



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2022

## 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 at local school level and 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. Everyone collaborates and helps each other.

As proudly part of Catholic Schools Broken Bay, we work with our Bishop, Anthony Randazzo, and our Director, Danny Casey, to ensure genuine, professional Catholic education, delivered with care and compassion. Our purpose is to inspire hearts and minds to know Christ, to love learning, and to help our students use their talents to be the very best they can be.

As detailed in this report, 2022 was a year of many achievements for our vibrant college community. It was a year of building on the hard work we started in 2020, where we interrogated our work in the three College Domains. In response, the College restructured our learning approach, enhanced how we interacted in our dynamic learning spaces, team-teach and prioritised our two key focus areas; academic rigour and high expectations.

Sadly, 2022 came to a close with the passing of a beloved colleague, Darryl Tuppen. Darryl epitomised everything we strive for at St Brigid's and we miss him.

### Parent Body Message

St Brigid's is a safe, supportive and vibrant learning community that welcomes families with open arms. The College's dedicated staff again showcased their commitment to helping our children learn. Parents appreciate the focus on learning growth. It was wonderful to have a year of learning uninterrupted by a pandemic and to remind ourselves how much we enjoy being together, in person, as a community.

Engagement with students and the parent community remains strong. The Parent Advisory Group continues to grow and develop, and the College focuses on hearing from parents, regularly seeking our opinions. Learning Conferences enable students to explain their learning progress to parents with the guidance of their mentor teachers and subject teachers.

We are grateful for the pastoral care provided to our children and the proactive steps taken to support 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 is a safe, supportive and caring College community. Each morning we are greeted at the front gate by our Assistant Principal, Mr Lynch or our Principal, Mr Murdoch. Doing so sets the scene for the day and exemplifies our positive relationship with our teachers.

At the heart of St Brigid's is our College Prayer and the College values; Compassion, Courage, Stewardship and Wisdom. Students are encouraged to embrace their passions in their learning and extracurricular activities, and the College offers and supports many opportunities for students to achieve their fullest potential, whether in the classroom, on stage, on a sports court or field, behind a guitar or swinging a hammer. Staff dedicate themselves to ensuring students receive ongoing support and opportunities.

Along with academic progress, St Brigid's strongly focuses on student wellbeing and our faith development. St Brigid's is a College with a great sense of community, as demonstrated through our house spirit, social justice initiatives, an uplifting spirit and a growth mindset.

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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 College and proudly part of Catholic Schools Broken Bay. We recognise the traditional owners of the land on which our College sits; the Darkinjung and Awabakal people.

St Brigid's exists to 'Inflame hearts and minds in Christ.' Students strive to be the best they can be, to serve others and make meaningful contributions to their community.

The College takes its name from St Brigid, one of Ireland's patron saints. We are deeply proud of Saint Brigid's commitment to her faith, education and a life dedicated to serving others. St Brigid provides a beautiful and profound example of living fully and holding Christ's hand on life's journey.

Our parish is Our Lady of Perpetual Succour, Catholic Parish of Toukley/Lake Munmorah, which 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 Kuruvellil, and Assistant Priest, Father Baby Thomas. Our students come from our two Catholic feeder schools, St Brendan's, Lake Munmorah and St Mary's, Toukley, and local state schools.

St Brigid's is a vibrant, cohesive community where students and teachers enjoy excellent relationships, and the partnership with 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.

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's perspective. Our parents and students annually provide feedback by completing the Tell Them From Me survey.

St Brigid's offers students various curricular and co-curricular experiences, including liturgical experiences, Masses, creative and performing arts events, outdoor education programs, sports representation, social justice activism, and our flagship 'passion project' program, Inflame. All form part of a student-centred, holistic education.

St Brigid's is a welcoming community where students learn in a safe and supportive environment. In collaboration with parents and carers, we aim to know each child and support them 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
273	256	2	529

\* 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 2023. 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 2022 was 83.70%. 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
85.20	83.00	82.90	82.30	83.50	86.90

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the 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 2020, 71% completed Year 12 in 2022.

## 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 2022</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	33 %
% 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.

Congratulations to our Class of 2022 on their HSC results. There were some outstanding achievements, and this cohort is the highest-performing in the College's history. All our students have attained university entry, traineeships, apprenticeships or secured paid employment.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	61
Number of full time teaching staff	38
Number of part time teaching staff	7
Number of non-teaching staff	16

### 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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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: Faith, Learning and Wellbeing at St Brigid's

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

Day 3: Spirituality Day

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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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 College's Year 7-10 Religious Education (RE) program, retreats, liturgies and social justice events provide our students with opportunities to put into action the words of Pope Francis, to "Let the Church always be a place of Mercy and Hope where everyone is Welcomed, Loved and Forgiven".

Students are given leadership opportunities through Catholic Schools Youth Ministry International (CSYMI), our College Youth Ministry program and Connecting Catholic Coasties. These programs provide students with numerous opportunities to show mercy and justice. Our focus in 2022 was on Project Compassion, the St Vincent De Paul Winter Appeal and Christmas Appeals, the Catholic Mission Appeal, and providing support for the homeless in our local area.

The College provides faith-formation opportunities for students, staff, parents and caregivers. Students participate in, and organise, regular mentor masses, which are growing in attendance. The staff come to pray together as a Catholic community each Friday morning.

These moments help us all to be inspired by the Holy Spirit and 'Inflame our hearts and minds in Christ.'

The prayer life of the College was strengthened by introducing the praying of the Examen each morning in class, allowing the students to stop and look at where God is in their day through gratitude, reflection, goal setting, and our praying our College Prayer.

Prayer and worship weave their way into a rich tapestry of liturgical celebrations, where students bring the Easter liturgy alive during Holy Week through drama, singing hymns and praying through scripture, the Feast Day Mass, Ash Wednesday, Assumption Mass, and the end of year Thanksgiving Mass. We are grateful for the ongoing support of Father Tomy and Father Baby, our local Parish priests, who regularly celebrate Mass for our community and provide the opportunity to build relationships with our local parish.

Other celebrations and commemorations in 2021 were ANZAC Day, Remembrance Day, and NAIDOC Week Liturgies. These experiences enable us at the College to grow in our relationship with Christ, know our mission and put it into action for the greater good of all.

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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.

The College provides an educational program in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, and Technological and Applied Studies (TAS). In addition, the College implements the Diocesan Religious Education syllabus and allows students to participate in Distance Education, TAFE, SBATs and TVET courses.

In 2021, the College implemented strategies to improve student academic rigour and learning outcomes and build positive learning engagement across various courses. These strategies are in response to staff, student and parent surveys and the Diocesan Strategic Plan, Towards 2025. Documents that have further informed our evidence-based approach include What Works Best (CESE, 2020) and High Impact Teaching Strategies (State of Vic, 2020).

Further to this, the following continues to support our teaching and learning:

- reflective practice and qualitative programming analysis using 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
- focus on academic rigour and high expectations
- improved reporting and feedback to parents and carers with an increase in comparative data
- introduction of learning milestones in each KLA area
- building learning environments that encourage students to take responsibility for their learning
- literacy intervention in targeted lessons and KLA area

Literacy lessons continued to be embedded in each year group with targeted testing allowing student placement in classes to meet their potential. While literacy classes continue to be a

focus, further emphasis will be placed on literacy in the various subject areas and building our teacher's capacity to build foundational literacy relevant to each KLA.

Stage 6 continues to be a focus for teachers as they prepare students for the HSC. Implementing the Stage 6 Plans on the Page are pivotal in the classroom, along with student surveys to inform our practice and support in the classroom.

80% of our HSC students took advantage of the opportunity to participate in "Lock in" week, which provides teacher support, practice in writing and exam techniques, creating effective study notes, and completing exams under timed conditions. Students also undertook Trial HSC examinations that mimicked the HSC, including the support of the College Presiding Officer.

Continued engagement with RAP and Decourcy data informs teacher classroom practice and feedback to engage and enhance the student's growth.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	15%	24%	23%	21%
	Reading	19%	27%	23%	15%
	Writing	18%	24%	27%	22%
	Spelling	21%	33%	24%	17%
	Numeracy	19%	32%	27%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	22%	32%	27%
	Reading	10%	21%	29%	23%
	Writing	11%	17%	30%	33%
	Spelling	11%	17%	25%	21%
	Numeracy	4%	20%	24%	19%

## 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 2022 were our fourth HSC cohort and the best-performing cohort in our short history.

Student performance across several courses met expectations and demonstrated comparative learning gain growth. All students in Construction, Entertainment, English Extension 1, Hospitality, Investigating Science, Maths Standard 1, Music 1, Retail Services and Visual Arts received a Band 4, 5 or 6.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2020		2021		2022	
	School	State	School	State	School	State
Community & Family Studies	-	34 %	16 %	32 %	36 %	33 %
HSC English Extension 1	-	93 %	0 %	94 %	100 %	93 %
Personal Development, Health and Physical Education (PDPHE)	-	34 %	10 %	31 %	25 %	26 %
Visual Arts	67 %	65 %	60 %	63 %	100 %	66 %

## 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 2022, 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 2022.

### 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 2022.

### 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 2022.

### Initiatives promoting respect and responsibility

St Brigid's Catholic College continues to focus on Pastoral Care and Wellbeing for students via a structured wellbeing program and community engagements that develop social-emotional and interpersonal skills alongside academic outcomes. At its heart, it promotes that we are all made in God's image and can achieve great things for ourselves and others with appropriate support structures and personal development opportunities.

Employing an Aboriginal Education worker has enhanced our case management processes, cultural awareness and our ability to improve educational outcomes for our Aboriginal and Torres Strait Islander students.

As part of our tiered Case Management Process, we regularly engage with the CSBB Pastoral Care and Wellbeing Team. We focus unrelentingly on Safeguarding and work closely with the Safeguarding team, Police Youth Liaison Officers and the Department of Community and Justice. Our internal processes effectively capture, manage, and respond to child protection and safeguarding presentations.

Attendance is at the heart of our improvement agenda. The wellbeing team uses data to enhance our attendance processes and respond to students with problematic attendance patterns. We also celebrate students with strong patterns of attendance. These initiatives and a focus on attendance in our communications with students and parents are making a difference.

The House structure continues to be pivotal in community engagement and is at the heart of College life. In response to reparations are underway for introducing an 8th Mentor group in 2024, finalising our mentor structure and further reducing the staff-to-student ratio. Regular House-based activities, including the new St Brigid's Goes to Hollywood film festival, work

alongside the College sports carnivals, merit system and weekly House masses to provide students with various participation pathways.

Finally, our outdoor education program for Years 7-10 continues to be extremely popular and beneficial for our students. It provides them with experiences to develop their leadership and personal growth and explore our College values of Compassion, Courage, Stewardship and Wisdom.

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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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2022, the Senior Leadership continued engaging the services of Linda Bendikson to help identify areas of improvement in the College and respond to the CSBB Strategic Plan, Towards 2025, focusing on academic achievement and improving learning outcomes and growth.

We achieved the following key areas for improvement:

- Creating a Culture of Academic Rigour and High Expectations 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
- Completion of the National School Improvement Tool to identify areas for improvement.

### Priority Key Improvements for Next Year

The key improvements planned for 2023 fall into two main categories, Student Achievement and Evangelisation and Catechesis, as identified in the CSBB strategic plan, Towards 2025.

#### Student Achievement

- increase teacher awareness of the teaching practice of other teachers in the College
- introduce the new learning management system, Canvas
- commence a three-year literacy program working with Trish Weekes
- introduce ability-based classes and restructure the use of learning spaces
- introduce learning intentions and success criteria in lessons
- improve data analysis to identify the point of challenge for students

## Evangelisation and Catechesis

- identify and create further opportunities for the faith formation of our students to build on our existing faith formation program
- increase student participation in the planning and delivery of Masses, liturgies and prayer
- program for the new RE 7-10 syllabus

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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 and carers are partners in their children's learning at St Brigid's. The College highly values parent and carer feedback. It seeks to hear their voice for an increasing number of events, processes, and procedures using various tools, including the Tell Them From Me survey. Our parents indicate that the College is safe, supportive and welcoming and appreciate our commitment to their children's wellbeing and learning growth.

Our Parent Advisory Group provides input to the College through termly meetings. Family Conferences and Learning Conferences are also valuable in understanding how the College can improve, as is the work of our Family Liaison Officer in supporting our families.

Our parents and carers at St Brigid's demonstrate strong loyalty and an affinity with the College's mission, vision and strategic direction. We are grateful for the feedback from our parents and carers and their promotion of the College. One key measure of this satisfaction is the significant increase in student enrolments based on our parents recommending the College to new parents.

### Student satisfaction

Students are at the heart of all we do and aspire to be at St Brigid's. Our students indicate that the College is safe, supportive and welcoming and appreciate our commitment to their wellbeing and learning growth. They identify having excellent relationships with their teachers. The College highly values their feedback, and it seeks to hear 'student voice' for an increasing number of events, processes, and procedures using various tools, including the Tell Them From Me survey and subject surveys.

Learning Conferences, Mentor Classes and Family Conferences allow students to talk about their learning successes and areas for improvement, and their wellbeing, with their teachers and parents or carers. Student Leaders, led by our College Captains, meet weekly to discuss the College's achievements and areas for improvement.

Students at St Brigid's demonstrate great pride, loyalty and an affinity with the College's mission, vision and strategic direction. We are grateful for the feedback from our students and their promotion of 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, where 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 direction of the College and its culture.

In 2021, staff participated in an extensive feedback process about the College's current vision, mission and strategic direction to identify improvements and opportunities for growth. In 2022, we witnessed our teachers' tremendous commitment and professionalism in implementing these improvements.

All of St Brigid's events, processes, and practices are feedback opportunities for staff. Teachers indicate high satisfaction levels with the College. As such, teachers at St Brigid's demonstrate strong loyalty to, and an affinity with, the College's mission, vision and direction. Indicative of staff satisfaction is the low turnover of staff. Additionally, St Brigid's is a sought-after school for university practicum students, many returning 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 2022 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 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,945,568
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,469,736
Fees and Private Income <sup>4</sup>	\$2,154,155
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$2,282
<b>Total Income</b>	<b>\$13,571,743</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$670,862
Salaries and Related Expenses <sup>7</sup>	\$7,341,153
Non-Salary Expenses <sup>8</sup>	\$3,716,938
<b>Total Expenditure</b>	<b>\$11,058,091</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 2022 REPORT