



# 2020

## ANNUAL SCHOOL REPORT



### St Brigid's Catholic College

48 Carters Road, LAKE MUNMORAH 2259

Principal: Mr Adam Murdoch

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

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## About this report

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St Brigid's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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](#).

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## Message from key groups in our community

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### Principal's Message

2020 was my first year as College Principal. On behalf of our community, I express gratitude to our Foundation Principal, Mrs Julie Terry for her vision and hard work in developing and leading such a vibrant community.

The change of Principal brought a restructure of the Senior Leadership Team, including two new roles; Director of Student Growth and Director of Professional Learning. The areas of student growth and professional learning for staff are two key focus areas of St Brigid's over the coming years.

A significant initiative this year was to assess as a community our work in the three College Domains of Mission, Wellbeing and Teaching and Learning; to celebrate what we are doing well, identify growth opportunities and further develop relationships between staff, students, families and the wider community. This assessment of the current state of play at St Brigid's was hard work and at times confronting, but an enriching experience, resulting in a roadmap for our future.

Despite COVID-19 and its impact, including the closing of the college for several weeks, 2020 was a year of many achievements for our vibrant college community, the details of which are shared in this report.

### Parent Body Message

St Brigid's dedicated staff showcased their commitment to our children in a challenging year. Engagement with both students and the parent community remains strong. This was particularly evident during home-based learning as a result of COVID-19.

The Parent Advisory Group continues to grow and develop. Each year group has a parent liaison as a point of contact. Zoom Meetings occurred throughout the year demonstrating the community's ability to adapt and continue the partnership between the school and parents in open, student-centred communication.

Learning Conferences continued this year, enabling students to explain their learning progress to parents with the guidance of their mentor teachers. The conferences encourage a holistic approach to student growth, including wellbeing and setting personal goals for school life and beyond.

We are grateful for the pastoral care that is provided to our children and the proactive steps taken concerning their wellbeing. The college leadership team and staff are committed to our

children and continue to review, refine and improve teaching and learning and encourage parents to be part of the educational journey.

### Student Body Message

At St Brigid's, our learning and wellbeing programs are different from many other secondary schools, with a focus on independent learning and taking ownership of our education. The key to this is the wonderful relationship we have with our teachers. Our learning system is predominantly online and structured so that students enjoy engaging with their learning. This builds independence within the community of learners and helps develop the motivation to do our best work within the classroom and in our own time.

Student year cohorts learn together in dynamic learning spaces with teaching teams. Students are organised into tutor groups with a tutor teacher; allowing for more specialised attention when required. Our learning combines Masterclasses of explicit instruction, Workshops to help students at their point of challenge and Projects to demonstrate learning.

Along with academic progress, St Brigid's has a strong focus on the wellbeing of students. An example is our restorative practice approach to wellbeing. St Brigid's aims to be a school with an uplifting spirit and a positive mindset. We believe positive relationships are at the core of the community.

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## School Features

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St Brigid's Catholic College, Lake Munmorah, is a 7 - 12 Catholic systemic co-educational school. It is proudly part of Catholic Schools Broken Bay.

The School recognises the traditional owners of the land on which it sits; the Awabakal people. In 2019 this was strengthened through the establishment of the Aboriginal Cultural Awareness Project.

Our local parish, Our Lady of Perpetual Succour, Catholic Parish of Toukley/Lake Munmorah, comprises St Mary's War Memorial Church, Toukley and St Brendan's Mass Centre, Lake Munmorah. The college enjoys a strong relationship with its Parish Administrator, Father Tomy Kuruvelil, and Assistant Priest, Father Baby Thomas. St Brendan's, Lake Munmorah and St Mary's, Toukley are our two main primary feeder schools, along with local state schools.

St Brigid's exists to 'Inflame hearts and minds in Christ.' The college is named after Saint Brigid, one of Ireland's patron saints. Saint Brigid provides a beautiful and profound example of living life to the fullest, holding Christ's hand on life's journey. The college is deeply proud of Saint Brigid's commitment to her faith, education and a life dedicated to the service of others.

St Brigid's educates students to successfully navigate a rapidly changing global landscape. Students strive to be the very best they can be, to be of service to others and make meaningful contributions to their community.

The use of technology is integral to the learning experience and enables teachers to provide feedback and monitor student performance, allowing parents to view their child's learning in real-time. The partnership between St Brigid's and families is strong, with parents strongly encouraged to participate in their child's learning. Integral to this are Information Evenings, Family Conferences, Learning Conferences, and the relationship families enjoy with their child's mentor teacher.

St Brigid's offer a broad range of curricular and co-curricular experiences for students including liturgical experiences such as the Mission Mass and Australian Catholic Youth Festival. Creative and Performing Arts, outdoor education programs, sports representation, social justice activism, and our flagship 'passion project' program, Inflame, form part of student-centred, holistic education.

The college has a parent body engaged in the learning of their children. The Parent Advisory Group (PAG) meets each term to discuss college life and their experiences from a parent

perspective. Members of the PAG volunteer to be Parent Liaison Officers and a point of contact for parents of students in their child's year.

St Brigid's is a welcoming community where students learn in a safe and supportive environment. We aim to know and assist each child in growing into the best adult they can be.

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
225	196	1	421

\* 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 [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2020 was 88.11%. 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
87.06	88.41	87.39	88.14	85.40	92.23

### 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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 2018, 55% completed Year 12 in 2020.

### **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 2020</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	25 %
% 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.

Approximately two-thirds of the cohort are going to university or TAFE, with the remaining third going into full-time work.

St Brigid's is incredibly proud of the 2020 HSC graduates. The students dealt admirably with being in a very small cohort and a challenging year of learning due to COVID-19.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	53
Number of full time teaching staff	33
Number of part time teaching staff	5
Number of non-teaching staff	15

### 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 CSBB. 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 One: Aligning Practices at St Brigid's

Day Two: Towards 2025 (system-wide professional learning day)

Day Three: Celebrating Success and Opportunities for Growth: Actioning the Community Feedback Data

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## Catholic Identity and Mission

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As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

The Emmaus account tells us that Jesus lit a fire in the hearts of the disciples. As Pope Francis said, " feed the fire of Christ burning in your hearts, and let it spread!" In 2020, the focus of our Mission was re-engaging with 'fire' and 'to inflame' in the college motto, 'Inflaming Hearts and Minds in Christ'.

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, Reconciliation and the end of year Thanksgiving Mass. The Easter liturgy brought to life the Passion and Resurrection of Christ. Students acted out Holy Week through dance, hymns, prayer and scripture. We are fortunate to have the ongoing support of the local parish and parish priests who regularly celebrate Mass for our community.

This sense of the sacred extended to our celebrations of ANZAC Day, Remembrance Day and NAIDOC Week Liturgy. 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. 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, and 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.

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.'

Saint 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.'

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## Curriculum, Learning and Teaching

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### 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.

In 2020, St Brigid's, continued the implementation of the Flame of Learning teaching and learning framework, an inquiry framework teachers use in planning the learning experiences for students. To complement the Flame of Learning, teachers deepened their knowledge of, skill in using, and understanding of, Understanding by Design (Wiggins and McTighe), which underpins the programming and design of assessment tasks; providing clear direction for learning as the starting point. As part of this, the college restructured its dynamic learning spaces to focus on a tutor group approach and reviewed the use of explicit instruction, small group instruction, individual-identified learning and inquiry projects to demonstrate learning.

St Brigid's continued the targeted interventions for improving student outcomes which we adopted in 2018. 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.

2020 saw the implementation of a high potential learners program; an aspirational program that aims to identify and help develop students who show both an aptitude in a learning area and a desire to improve.

In addition, Key Learning Areas had a particular focus on doing qualitative checks on current programs and assessment strategies to identify opportunities for improvement, use of data to inform the point of challenge for students and learning growth. They also identified opportunities to implement the six key competencies (character, collaboration, creativity, citizenship, communication and critical thinking) as part of our participation with New Pedagogies for Deep Learning and use of the Deep Learning Framework.

2020 was also a time for the College to engage with the results of our first HSC cohort and use our RAP data and DeCourcy analysis to understand and inform how we teach in both the

Preliminary and HSC courses and identify opportunities to develop Stages 4 and 5 to focus on developing a 'building blocks' approach in each Key Learning Area.

Finally, our passion projects program, Inflammation was further modified from the work done in 2019 to improve how it complements the work done in the learning spaces.

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## Student Performance in Tests and Examinations

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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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

### 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 2020 are St Brigid's second Year 12 cohort. Student performance across courses met expectations and demonstrated comparative learning gain growth. Many subjects were close to the state average with success again coming in Music 1 and Visual Arts. For the first time, the college had a student chosen for ArtExpress and Encore. Students in Business Studies, Food Technology and Physics also performed very well.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Business Studies	-	-	-	33 %	75 %	35 %
Food Technology	-	-	-	34 %	50 %	30 %
Music 1	-	-	88 %	66 %	100 %	64 %
Physics	-	-	-	37 %	50 %	41 %
Visual Arts	-	-	100 %	63 %	67 %	65 %



## 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 2020, the number of students issued with a RoSA was 18.

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## Pastoral Care and Student Wellbeing

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### 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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

### 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### Initiatives promoting respect and responsibility

St Brigid's uses a restorative practice approach in our relationships with an emphasis on respect and responsibility. Key in this is owning our behaviour, both positive and negative, and taking responsibility for our actions. Where we cause harm we endeavour to right our wrongs with support and encouragement from each other combined with mediation and restorative conversations as appropriate to the situation. In 2020, the college introduced reflection time for students who need extra support identifying patterns of behaviour and addressing them.

In 2020, there was a renewed focus on the college values of compassion, courage, stewardship and wisdom and being positive members of a community. A key component of this was identifying personal rights and responsibilities and allowing for the rights and responsibilities of others in our interactions. In addition, there was a revitalisation of the House System and mentor groups as communities in which all students feel safe, respected and valued. It also allowed for opportunities to highlight the power of contribution and encourage students to develop capacity, and identify and share their gifts and talents in a wide variety of ways within the college and the wider community.

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

St Brigid's continues 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 is run as part of the Religious Education program.

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## 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 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

In 2020, the college made significant achievements as a result of initiatives implemented to support our SIP goals. These achievements are summarised as follows:

In Mission, exploring our faith journey as Catholic Christians and increasing students participation in social justice initiatives with Christ as our model.

In Wellbeing, implementing a three-tier approach to student wellbeing allowing students' timely access to the support they need to become successful, contributing members of the community. The Learning and Wellbeing teams work collaboratively to ensure that the students are managed holistically for their best personal outcomes.

In Teaching and Learning, embedding New Pedagogies for Deep Learning into teaching and learning to help students better articulate where they have improved and identify growth opportunities.

Another key achievement was the embedding of our Community Partnerships program into the curriculum to educate students about the world of work. By engaging with industry experts, students are informed to make choices for their future based on current knowledge of post-school options.

### Priority Key Improvements for Next Year

In 2020, the college conducted a significant whole community feedback cycle. This was the biggest data-gathering exercise we have undertaken in determining our strategic direction and revisiting our vision and mission. Parents, staff and students all had the opportunity to

have their voice heard. As a result of this consultation and the evidence gathered, the following are identified key improvements for 2021:

In Mission, a focus on the relationship between Christ and the child as being at the heart of a quality Catholic education.

In Wellbeing, a focus on personal responsibility by students in the learning spaces, and the establishment of a Community Hub to address the wellbeing and health needs of our community.

In Teaching and Learning, a focus on identifying the 'point of challenge', making better use of data, a restructure of the day moving from five 1.5 hour lessons to six 1 hour lessons, and a focus on grit and persistence.

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## 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 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.

Parents are considered partners in the learning at St Brigid's and as such, their feedback and input are sought for an increasing number of events, processes and procedures at St Brigid's.

In 2020, parents participated in an extensive feedback process about the current vision, mission and strategic direction of the college to identify improvements and opportunities for growth. As part of this consultation process, parents indicated very high levels of satisfaction with the college. As such, parents at St Brigid's demonstrate strong loyalty to, and an affinity with, the mission, vision and strategic direction of the college. This is demonstrated by the significant increase in student enrolments based on our parents recommending the college to new parents.

### Student satisfaction

Students are considered partners in the learning at St Brigid's and as such, their feedback and input are sought for an increasing number of events, processes and procedures at St Brigid's.

In 2020, students participated in an extensive feedback process about the current vision, mission and strategic direction of the college to identify improvements and opportunities for growth. As part of this consultation process, students indicated very high levels of satisfaction with the college. As such, students at St Brigid's demonstrate strong loyalty to, and an affinity with, the mission, vision and strategic direction of the college.

The online learning environment at St Brigid's allows for student feedback about the way in which learning occurs, and informs how teachers communicate with students, provides opportunities to improve relationships between staff and students, and influences how staff structure teaching and learning at St Brigid's.

## Teacher satisfaction

St Brigid's utilises "Collective Teacher Efficacy" and "Cultures of Thinking" which allow for all teachers to have a strong voice in all aspects of the college, and work with the Senior Leadership Team to develop the strategic direction of the college and its culture. As part of this, all events, processes and practices of St Brigid's are feedback opportunities for staff. Thorough consultation occurs for all major changes in the college and staff are appreciative of the opportunity to have their views heard.

In 2020, staff participated in an extensive feedback process about the current vision, mission and strategic direction of the college to identify improvements and opportunities for growth. As part of this consultation process, teachers indicated very high levels of satisfaction with the college. As such, teachers at St Brigid's demonstrate strong loyalty to, and an affinity with, the mission, vision and strategic direction of the college.

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

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 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 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,515,919
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,565,292
Fees and Private Income <sup>4</sup>	\$1,426,072
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$241,624
<b>Total Income</b>	<b>\$8,748,907</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$81,222
Salaries and Related Expenses <sup>7</sup>	\$6,030,665
Non-Salary Expenses <sup>8</sup>	\$3,094,888
<b>Total Expenditure</b>	<b>\$9,206,775</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 2020 REPORT