



2025

ANNUAL SCHOOL REPORT



St Brigid's Catholic College

48 Carters Road, LAKE MUNMORAH 2259

Principal: Mr Adam Murdoch

Web: www.sbccdbb.catholic.edu.au

About this report

St Brigid's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

Principal's Message

St Brigid's is a community of faith, hope, peace, harmony, cooperation, and togetherness, thriving through positive relationships between teachers, students, families, and our Parish.

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.

A culture of continuous improvement permeates our College, and as detailed in this report, 2025 was a year of many achievements for the St Brigid's community. In response to Catholic Schools Broken Bay's new strategic plan, 'Shaping Tomorrow, Together in Faith', the College embedded new learning, wellbeing, and faith development approaches, and Foundations for Inflaming Hearts and Minds, which outlines expectations for students to live out the core values of Compassion, Courage, Stewardship and Wisdom in all areas of school life.

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

Parent Body Message

Families are integral to our College community. Staff are committed to our students and warmly welcome parents to participate in College and Parish events.

The Parent Engagement Coordinator role positively facilitates parent engagement in the College and Parish, recognising its positive impact on student learning outcomes, wellbeing and faith development.

St Brigid's is experiencing significant enrolment growth due to its community reputation and 'word of mouth' recommendation from existing parents. New parent events and enhanced existing events ensure strong connections with families despite the college's growth.

We celebrate a termly Family Mass, allowing families to unite in faith and friendship. We also have our largest community event of the year, 'Groovin' the Green,' a combined school fete-style afternoon that brings families together. Parents are also warmly invited to attend College sporting carnivals and events such as Mother's and Father's Day.

The College leadership team and staff are committed to our students and continue to review, refine, and improve teaching and learning while encouraging parents to participate in their children's educational and faith journeys.

Student Body Message

St Brigid's Catholic College is a welcoming and supportive environment that nurtures students to become their best selves. Strong and caring relationships between students and teachers create a sense of trust, respect, and belonging.

House spirit is a vibrant part of college life, offering students meaningful opportunities to connect across year groups and reflect on their mental, spiritual, and emotional wellbeing.

The Student Representative Council strengthens student leadership structures, creating authentic opportunities for student voice and action, and enabling students to play a greater role in shaping initiatives, events, and school culture. College Ministries has expanded to include faith-focused leadership, advocacy for important causes, and student perspectives across major areas of College life.

Our College values of Compassion, Courage, Stewardship and Wisdom are lived out in classrooms, on the sporting field, and in service to others. Inspired by our motto, "Inflaming Hearts and Minds in Christ," we foster a passion for learning, faith, and purpose, ensuring that every young person feels supported in their academic, spiritual, and personal journey at the College.

School Features

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 Darkinjung and Awabakal people are the original educators and 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 Kuruvelil, and Assistant Priest, Father Baby Thomas. We are also blessed to have Sr Josefa Mabini on our staff as a valued colleague.

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. The College is experiencing excellent enrolment growth, as our strong reputation in the community and 'word of mouth' from existing families resonate throughout Lake Munmorah and the surrounding suburbs.

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 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
323	328	40	651

* 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 2025. 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 2025 was 84.83%. 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
85.95	84.25	80.73	83.97	86.07	89.45

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 Department of Education 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 Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	36 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	97 %

Post School Destinations

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

The Class of 2025 post-school destination data shows students achieved university entry in education, health, business, engineering, science, law, and creative industries. Many students received multiple Early Entry offers, reflecting strong academic achievement and successful post.school planning.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	86
Number of full time teaching staff	51
Number of part time teaching staff	13
Number of non-teaching staff	22

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	3
Provisional Teachers	5
Proficient Teachers	55
HALT Teachers	1

Catholic Identity and Mission

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2025, St Brigid's Catholic College continued to live out the Shared Mission Principles through a collaborative, faith-centred approach to education. Strong partnerships among families, parish clergy, and staff remain central to fostering a community where each student is supported in encountering Christ and in their learning and personal development. The College's close relationship with the Toukley and Lake Munmorah Parish continues to enrich its spiritual life, with Fr Tomy and Fr Baby actively supporting liturgical and pastoral experiences.

The Year 7–12 Religious Education program, grounded in the Broken Bay K–12 RE Curriculum, remains a key expression of the College's mission. Throughout 2025, the focus was on strengthening teacher practice, deepening theological understanding, and enhancing student engagement and literacy through purposeful assessment. Students were supported in making meaningful connections between their learning and their lived faith.

Faith formation continues to be nurtured through a rich program of liturgical and spiritual opportunities. Students participated in College Masses, Ash Wednesday and Easter

Liturgies, and regular prayer experiences including the Rosary and Alpha. House Mentor Masses were introduced to further strengthen connection, reflection and belonging within House communities.

A significant highlight of 2025 has been the continued growth and strengthening of Youth Ministry across the College. Student participation and leadership opportunities have expanded, supporting young people to actively live their faith. Students engaged in diocesan and wider Church events, including Connecting Catholic Coasties, Ignite, Praisefest and the Australian Catholic Youth Festival (ACYF), fostering a strong sense of belonging to the broader Church.

Student formation is further supported through retreat experiences and leadership opportunities. The Leadership Retreat provided students with opportunities for reflection and formation as faith-filled leaders, while the Year 12 Senior Retreat offered meaningful experiences of connection, reflection and personal growth.

The House system continues to provide opportunities for students to live out the College's mission through service. Each House leads initiatives aligned with the liturgical year, including Project Compassion, the St Vincent de Paul Winter Appeal, Catholic Mission and the Christmas Hamper Appeal, encouraging students to act with compassion and justice.

As a faith-filled community, St Brigid's Catholic College remains committed to placing Christ at the centre of all that we do, nurturing young people to live with faith, hope, compassion and purpose.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Throughout 2025, St Brigid's Catholic College continued to strengthen its secondary curriculum, focusing on academic rigour, clarity of practice, and improved student learning outcomes.

Teaching and learning were grounded in structured, classroom-based instructional practices that promote consistency, purposeful routines and high expectations across all Key Learning Areas.

Explicit instruction remained embedded across Stages 4 - 6, with teachers consistently implementing clear learning intentions, success criteria, guided practice and timely feedback.

Ability-informed class structures continued to support differentiated learning, enabling students to be both appropriately challenged and effectively supported, resulting in improved engagement, focus and learning behaviours.

Professional learning was a central driver of curriculum improvement. Staff engaged in targeted development aligned to the CSBB Curriculum, Assessment and Pedagogy (CAP) Framework, strengthening shared understanding of effective instructional practices, assessment design and feedback.

Significant professional learning was undertaken to deepen staff understanding of NESA Standards-Referenced Assessment, including explicit focus on the HSC Judging process, marking guidelines and the consistent application of performance descriptors. This enabled greater consistency in assessment, moderation and teacher judgement across subjects.

A whole-school professional learning model was sustained, with all teaching staff participating in regular collaborative sessions led by the Director of Teaching and Learning and Leaders of Learning. These sessions focused on using evidence to inform practice, including professional development on analysing the NESA Results Analysis Package (RAP) to identify trends, strengths, and areas for improvement. RAP analysis informed adjustments

to teaching programs, assessment practices and targeted classroom strategies to improve learning outcomes.

During 2025, the College engaged in extensive consultation and professional learning with staff to develop a shared framework for classroom expectations, Foundations for Inflaming Hearts and Minds in Christ. This framework articulates consistent expectations for classroom routines, learning behaviours and relationship-centred practice, strengthening coherence across classrooms and supporting a positive and respectful learning culture.

Curriculum review and refinement remained an ongoing process, supported by reflective practice, collaborative planning and a strong focus on continual improvement in teaching and learning.

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.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	53%	62%
	Reading	64%	69%
	Writing	53%	64%
	Spelling	55%	72%
	Numeracy	58%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	35%	56%
	Reading	37%	65%
	Writing	41%	61%
	Spelling	56%	72%
	Numeracy	44%	66%

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 2025 HSC results affirm St Brigid's Catholic College's commitment to academic excellence across a broad and inclusive curriculum. As the College's seventh HSC cohort, students demonstrated strong achievement across academic, creative and vocational courses, reflecting sustained effort and high expectations.

Students achieved Bands 4, 5 and 6 in a range of subjects, with particular strengths evident in Studies of Religion I, Music 1, Geography, Biology, Earth and Environmental Science, and the Entertainment Industry Examination.

The results highlight effective teaching programs that balance conceptual understanding with explicit examination preparation. Several students were recognised on the HSC Honour Roll for high-band achievement, reflecting individual excellence and consistent assessment performance throughout the senior years.

Success in Vocational Education and Training underscores the College's focus on diverse post.school outcomes, with students demonstrating industry-aligned skills and knowledge.

The 2025 HSC results showcase students pursuing their personal best, engaging purposefully with their learning and ready for further study, training or employment beyond school.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Construction Exam	-	-	100 %	47 %	100 %	44 %
English Extension 1	1 %	94 %	-	-	100 %	95 %
Entertainment Industry Exam	-	-	67 %	45 %	63 %	45 %
German Beginners	-	-	-	-	100 %	56 %
Mathematics Standard 1	0 %	22 %	100 %	23 %	67 %	19 %
Textiles and Design	-	52 %	-	-	50 %	48 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 2025.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Parents and carers are partners in their children's learning at St Brigid's. The College highly values parent and carer feedback. 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. Attendance at these events increases each year.

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 they appreciate our commitment to their wellbeing and learning growth. They identify relationships with their teachers as strong. 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.

Student Leaders, led by our College Captains, have been at the forefront of improving the student experience and identifying key improvement opportunities in weekly meetings. The Senior Leadership attend these meetings, which are an excellent opportunity 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.

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.

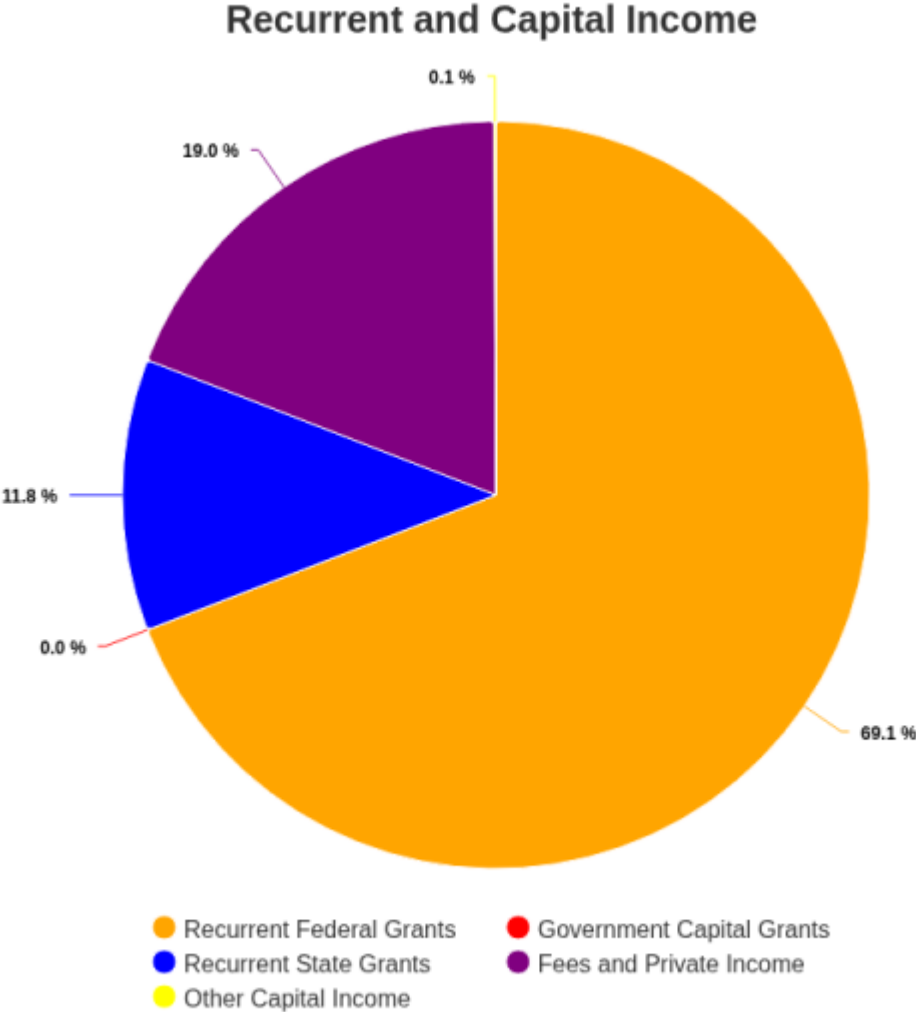
Teachers have a strong voice and contribute to all aspects of the College. In 2025, staff completed a Culture Survey, and regular surveys on key issues affecting them and the College as a workplace. An indicator of staff satisfaction is the low staff turnover.

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.

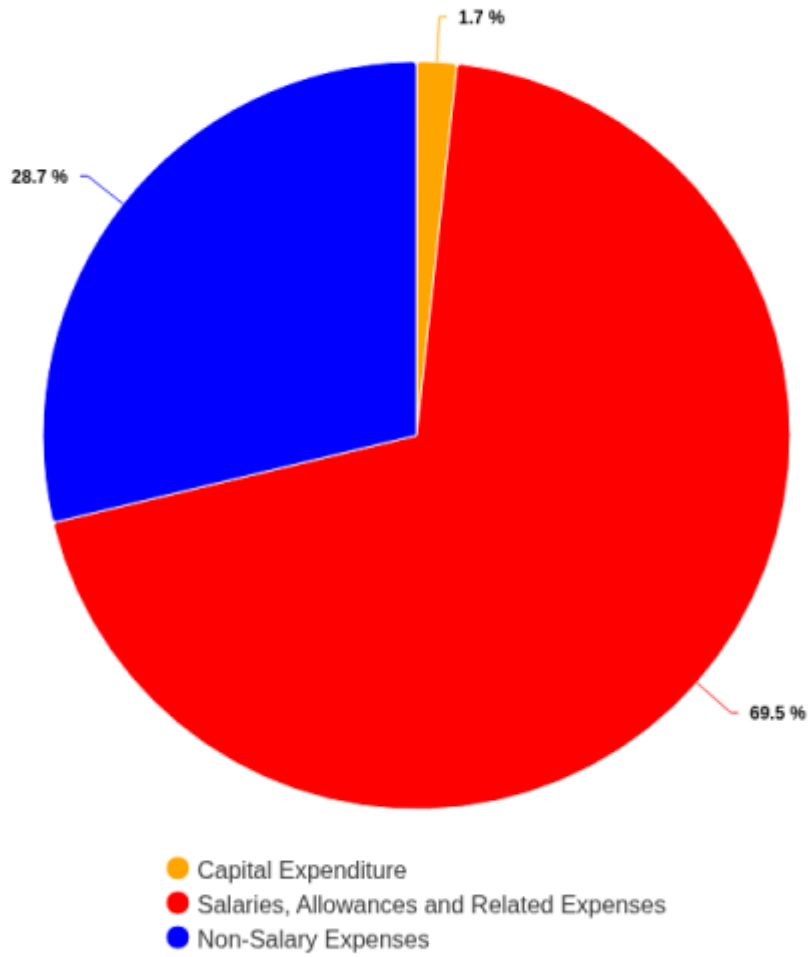
All of St Brigid's events, processes, and practices are opportunities for staff to provide feedback. Teachers indicate high satisfaction levels with the College. As such, teachers at St Brigid's demonstrate strong loyalty to, and an affinity with, the College's mission, vision and direction.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT