



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2023

## 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)

## 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 also be obtained from the [My School website](#).

## 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.

Proudly part of Catholic Schools Broken Bay, we work with Bishop Anthony Randazzo and our Director of Schools, 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, 2023 was a year of many achievements for our vibrant college community. The College reinvigorated its approach to learning and using learning spaces and introduced exciting new faith opportunities. These changes and improvements were made in response to the goals of Catholic Schools Broken Bay's strategic plan, 'Towards 2025,' to meet the needs of our students in Student Achievement and Evangelisation and Catechesis.

As always, we are indebted to our wonderful relationship with our Parish led by our Parish Priest, Fr Tomy Kuruvelil.

### Parent Body Message

St Brigid's welcomes families and acknowledges them as an integral part of our College community. The College staff demonstrate an outstanding commitment to student learning and include parents in various events and opportunities.

The role of Parent Engagement Coordinator was introduced in 2023 to facilitate parent engagement in the College and the Parish. Its creation recognises parents as an integral part of the College and Parish communities and the positive impact of parent engagement on student learning outcomes and faith development.

In 2023, new parent events were introduced, while others were enhanced. Our 'Parent Advisory Group' was restructured to be 'Parent Engagement Meetings,' where parents receive updates from the Senior Leadership Team. These meetings also provide a safe and supportive space for parents to make enquiries or voice concerns.

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 while encouraging parents to participate in the educational journey.

### **Student Body Message**

St Brigid's Catholic College is a welcoming and supportive environment, nurturing students to be their best selves. The College community is a committed team of staff, parents and caregivers who work tirelessly to enhance each student's learning and wellbeing. St Brigid's takes pride in the caring relationships students form with teachers. House spirit is a prominent aspect of our college life, providing opportunities to meet other students and allowing us to pause our academic schedules to check in with our mental, spiritual, and emotional health.

The College community prides itself on offering students diverse academic, spiritual, and extracurricular opportunities. Education at the College is guided by the core College Values of Courage, Compassion, Stewardship, and Wisdom, which are reflected in everyday College life.

St Brigid's aims to cultivate students driven by a passion for learning and ambition, inspired by the College's motto: "Inflaming Hearts and Minds in Christ." The unique bond among staff, families, and students ensures that students feel supported in their academic, spiritual, and personal growth as they progress through the College.

## School Features

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St Brigid's Catholic College, Lake Munmorah, is a 7-12 Catholic systemic co-educational College proudly part of Catholic Schools Broken Bay. We recognise the Darkinjung and Awabakal people as the original educators and the traditional owners of the land on which our College sits.

St Brigid's exists to 'Inflame Hearts and Minds in Christ.' As our beautiful College Prayer articulates, students strive to be their best, 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 St Brigid's commitment to her faith, education and a life dedicated to serving others. She 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 our Parish Priest, 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. Fathers Tomy and Baby are regular visitors to the College, helping us celebrate Masses and liturgies and supporting the faith journey of the whole community.

St Brigid's is a vibrant, cohesive community where students and teachers enjoy excellent relationships. The partnership with families is strong, and parents are 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.

This year, the College took a new 'parent engagement' approach to our Parent Advisory Group (PAG) meetings. In addition to the Senior Leadership Team presenting important information about the College, parents discussed College life and provided feedback. Our parents and students annually voice their opinions in various ways, such as 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 Inflame program, in which students participate in a wide range of sporting, cultural, faith, creative and performing arts activities. All form part of a student-centred, holistic education supported by excellent teachers.

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 adults they can be.

# Student Profile

## Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
281	262	3	543

\* 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 2024. 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 2023 was 86.80%. 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
87.80	84.70	86.00	84.40	85.70	92.20

## 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 2021, 70% completed Year 12 in 2023.

## 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).



Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	40 %
% 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 2023 on their HSC results. There were some outstanding achievements, with this cohort being the highest-performing in the College's history. Our students have attained university entry into education, health, business/finance, law, engineering and sciences, and traineeships and apprenticeships in music, design, entertainment and early childhood.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	63
Number of full time teaching staff	53
Number of part time teaching staff	10
Number of non-teaching staff	13

### Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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: Spirituality Day

Day 3: CSBB System-wide Staff Development Day

## 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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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 contextualises the common purpose of the Diocesan Mission Statement to ensure that students, families, and staff are all connected in achieving, delivering, and receiving the Good News. Integral to this is implementing the new Broken Bay K-12 Religious Education Curriculum in a manner that best suits our students' teaching and learning needs.

The new syllabus centres on a pedagogy based on the Emmaus Story, where teachers accompany students on their faith journey, allowing them to encounter Christ and transform themselves further into people who live out Christ's message. The College implements this pedagogy well beyond the classroom to offer many faith formation opportunities. Prayer life in the College starts at the beginning of each day with each classroom praying the Examen. Students also engage with their faith during Mentor Masses, Youth Ministry activities, and activities beyond the College, such as Praisefest and becoming part of the Connecting

Catholic Coasties, which provides opportunities for Central Coast Catholic schools to unite and engage in faith immersion experiences.

Liturgical life is present in the College as prayer and worship weave into a rich tapestry of liturgical celebrations through drama, singing hymns and praying through Scripture. We are fortunate to have the ongoing support of Father Tomy and Father Baby, who regularly celebrate Mass for our community.

Furthermore, 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 students with a chance to live out the final line of our College Prayer - 'Ensure that our world is a better place for our having lived'.

## 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 response to staff, student and parent surveys and the CSBB Strategic Plan, Towards 2025, the College continued implementing strategies commenced in 2022 to improve student academic rigour and learning outcomes and build positive learning engagement across all courses.

Our new College Strategic plan informed our staff's professional learning. We used a whole-school approach to professional learning, allowing staff to use evidence-informed practices and data to inform learning. What Works Best (CESE, 2020) and High Impact Teaching Strategies (State of Vic, 2020) are documents that continue to inform our evidence-based approach.

Our teaching and learning are underpinned by 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.

We continue to improve reporting and feedback to parents and carers by including comparative data, introducing learning milestones in each KLA, and building learning environments that encourage students to take responsibility for their learning.

Literacy is a specific focus, and staff engaged in Literacy Works with Trish Weekes. This professional learning has been integrated into teaching strategies and program development. We continue to use intense literacy lessons for our students who need additional support. These lessons are informed by the Maclit literacy program, embedded into lessons, and completed before and after school for students.

Stage 6 subject choices are a key focus of our teacher and parent engagement. In both Stage 5 and Stage 6 electives evenings, we introduced a process that provides students and their families with information to choose appropriate subjects. The aim is to improve student engagement and motivation in courses and sustain commitment.

RAP and Decourcy data analysis continues to improve classroom practice, teaching and learning, and assessment. Students are surveyed to help teachers understand their learning needs and identify support in the classroom to better prepare them for the HSC examination.

85% of our HSC students participated in the "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.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Brigid's Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	53%	64%
	Reading	59%	69%
	Writing	48%	63%
	Spelling	66%	73%
	Numeracy	56%	67%



NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	55%	59%
	Reading	62%	63%
	Writing	63%	58%
	Spelling	69%	71%
	Numeracy	59%	64%

### 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 2023 were our fifth and best-performing HSC cohort in our short history. Student performance across several courses met or exceeded expectations and demonstrated comparative learning gain growth. We had 54 Band 5 and 6s in our cohort of 45.

All students in Community and Family Studies, Construction, Drama, English Advanced, Entertainment, English Extension 1, Food Technology, Hospitality, Mathematics Standard 1, Music 1, Retail Services, Studies of Religion II and Visual Arts received a Band 4, 5 or 6.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Community & Family Studies	16 %	32 %	36 %	33 %	77 %	36 %
Food Technology	33 %	36 %	0 %	30 %	38 %	30 %
Personal Development, Health and Physical Education (PDPHE)	10 %	31 %	25 %	26 %	38 %	31 %
Society and Culture	0 %	45 %	17 %	43 %	57 %	45 %
Visual Arts	60 %	63 %	100 %	66 %	67 %	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 2023, the number of students issued with a RoSA was 21.

## 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 significant changes made to this policy in 2023.

### 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 2023.

### **Complaints Handling Policy**

The College follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

### **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. Within the College, there is a strong focus on Learning for Wellbeing and Wellbeing for Learning, meaning that a student cannot learn to their full potential until their wellbeing is at its most positive capacity. 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.

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, as well as our Aboriginal Education officer. Our internal processes effectively capture, manage, and respond to child protection and safeguarding presentations.

Our Strategic Plan focuses on the improvement of student attendance. When students engage with the College, they are able to gain a deeper sense of identity and feel they have a place for belonging. 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. A data wall has been established within the confines of the staffroom to ensure that staff have a deeper focus on improving student attendance.

The House structure continues to be pivotal in community engagement and is at the heart of College life. Preparations are underway for introducing a 10th 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.

## 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

All key improvements identified for 2023 were achieved, or major milestones were met. Improvements were in two categories, Student Achievement and Evangelisation and Catechesis, as identified in the CSBB strategic plan, Towards 2025 and include:

#### Student Achievement

- increasing teacher awareness of the teaching practice of other teachers in the College through 'learning walks'
- implementation of the new learning management system, Canvas
- commencement of a three-year literacy program working with Trish Weekes and updating of assessment tasks
- introduction of ability-based classes and restructuring of how learning spaces are used
- introduction of learning intentions and success criteria in lessons
- improvement in using data to identify the 'point of challenge' for students and build an 'image of the learner'

#### Evangelisation and Catechesis

- implementation of several new opportunities for the faith formation of our students to build on our existing faith formation program
- steady increase in student attendance at Masses, liturgies, and prayer and participation in their planning
- staff participated in programming for the new RE 7-10 syllabus
- introduce of new role of Parent Engagement Coordinator

### Priority Key Improvements for Next Year

In 2023, we will continue implementing our strategic plan and CSSB's Strategic Plan, 'Towards 2025'. To lead this work, two new Assistant Principal roles will be created, one for Student Achievement and one for Evangelisation and Catechesis. These roles replace the existing model of one Assistant Principal. A new role of Youth Minister will be established to support our focus on our students' faith development.

Over the last two years, St Brigid's has undertaken a significant change process in teaching and learning. As a result, our focus next year is on continuing this work and embedding it as our College practice. We will also focus on addressing curriculum reform over the next few years. Our professional learning groups (PLG), weekly two-hour professional learning sessions led by our Director of Teaching and Learning and Leaders of Learning, are at the forefront of both.

Student wellbeing underpins all we do at St Brigid's, and next year, we are introducing an updated wellbeing curriculum, fortnightly wellbeing lessons and identifying and implementing strategies for improving student attendance. A new Leader of Wellbeing role will be established to support this work.

## 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 about the College using various tools, including the Tell Them From Me survey. Our Parent Advisory Group provides input to the College through termly meetings under the guidance of our Parent Engagement Coordinator, who also develops opportunities for our parents to engage with our Parish.

Our parents indicate that the College is safe, supportive and welcoming and appreciate our commitment to their children's wellbeing and learning growth. They particularly enjoyed new parent-focused events such as Mother's Day and Father's Day breakfasts and a morning tea for grandparents. These events were extremely well-attended.

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 student feedback, and it seeks to hear the 'student voice' using various tools, including the Tell Them From Me survey and subject surveys. Learning Conferences, Mentor Groups and Family Conferences allow students to talk about their learning successes, areas for improvement, faith and wellbeing with their teachers and parents or carers.

This year, Student Leaders, led by our College Captains, have been at the forefront of improving the student experience and identifying key improvement opportunities in their



weekly meetings. The senior Leadership attends these meetings, which are a great opportunity for them to hear about the College directly from students.

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, including recommending it to other students and their families leading to significant enrolment enquiries.

### **Teacher satisfaction**

St Brigid's College is blessed with committed hard-working, highly effective professional teachers committed to the transformative power of a quality education for our students. Staff work together to create a cohesive, supportive work environment where everyone's work is valued for contributing to educating the children in our care.

Teachers have a strong voice and contribute to all aspects of the College. In 2023, staff participated in an extensive change process in collaboration with CSBB, resulting in the College's current vision, mission and strategic direction.

Teachers work with Middle Leaders and the Senior Leadership Team to help develop and implement the direction of the College and its culture. Teachers work collaboratively and cooperatively, which is integral to our strong sense of collegiality.

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.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,944,868
Government Capital Grants <sup>2</sup>	\$14,727
State Recurrent Grants <sup>3</sup>	\$2,447,470
Fees and Private Income <sup>4</sup>	\$2,445,853
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$3,461
<b>Total Income</b>	<b>\$13,856,381</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$145,769
Salaries and Related Expenses <sup>7</sup>	\$9,133,532
Non-Salary Expenses <sup>8</sup>	\$5,342,814
<b>Total Expenditure</b>	<b>\$14,476,347</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 2023 REPORT