal: Mrs Julie Terry

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

---

## About this report

---

St Brigid's Catholic College (the 'College') 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') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the College 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 College 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 College'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 College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

2019 has been a milestone year in the college's journey. Our first Year 12 cohort graduated in 2019, and the college now has the full complement of students from Year 7 to 12.

A significant initiative this year was the introduction of Student-Led Conferences, held with the Mentor Coach and parents. In the conference, students:

- design an ePortfolio in which they showcase their best learning,
- demonstrate how they have lived out the college values of Compassion, Courage, Stewardship and Wisdom,
- highlight how they have progressed in the NPDL capabilities of Character and Collaboration.

Parent participation in these conferences was outstanding, with 84% of parents present at their child's presentation. Those students whose parents were unavailable held their conference with their Mentor Coach and a member of the leadership team. Overall feedback was very positive.

Another college initiative, in partnership with the Catholic Schools Office, was to establish the position of Pathways Leader. This role is many-faceted; making links with curriculum and the world of work, partnering with universities and TAFE as well as the world of business to expose our students to the workplace and options for further study available to them. Parent education is another crucial aspect of the role.

2019 was a year of many achievements for our vibrant college community, the details of which are shared in this report.

### Parent Body Message

The school continues to offer many opportunities that help our children grow in mind, spirit and strength. Communication between all community members remains strong.

Highlights were the information evenings to assist parents in navigating the online learning environment and in seeing their child's learning. Parents much appreciated the assistance for our first HSC students and parents with evenings and school holiday workshops. The new notification system using Green, Orange and Red indicators has been an additional way to track progress in individual subjects and very helpful.

The introduction of Student-Led Conferences enables students to explain their progress to their parents with the guidance of their mentor teachers. It means a more holistic approach to their growth, including their wellbeing and setting personal goals within their school life and beyond.

The Parent Advisory Group has been active for over two years now. Each year group has a parent liaison as a point of contact. Meetings are usually once per term, and we have a Parent Representative with the Broken Bay Catholic Schools Parents Council. Invitation to parents for a coffee and chat after drop off was just one of the initiatives of the Parent Advisory Group.

### Student Body Message

At St Brigid's, our learning and wellbeing programs are different from many other high schools, with a focus on independent learning and taking ownership of our education. Key to this is the wonderful relationship we have with our teachers. Similar to universities across Australia, our learning system is predominantly online and structured so that students enjoy engaging with their learning. Not only does this build independence within the community of learners but also helps develop the concept of motivation to do our best work within the classroom and in our own time.

Student year cohorts learn together in flexible learning spaces with teaching teams of up to five teachers. Students are also organised into tutor groups with a dedicated teacher; allowing for more specialised attention when required.

Along with academic progress, St Brigid's has a strong focus on the wellbeing of students. Examples of this are the "Return 2 Learn" system and Restorative Conversations led by both staff and, when appropriate, senior students. St Brigid's aims to be a school that focuses on natural consequences, but, more importantly, uplifting spirit and positive mindsets to resolve conflicts. We believe positive relationships are at the core of the community.

---

## School Features

---

St Brigid's Catholic College, Lake Munmorah is a Catholic systemic school in the northernmost part of the Diocese of Broken Bay. The college opened its doors to Year 7 in 2014, and in 2019 our first Year 12 cohort graduated.

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 is 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 an excellent enabler for teachers in being able to provide feedback in real-time and monitor student performance. Parents can view their child's learning 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 platform.

We offer a broad range of curricular and co-curricular experiences for our students. They are afforded rich experiences within and beyond the college including involvement in liturgical experiences such as the Mission Mass, Australian Catholic Youth Festival, in the Creative and Performing Arts, sports representation, and social justice activism.

At the end of Term 1, a new building program was completed which included a commercial hospitality kitchen and general learning space.

The college is fortunate to have a parent body who are engaged in the learning of their children. The Parent Advisory Group (PAG) meets each term to discuss college life and the experiences of this from a parent perspective. 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 child in growing into the best adult they can be.

---

## Student Profile

---

### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
199	177	1	376

\* Language Background Other than English

### Enrolment Policy

The College 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 College in 2019 was 89.96%. 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
90.95	89.31	89.47	87.93	87.70	94.40

### 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 College, 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

### **Student Retention Rate**

Of the students who completed Year 10 in 2017, 72% completed Year 12 in 2019.

### **Senior Secondary Outcomes**

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior secondary outcomes 2019</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	46 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

As this is the first graduating class for St Brigid's we, as yet, do not have clear patterns of post-school destinations. From information available we have been able to ascertain that 40% of our students were offered early placement in university courses. Four of our students have been successful in attaining apprenticeships and traineeships prior to the end of 2019. We are proud of the accomplishments of this first graduating cohort.

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	48
Number of full time teaching staff	31
Number of part time teaching staff	4
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA. 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 College 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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 College.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

### Summary of professional learning at this school

Day 1: Taking Action: Applying our College Values

Day 2: Consolidating College Culture

Day 3: Embedding Positive Learning Culture

---

## Catholic Identity and Mission

---

As a Catholic community, the College 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 College seeks to educate and form young people in the Catholic faith. The College 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 College'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.

In 2019, our theme for the year was "***A little mercy makes the world less cold and more just***" - ***Pope Francis***.

We endeavoured to bring mercy to life to '**inflare our hearts in Christ**' and be more just in our relationships with others. To stand up for our college's motto and prayer and put them into action in the classroom, playground and the wider community.

Prayer and worship weaved their way into a rich tapestry of liturgical celebrations; the Feast Day Mass, Ash Wednesday, Feast of the Assumption, House Masses, and Reconciliation. The end of year Thanksgiving Mass was a beautiful liturgical event, and a time to celebrate the work of our retiring founding Principal.

The Easter liturgy brought to life the Passion and Resurrection of Christ. Students acted out Holy Week through dance, hymns, prayer and scripture. This sense of the sacred extended to our Australian celebrations of ANZAC Day, Remembrance Day, NAIDOC Week Liturgy (Voice, Treaty, Truth) and the White Ribbon Walk. The faith nourished by these experiences enlivened our charitable service; Caritas' Project Compassion, St Vincent de Paul's Winter and Christmas Appeals, Catholic Mission, our Christmas dinner, and the Jesse Tree for the homeless youth of the Central Coast. Our students also worked with students from St

Brendan's Catholic Primary School by running a mini-retreat afternoon where students focused on developing relationships and praying together.

These programs provided students with numerous opportunities to show mercy and justice, on a local, national and international level, providing a global approach to discipleship. Such works of mercy and worship experiences were supported by a dynamic Religious Education program, as well as Retreat days. A particular highlight was the Year 12 Retreat program, demonstrating the ability for students to bear witness, engage with the Holy Spirit and bring liturgy alive. This experience brought them to a greater understanding of themselves, each other and God, uniting them as one.

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

The Religious Education program is a dynamic one, and the college is always open to finding new ways to meet the spiritual needs of the students. Our team approach, use of IT and our Flame of Learning pedagogical framework enriches students' faith in the context of today's world. Throughout all of our subjects, the Catholic worldview, and our College Values, are inherent in programming our learning. Students have many opportunities to think ethically and morally about the issues they study in class.

Opportunities for staff formation included a staff spirituality day, an opportunity for staff to deepen their understanding of scripture through Lectio Divina, discussing what they bring to the Catholic community of St Brigid's and how to create good citizens who look at the **'greater good for all.'**

'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 to **'ensure this world is a better place for our having lived.'**

---

## Curriculum, Learning and Teaching

---

### Secondary Curriculum

The College 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 College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

At St Brigid's, we have developed a framework for pedagogy, called the Flame of Learning, which is an inquiry framework for teachers to use in planning the learning experiences for students. Understanding by Design (Wiggins and McTighe) underpins the programming and design of assessment tasks; providing clear direction for learning as the starting point.

During 2019, targeted interventions for improving student outcomes were adopted. Students assessed as not having achieved the necessary literacy skills required for access to the secondary curriculum have access to MultiLit, a literacy resource from Macquarie University. Students needing one-to-one remediation in numeracy have access to QuickSmart. Both of these programs have been very successful in building student confidence and basic skills.

Year 8 was a particular focus for interventions in 2019. Learning Sprints were used in English classes and have been very successful in improving skills for this cohort. Our teachers in Years 7-10 teach in teams, and in 2019 the Year 8 History team were part of a project to utilise the Universal Design for Learning program from the University of NSW. The team focused on designing learning experiences, differentiated to meet the needs of both students who struggle with concepts and those identified as gifted. Support from the Catholic Schools Office Learning Support and Gifted and Talented teams provided consistent monitoring and evaluation of interventions. Progress has been very positive. As our teachers teach in teams for each KLA in years 7-10, the professional learning of the Year 8 History team has filtered into the other teaching teams of which they are members.

## Student Performance in Tests and Examinations

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 College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	21%	31%	29%	19%
	Reading	18%	31%	32%	16%
	Writing	16%	17%	26%	27%
	Spelling	31%	35%	22%	15%
	Numeracy	26%	37%	19%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	9%	19%	21%	23%
	Reading	16%	23%	19%	19%
	Writing	5%	13%	21%	37%
	Spelling	14%	24%	23%	18%
	Numeracy	12%	27%	14%	16%

## Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The graduating class of 2019 are St Brigid's first Year 12 cohort, a massive milestone for the college, and the students themselves. Student performance across courses was above expectations demonstrating comparative learning gain growth for most students. Many subjects were close to the state average with the most success coming in our practical subjects (Music 1, Visual Arts, Industrial Technology and Construction). Students demonstrated particularly strong growth in Music and Visual Arts. Two students received a Band 6 in Music 1, and all our Visual Arts students achieved Band 5's.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Dance	0 %	0 %	0 %	0 %	100 %	54 %
English (Advanced)	0 %	0 %	0 %	0 %	13 %	62 %
English (Standard)	0 %	0 %	0 %	0 %	5 %	12 %
Industrial Technology	0 %	0 %	0 %	0 %	29 %	22 %
Music 1	0 %	0 %	0 %	0 %	88 %	66 %
Visual Arts	0 %	0 %	0 %	0 %	100 %	63 %

## 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 2019, the number of students issued with a RoSA was 19.

---

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The College'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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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 2019.

### Anti-Bullying Policy

The College'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. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The College 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 2019.

### Initiatives promoting respect and responsibility

During 2019, the student leadership group educated the student body on respectful relationships, culminating in students voluntarily pledging to be positive members of the school and the broader community, treating others with respect and dignity.

Students in Years 7-10 participated in anti-bullying presentations from Brainstorm Productions. Wellbeing 4 Learning lessons once each fortnight complemented the learnings from the interactive experiences.

Students participated in the Macquarie University survey on Cyberbullying. A detailed report was provided in November and will inform future directions for wellbeing lessons.

St Brigid's was fortunate to acquire a grant to enable our students in Years 7-10 to participate in High Resolves encounters. This program encourages students to open their minds to the plight of others, addressing such issues as poverty, discrimination and racism. The project will continue in 2020 through the Religious Education program as well as through other KLAs as appropriate.

Students participated in various fundraising endeavours as well as the White Ribbon Walk. Participation in these is in tandem with the educational program in wellbeing lessons.

---

## 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 College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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

The introduction of Student-Led Conferences was a significant milestone in the college. Students each have an ePortfolio where they present their best learning, their passions and interests. The ePortfolio is the basis for the presentation in the student-led conference along with academic reports. Students self-assess their growth in the two focus enterprise skills; in 2019, they were Collaboration and Character.

Communication with parents has improved dramatically this year in terms of keeping them informed of their child's progress. Throughout the teaching and learning cycle, moments for feedback and feedforward, called Check-In Points occur for each student. A traffic light system indicates how the student is meeting the outcomes of the learning. This information is automatically sent to parents via email for each Key Learning Area as the Check-In occurs. Parents can respond to the email to gather more information from the teacher who oversees the tracking of their learning, called the Tutor Teacher. Feedback from parents has been very positive for this achievement.

There is a three-tiered approach to student interventions for both learning and wellbeing. Students assessed as in the red zone are provided with case management so that the appropriate people are engaged in assisting the student to overcome challenges and be the best person they can be with support.

### Priority Key Improvements for Next Year

During 2020 it is anticipated that the three-tier approach will continue to improve students' timely access to the support they need to ensure they become successful, contributing members of the college community. Tracking of student data is a priority, and when students appear in the orange zone, early interventions assist them in moving into the green zone. The Learning and Wellbeing teams work collaboratively to ensure that the students are

managed holistically for their best personal outcomes. The appointment of the Director of Student Growth will ensure the development of a synthesis of available data, to improve response times.

Further embedding New Pedagogies for Deep Learning into teaching and learning experiences is a priority for 2020. Desired outcomes include students better articulating where they have improved, and assist in improving the quality of the Student-led Conferences and learning exemplars students use to support their self-assessment of growth.

A focus for 2020 is building upon the work done in 2019 on our Community Partnerships program. Through a developmentally appropriate exposure to the world of work, students will be better informed so they can make choices for their future based on current knowledge of post-school options. Opportunities to invite industry experts into the classroom will be planned and facilitated as appropriate for the curriculum.

Every Friday afternoon is devoted to students exploring their interests and discovering their passion. Inflammation Projects will continue to enable students to design research projects individualised to student talents and curiosity about the world, and strengthen opportunities for students to make links with local industry and tertiary educational institutions.

---

## 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 College from parents, students and teachers.

### Parent satisfaction

The Parent Advisory Group are a committed group of interested parents who meet each term to discuss and provide input into the life of the college. Each year group is appointed a Parent Liaison, who then reports back to the Parent Advisory Group.

Various surveys are conducted throughout the year to gauge parent feedback and ideas for improvement. Parents were particularly positive about the changes to our Parent-Teacher interviews this year as we moved to Student-led Conferences.

### Student satisfaction

Students are considered partners in the learning at St Brigid's and as such, their feedback and input is sought as appropriate.

Students have been surveyed about the outdoor learning experiences as well as their satisfaction with the learning. As we have an online learning environment at St Brigid's, gaining student feedback about the way in which learning occurs has informed how teachers communicate to them and structure the learning experiences.

### Teacher satisfaction

Staff at St Brigid's contribute to the planning in all areas. Their advice and comments are sought through the use of the Google platform.

Thorough consultation occurs for all major changes in the college and staff are appreciative of the opportunity to have their views heard.

Indicative of staff satisfaction is the very low turnover of staff. St Brigid's is a sought after school for university practicum students, many of who return to us when qualified.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for the College in 2019 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.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5257822
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1505810
Fees and Private Income <sup>4</sup>	\$1552519
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$220381
<b>Total Income</b>	<b>\$8536532</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$680338
Salaries and Related Expenses <sup>7</sup>	\$5533879
Non-Salary Expenses <sup>8</sup>	\$3327069
<b>Total Expenditure</b>	<b>\$9541286</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT