



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## ANNUAL SCHOOL REPORT



### **St Brigid's Catholic College**

48 Carters Road, LAKE MUNMORAH 2259

Principal: Mr Adam Murdoch

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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

St Brigid's is a community of faith, hope, peace, harmony, cooperation and togetherness. The College thrives through the positive relationships between teachers, students and families. Our teachers teach together in teams, and our students learn together in dynamic learning environments which change to meet their needs; everyone collaborates and helps each other.

COVID-19 had a significant impact in 2021. Despite many well-documented hardships, including lockdowns and home-based learning for Term 3, 2021 was a year of many achievements for our vibrant college community, as detailed in this report. I couldn't be more proud of our community, how we dealt with everything thrown at us in 2021, and how our students, their families and staff 'got on with things' demonstrating resilience, community spirit, and our College Values of Courage Compassion, Stewardship and Wisdom.

2021 was a year of building on the hard work of 2020, where, as a whole community, we interrogated our work in the three College Domains, with a particular focus on Teaching and Learning. The CSBB Strategic Direction, Towards 2025, and its emphasis on student achievement also informed our review. In response, the College restructured our learning approach, enhanced how we interact in our dynamic learning spaces and team-teach, and created two key focus areas; academic rigour and high expectations.

### Parent Body Message

St Brigid's is a safe, supportive and vibrant learning community. St Brigid's dedicated staff again showcased their commitment to our children in another challenging year. The College did an excellent job supporting children and families during COVID-19 lockdowns and home-based learning. Engagement with both students and the parent community remained strong, and our care packages during home-based learning were very welcome. The College even managed to hold a formal for our Year 12, which was a beautiful night, particularly after such a tumultuous year!

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 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 reviewing, refining, and improving teaching and learning and encouraging parents to be part of the educational journey.

### **Student Body Message**

St Brigid's Catholic College fosters both independent and interdependent learning, enterprise skills, and student talents in dynamic learning spaces. The College enjoys a unique relationship between staff and students in the mentor program and the classroom setting, ensuring students feel welcomed and supported. The College's strong sense of community supports and nurtures students to grow into the young people they aspire to be. With the extensive extracurricular activities on offer in the College, such as the Duke of Edinburgh Award, eSports, and Olympiad, students are encouraged to develop their personal skills, prepare for the workforce, and ignite their passion for learning.

Our Catholic faith plays an integral role in College life. Students develop a strong understanding of the Catholic tradition in mentor masses, retreats, and College liturgies. Religious Education in the College focuses on social justice, real-world application of Christian values, and an understanding of scripture and the Holy Bible. The College Prayer encompasses the College values, serving as a daily reminder of how students can live out their call to discipleship as St Brigid did. St Brigid's Catholic College aims to inflame students' hearts and minds in Christ and shape the people of the future.

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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.

Our Lady of Perpetual Succour, Catholic Parish of Toukley/Lake Munmorah, our local parish 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 navigate a rapidly changing global landscape successfully. Students strive to be the best they can be, 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 education. 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
260	229	0	489

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 91.84%. 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
93.39	92.86	91.89	90.31	91.89	90.72

## 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 Quality Assurance and improvement 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.

## Student Retention Rate

Of the students who completed Year 10 in 2019, 69% completed Year 12 in 2021.

## 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 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	38 %
% 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.

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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 2021 HSC graduates. The students dealt admirably with two challenging years 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 2021:

Total number of staff	58
Number of full time teaching staff	39
Number of part time teaching staff	5
Number of non-teaching staff	14

### 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 and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Day 1: A Local Context for Towards 2025

Day 2: Towards 2025 (system-wide professional learning day)

Day 3: Academic Rigour and High Expectations

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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 2021 the College had a focus on praying the Examen. All staff have training in praying and leading the Examen, which commencing in 2022, will be a whole College prayer prayed at the same time each day. The Examen helps us be still and increase our opportunity to look at God at work in our lives.

The Emmaus account tells us that Jesus lit a fire in the hearts of the disciples and spurred them into action. As Pope Francis said in his Angelus address on Jan. 17 2021, "There are different ways of carrying out the plan that God has for each of us, which is always a plan of love. ... And the greatest joy for every believer is to respond to this call, to offer all of himself at the service of God and his brothers and sisters."

Students bring the Easter liturgy alive during Holy Week through drama, singing hymns and praying through scripture. Prayer and worship weave their way into a rich tapestry of liturgical celebrations; the Feast Day Mass, Ash Wednesday, mentor Masses, Reconciliation and the end of year Thanksgiving Mass. We are fortunate to have the ongoing support of Father

Tomy and Father Baby, our local Parish priests who regularly celebrate Mass for our community.

ANZAC Day, Remembrance Day, and NAIDOC Week Liturgies help us to connect Jesus' sacrifice with the courage and sacrifice of those fighting for their country. The faith nourished by these experiences enlivens our charitable service; Caritas' Project Compassion, St Vincent de Paul's Winter and Christmas Appeals, Catholic Mission and the Jesse Tree for the homeless youth of the Central Coast. These programs provide students with numerous opportunities to show mercy and justice on a local, national and international level, providing a global approach to making the world a better place.

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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.

St Brigid's provides students with a wide variety of courses and multiple pathways to support and encourage learning. Our educational program implements the NSW Education Standards Authority (NESA) syllabuses for secondary education. In addition, the College implements the Diocesan Religious Education syllabus. Additionally, we engage in programs run by the Diocese, Distance Education, TAFE-Delivered Vocational Education and Training (TVET) and School-based Apprenticeships and Traineeships (SBAT).

In 2021, the College implemented strategies to improve student learning outcomes and engagement in the learning space. The strategies were in response to staff, student and parent surveys and the Diocesan Strategic Plan, Towards 2025.

The strategies include:

- the continuation of reflective practice and qualitative analysis of programming through the Understanding by Design (Wiggins and McTighe) model
- building teacher efficacy and team culture to drive evidence-based practice and collegial understanding to improve student learning outcomes through academic rigour and high expectations
- building learning environments that encourage students to take responsibility for their learning
- literacy intervention in targeted lessons and KLA areas

Home-based learning in 2021 allowed us to streamline the layout of our learning platform, Hapara. These improvements led to an online learning environment that enabled students to better access and showcase their learning during this time and has continued during the return to face-to-face learning.

Literacy lessons were formally implemented into the timetable, and the College employed a Literacy Coordinator. In addition, dedicated literacy teaching teams were established in each year group to collect and analyse data and drive the program's implementation. A crucial role of the literacy teams is to make literacy more visible in the school and provide analysis to the

Leaders of Learning to enable Key Learning Areas to develop explicit opportunities to teach vocabulary in teaching programs.

Stage 6 continues to implement the Stage 6 Plan on a page to prepare the students for the HSC examination and encourage the continued practice of examination style questions under timed conditions. Due to the high literacy demand of the HSC, teachers designed learning opportunities that develop writing and exam techniques. The data generated informed teacher strategies to support learning outcomes and students' ability to infer and decode questions effectively.

We continue to work at developing our high potential learners. Over the year, we conducted the AGAT test as an identification system to engage students and provide opportunities to enhance their learning outcomes. Furthermore, the College offers our students who require intensive support with intervention programs before school. In 2020, this included Government funding and program development for intensive numeracy and literacy tutoring of students for whom COVID-19 and a Term of home-based learning had a significant impact.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	15%	26%	0%	23%
	Reading	22%	28%	0%	16%
	Writing	26%	20%	0%	25%
	Spelling	21%	31%	0%	15%
	Numeracy	19%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	21%	33%	26%
	Reading	20%	21%	21%	24%
	Writing	15%	14%	28%	36%
	Spelling	12%	21%	31%	22%
	Numeracy	13%	22%	25%	18%

## 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 2021 are St Brigid's third HSC cohort. Student performance across several courses met expectations and demonstrated comparative learning gain growth. Many subjects were close to the state average.

The results in Industrial Technology, Music 1, Mathematics Standard 1 and Visual Arts were particularly encouraging.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Industrial Technology	29 %	22 %	-	24 %	60 %	25 %
Mathematics Standard 1	-	18 %	-	16 %	50 %	19 %
Music 1	88 %	66 %	100 %	64 %	60 %	64 %
Visual Arts	100 %	63 %	67 %	65 %	60 %	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 2021, the number of students issued with a RoSA was 17.

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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 2021.

### 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 2021.

### 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 2021.

### Initiatives promoting respect and responsibility

In 2021, the College continued developing and enhancing relationships within our school community. A key initiative was the introduction of The Cottage to provide additional resources to families in need, such as psychological support and access to external professional agencies. Run in partnership with St Brendans' Catholic College, access to this support has been timely, given the ongoing impact of COVID-19 in our community.

The College continues to have a strong focus on Pastoral Care and Wellbeing for students. We regularly engage with the Catholic Schools Broken Bay - Pastoral Care and Wellbeing Team, specifically the Student Wellbeing Support Officers - Attendance and Behaviour, as part of our Case Management Process. We support the development of students' pro-social behaviour based on clear behavioural expectations via our Tiered Case Management System. Mentor teachers, Middle Leaders and Senior Leaders work collaboratively to escalate and de-escalate students as their level of need changes. Information is shared via Behaviour Support Plans and Case Management Documents as required. This system has enhanced students' learning outcomes and behavioural support within appropriate time frames and has removed the double-handling of student information.

In 2021, the case management system evolved to include the Cottage Team, the College Counsellor, the Leader of Learning - Learning Support, the Director of Learning and the Assistant Principal. These inclusions have enhanced the effectiveness of our approach to student wellbeing, providing increased transparency and a holistic approach to the management of each student.

The addition of a seventh Mentor group and the introduction of the House Advocate role are critical parts of the revitalisation of the Wellbeing for Learning program and related Mentor structures. The additional Mentor group has decreased the staff to student ratio for Mentor

teachers, allowing for more robust connections with their students. The addition of the House Advocate role has provided aspirational staff with the opportunity to develop Middle Leadership experience in the Wellbeing field while enhancing the vibrancy of House spirit in the College.

St Brigid's continues to provide Police and Department of Health presentations to students about vaping, safe partying and online safety. We also invite Brainstorm Productions on-site each year to complement the Wellbeing for Learning 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 conducted a significant whole community feedback cycle. This was the most extensive data-gathering exercise we have undertaken to determine our strategic direction and revisit our vision and mission. Parents, staff and students all had the opportunity to hear their voices. As a result of this consultation and the evidence gathered, the following key improvements in 2021 are:

In Mission, a focus on the relationship between Christ and the child as being at the heart of a quality Catholic education. Specifically, the introduction of the Daily Examen and further embedding of prayer life in the College, i.e. Mentor Masses.

In Wellbeing, a focus on personal responsibility by students in the learning spaces and the establishment of a Community Hub to address our community's wellbeing and health needs. In addition, the further embedding of 'house spirit' and House Challenges to further enhance 'community spirit.'

In Teaching and Learning, a focus on identifying the 'point of challenge', making better use of data, a move from a focus on 'inquiry learning' to 'evidence-based learning', a restructuring of the day moving from five 1.5 hour lessons to six 1 hour lessons, and a focus on grit and persistence.

### Priority Key Improvements for Next Year

In 2021, the Senior Leadership engaged the services of Linda Bendikson to help identify areas of improvement in the College and respond to the CSBB Strategic Plan, Towards 2025 with a particular focus on academic achievement. In addition, the College undertook a

Cultural Survey of staff, students and parents. As a result, the following key areas for improvement identified are:

- Creating a Culture of Academic Rigour using 'What Works Best?' and 'High Impact Teaching Strategies'
- Introduction of Academic Milestones
- Middle Leader Meetings with Senior Leaders
- Updating College Reports to provide more meaningful feedback to students and parents
- Appointment of a Youth Minister
- Appointment of Literacy and Numeracy Coordinators to oversee Literacy and Numeracy Classes to address learning gaps and extend our high potential learners.

The College will also be utilising the National School Improvement Tool to identify areas for improvement.

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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

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

2021 was a challenging year for our parents, who had to navigate COVID-19 lockdowns and home-based learning. Feedback from parents during this time is that they felt supported and very appreciative of the College's efforts to keep them informed and connected to the College community. Examples include school-based supervision for students of essential workers, fee relief, quality learning activities, teacher check-ins and providing care packages to families.

Parents participated in a range of feedback opportunities 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 satisfaction levels 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, shown by the significant increase in student enrolments based on our parents recommending the College to new parents.

### Student satisfaction

St Brigid's seeks student feedback and input for an increasing number of events, processes, and procedures at St Brigid's. Students are strongly encouraged to have a voice in their learning and wellbeing. At the heart of this are Learning Conferences, Mentor Classes and Family Conferences, which allow students to talk about their learning successes and areas for improvement, and their wellbeing, with their teachers and parents or carers.

2021 was a challenging year for our students, who had to navigate COVID-19 lockdowns and home-based learning. Feedback from them during this time is that they felt supported and very appreciative of the College's efforts to keep them informed and connected to the College community. Examples include school-based supervision for students of essential workers, quality learning activities, mentor check-ins and online activities and challenges.

Students at St Brigid's demonstrate strong loyalty to and an affinity with the College. Students participated in a range of feedback opportunities about the current vision, mission and strategic direction of the College to identify improvements and opportunities for growth. As part of this consultation process, they indicated very high satisfaction levels with the College.

### Teacher satisfaction

St Brigid's 'Collective Teacher Efficacy' approach allows all teachers to have a strong voice and contribute to all aspects of the College. Teachers teach in teams, in which collaboration and cooperation are integral and enhance a strong sense of collegiality. Teachers work with Middle Leaders and the Senior Leadership Team to help develop and implement the strategic direction of the College and its culture. As a result, St Brigid's fared exceptionally well during home-based learning and the impacts of COVID-19 on the community.

In 2021, 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. All St Brigid's events, processes, and practices are feedback opportunities for staff. As part of this consultation process, teachers indicated very high satisfaction levels 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 2021 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 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,444,574
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,890,937
Fees and Private Income <sup>4</sup>	\$2,031,629
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$10,367,140</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$41,458
Salaries and Related Expenses <sup>7</sup>	\$6,918,267
Non-Salary Expenses <sup>8</sup>	\$3,531,914
<b>Total Expenditure</b>	<b>\$10,491,639</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 2021 REPORT