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COLLEGE OVERVIEW

Brigidine College St Ives is an independent Catholic girls’ secondary school, committed in its Mission to education that inspires girls to value learning, to be true to themselves and to honour their spiritual heritage. The College challenges young women to act in the world with strength and gentleness.

The College motto, Fortiter et Suaviter points to the qualities of strength and gentleness cultivated in the young women who attend the College. Non-selective, the College enjoys considerable academic success, and places particular emphasis on a differentiated curriculum allowing students of all abilities to thrive. The College also values its high reputation in the performing arts. Dance, drama and music are all well represented, and College performances are frequently highly placed in eisteddfods.

A pastoral team working in a model of positive psychology and restorative justice ensures close attention to student welfare, and contributes to a strong community spirit within the College. A broad cocurricular program of sporting and cultural activities is integral to the College’s commitment to holistic education. College teams compete successfully at local, State and national level. An active parent body provides support to the education of the students and the inclusive culture that is Brigidine.

Further contextual information about the College can be found on the Federal Government’s My School website: http://www.myschool.edu.au/
THE COLLEGE MISSION

Fortiter et Suaviter

We inspire girls to value learning, to be true to themselves and to honour their spiritual heritage.

We challenge young women to act in the world with strength and gentleness.

The College Motto, *Fortiter et Suaviter, With Strength and Gentleness*, originates in the foundation of the Brigidine Congregation in Ireland by Bishop Daniel Delany in 1807. Brigidine College St Ives was opened by the Brigidine Sisters in 1954 and celebrated its Diamond Jubilee in 2014. The Brigidine Sisters were the administrators and teachers of the College until 1995. To this day the Brigidine tradition and charism and its reimagining in Kildare Ministries inspires the hearts and minds of all of those who lead and work at the College.

The young women of Brigidine are challenged to use their academic abilities, to grow in Catholic values and self-knowledge, to commit to enriching cocurricular activities and engage whole-heartedly in community outreach and social justice projects.

The vision of the College strongly promotes the girls in its care as women of the future to whom the full range of life’s possibilities is open. The young women who graduate after their time at Brigidine College St Ives are fully prepared to face the challenges of the new millennium with faith, aptitude and confidence. Each activity engaged in at the College is a “great mirror” revealing to the student her character traits – tenacity, commitment, compassion, gratitude and a desire for excellence in every sphere.

In every way, daily life and activity at the College strives to be a contemporary reflection of the words of Jesus:

“For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many.”

*(Mark 10:42-45)*
GOVERNANCE AND THE COLLEGE BOARD

Brigidine College St Ives was established by the Congregation of Brigidine Sisters in 1954. In 1999 a separate legal entity was formed and a Board assumed responsibility for governance and leading the College. In 2014, the Congregation of the Sisters of St Brigid in Australia merged into the new governance entity, Kildare Ministries, which is now the sole member.

The Board is appointed by Kildare Ministries.

The Principal of the College is appointed by the Board and is charged with the responsibility of administering the College.

Directors during 2014 were:

Ms Kitty Guerin (Chair)
Mr Brett Kimmorley (Deputy Chair)
Sr Margaret Daniels csb
Mr Derick Korte
Mr Koos Kruger
Ms Francesca Menniti
Dr Kerry-Ann O’Sullivan
Mrs Sonja Walters

The College Principal is Mrs Jane Curran.

The Board of Brigidine College St Ives is committed to the highest standards of governance. This commitment is supported by formalised processes, protocols and guidelines.

To assist in the effective execution of its responsibilities, the Board has a number of Board Committees, including Finance and Risk.
CHAIR’S REPORT 2015

Brigidine College celebrated a significant milestone in the history of the school – 60 years of providing quality education for girls in 2014. This was indeed a very busy year full of many celebratory activities. At the end of that year Ms Anne Garvan made the decision to step down as Chair of the College Board. I was appointed to the position as Chair beginning in 2015 by the Trustees of our new governance entity, Kildare Ministries. 2015 has been a year of consolidation and also the planning and preparation for Stage 3 of the Master Plan.

My background is in education in Catholic schools and specifically girls schools having been the Principal of St Clare’s College Waverley and Our Lady of Mercy College Parramatta. My previous governance experience includes Directors’ positions on the Santa Sabina College Strathfield Board, the Alliance of Girls Schools Australasia and Catholic Secondary Principals Australia.

The establishment of Kildare Ministries is an exciting development in the history of Brigidine College. Kildare Ministries is both a civil and canonical entity and is comprised of the educational and community works formerly governed by the NSW Province of the Brigidine Congregation, the Victorian Province of the Brigidine Congregation and the Presentation Congregation. There are 10 schools and 2 community works that are governed by Kildare Ministries.

Needless to say transferring governance responsibilities from the Brigidine Sisters to Kildare Ministries involves a great deal of work as new constitutions are developed, land to be transferred and new structures put in place. More importantly a new understanding with a new vision, mission and values has to be developed, articulated and lived. Over the past year, principals/managers and Board Chairs have met with the Trustees to discuss and reach a common understanding of our vision, mission and values. It is indeed a significant work in progress.

At the same time in NSW, there is new legislation which applies to all non-government schools which is aimed to ensure that these schools understand and comply with the not for profit funding requirements. There are now clearly articulated requirements that include the need for policies and procedures relating to: the governance of the school, conflict of interest, register of related party transactions, induction and professional learning for Directors and external audits of the financial accounts. Compliance with this legislation will now become part of Registration and Accreditation by the Board of Studies, Teaching and Education Standards.

Over the year there has been extensive planning for Stage 3 of the Master Plan. This will see the refurbishment and modernisation of the McCammon Wing to provide flexible learning spaces for Years 11 and 12 and improved staff facilities. A new common room, with catering facilities that will also be used for College events, will be provided on the ground floor. A lift and other features will improve disability access and general student movement. It is anticipated that the building work will commence in mid-2016.

From a personal perspective, I, together with a member of the Brigidine teaching staff, was given the opportunity to take part in a pilgrimage to Ireland organised by Kildare.
Ministries. Over 20 people from the various Kildare ministries had the opportunity to experience the important and sacred sites which told the story of the Brigidine and Presentation Sisters and the Celtic and Christian story of Ireland. It was an experience that really cannot be expressed adequately in words as it gave all of us such insight into what is now our collective history.

I would like to acknowledge the commitment of my fellow Board members and their efforts throughout the year. To take on the role of a Director on a not for profit board requires great commitment as most members of the Board are in full time employment and have to juggle competing demands. They generously give of their time and expertise. My particular thanks to Brett Kimmorley for his support in the role of Deputy Chair; to Derick Korte, who has provided strong leadership to our Finance Committee; to Sonja Walters as Chair of the Risk Committee and to Sister Margaret Daniels, Dr Kerry-Ann O-Sullivan, Francesca Menniti and Koos Kruger who have all provided great service. I also acknowledge the work of Brett Kimmorley and Sonja Walters in the area of Succession Planning.

The Board continues to work closely and collaboratively with the Principal, Jane Curran, the members of the Executive and staff members and supports their initiatives as they implement and bring to life the strategies outlined in the Strategic Plan. I would also like to acknowledge the services of Vicki Scott, the Board Minutes Secretary and Di Lawrence, Director Development and Community Relations. They are all to be commended for their dedication and commitment to ensuring that Brigidine College continues to be a school of choice for girls.

Kitty Guerin
Board Chair
PRINCIPAL’S REPORT

Introduction

2015 saw the College continue its strong position in the provision of Catholic education to girls. Brigidine heritage was more firmly embedded as the charism of the school within its new governance framework of Kildare Ministries.

Religious identity and heritage

The College lives out its mission in Catholic and Brigidine education as the foundation principles of its operation. The College regularly celebrates through class, Year and whole school liturgies, has an ongoing relationship with the Parish of St Ives and the Diocese of Broken Bay and remains committed to the service of others. This is evident through such involvement as the Justice and Democracy Club, Project Compassion organised by Caritas Australia, the Year 11 street retreat program, Year 10 Community Involvement, the Goodooga indigenous immersion, service learning tours to South East Asia, Marist Sony Children’s Holiday Camp, 40 Hour Famine, Daffodil Day, St Vincent de Paul Winter Appeal, the Socktober Appeal, Red Shield Appeal and more.

Prayer is central to life at Brigidine and remains part of every gathering, both among students and staff. Each term a whole school mass is celebrated: Term 1 – Commencement; Term 2 – Founders Day; Term 3 – the Feast of the Assumption; Term 4 – Christmas. In addition to this, each Religious Education class in Years 7 – 10 prepares and celebrates a class mass and Years 11 and 12 celebrate a Year mass as part of their Retreat program. The Liturgical program also includes Ash Wednesday, Easter, Anzac and specific staff gatherings such as the commencement of the year and the conclusion where staff are welcomed and farewelled respectively.

A key focus for Brigidine in its modern context is the nurturing within students of an understanding of the Brigidine Sisters and their role in the story of Australian education and the College’s development. This is ongoing with additional initiatives coming into the program.

Teaching and Learning

2015 continued the focus on the teaching and learning programs in the school. In 2015 the focus was on assessment with particular emphasis on feedback and its value for optimising learning. There was continued focus on the evaluation of available data to improve student performance and consequent greater accountability around using the data to inform future practice. This data includes NAPLAN in Years 7 and 9, placement examinations in Year 7, all assessment data Years 11 and 12 and the HSC. All departments have worked this analysis into their Operational Plans for 2015 and there has been follow up with the Heads of Departments in evaluating HSC performance.

The College is proudly non-selective and continues its commitment to the education of girls across the spectrum of ability. Extension programs continue in English and Philosophy and accelerated programs occur in Mathematics and Studies of Religion. The largest ever cohort of Mathematics Extension 2 students sat for the HSC in 2015 with all
gaining Band 6. The two girls who placed in the top ten in the state in Studies of Religion 2 were in Year 11. The girls who require specialised and independent learning programs are in specialist literacy and numeracy classes and are supported in mainstream classes for the remainder of their subjects. The success of this integration can only be measured qualitatively but, for the first time in the College’s history, a high needs student was voted into a leadership role by her peers in Year 11.

The ALTitude Project

Over a period of twelve months, beginning in July 2015, all teachers at Brigidine College have been involved in action research. Over the past two years, in line with the Strategic Plan and the strategic intents, the College has witnessed the growth of a more collaborative learning community where teachers are challenging their methodologies and are prepared to share with colleagues. The reception of these methodologies by the teaching staff has led to an openness to learning where teachers model the learning they wish for from their students and develop quality practices that enhance quality teaching and learning. High quality teaching is the greatest influence on student engagement and outcomes. Collaborative partnerships build stronger relationships among staff leading to more effective teaching and learning.

The areas for consideration include:

1. Alternative modes of delivery
2. Student leadership
3. Neuroscience and adolescent learning
4. STEM (Science, Technology, Engineering, Mathematics)
5. Optimising professional learning
6. Assessment 7-9
7. Service Learning
8. Spiritual formation in the development of girls’ wellbeing
9. Learning beyond the classroom

Firefly

2015 also saw the trialling of Firefly as a new learning content management system. Departments have been assessing Firefly’s capacity to simplify the use, efficiency and effectiveness of the virtual classroom concept. Communication between the teachers and students is instant and opens up new opportunities for learning. Feedback was very positive and this has resulted in its general implementation in 2016.
Pastoral

The College continues its emphasis on a student’s wellbeing as being central to productive growth and academic success. The students at each Year level are gathered in Mentor groups with a teacher acting as the primary carer for a small group of students. A Year Coordinator oversees the whole year and the Counsellors, Mentors and Year Coordinators work collaboratively to ensure the wellbeing of students.

The College has embedded Positive Education principles to enable students to focus on team building, understanding of self and others and understanding of Christ to optimise resilience and self-worth. The programs are incremental and developmental to ensure a staged program of wellbeing that is age appropriate.

The Camps (Years 7-10) and the Retreats (Years 11 and 12) programs continue to be an integral component in developing the wellbeing of students. The challenges provided for all students in a safe and supported environment will build their capacity for managing difficulties and coping with times of challenge in their future lives.

The role of parents is vital to the positive development of girls and the College continues its emphasis on partnership. Throughout the year, various opportunities occurred to enhance this: Year Group Information Nights with both an academic and pastoral focus, Year 12 Parent/Staff/Daughter Breakfast, Year 7 Grandparents Day, Year 8 Mother/Daughter Afternoon Tea, Year 9 Mothers’ Brunch, Year 10 Parent/Daughter Dinner and the Year 12 Graduation Mass and Dinner.

Cocurricula

The College’s cocurricular program continues well with growth in both Sport and Performing Arts. Students participate in both the IGSSA and CSSA competitions for sport. In addition to this the College prides itself on its cocurricular music, dance, drama, public speaking, mock trial and debating programs. Private speech tuition continues and has seen excellent results in the ASCA (Australian Speech and Communication Association) examinations.

The College enjoyed considerable success in the NSW and National School Aerobic Championships and the NSW and National A Capella Competitions, placing at national level at both.

The College also has a strong curricular clubs program that enhances student learning through lateral research and critical and creative engagement and problem solving. Clubs include justice and democracy, environment, science, languages, arts and textiles.

2015 also saw a nationwide centenary commemoration of the Gallipoli Campaign. On the Anzac weekend a group of approximately 80 Brigidine students and staff joined in this commemoration. The group attended the Sydney based celebration in The Entertainment Quarter (Moore Park) with over 7,000 students. It was a sleep over with various activities commemorating this significant moment in Australia’s history, culminating in a Dawn Service on 25 April.
Staff

The commitment to quality recruitment and retention, in line with the strategic intent of the Strategic Plan *Towards 2020*, continues. Accreditation aligned with state and national standards has significantly raised accountability and expectations and this has been enhanced by the move to a Standards based enterprise agreement. Five teachers have undertaken the rigorous accreditation from Band 2 to Band 3 and this has occurred with excellent feedback from the independent assessment authority. Six teachers have trained as assessors for NSW independent schools which enhances the College’s understanding and expectations around success in accreditation.

Professional learning remains an integral focus in the College to ensure quality practice. Professional learning was provided by external organisations such as professional associations, the Association of Independent Schools and onsite by guest presenters such as Dr Nicole Archard and Dr Andrew Fuller.

During 2015, the College Board and Leadership Team undertook 70 hours of Professional Learning on governance through the AIS NSW and the CEC NSW to ensure that the College is responding to the legislated changes to the Education Act with regard to ‘responsible persons’.

With a focus on developing a more collaborative working environment, much of the Professional Development has occurred on site with experts working with teams to optimise learning tailored to Brigidine College St Ives.

All teaching staff undertook an online training course conducted by Flinders University in conjunction with the Catholic Education Commission in understanding the legislation around Students with Disability. This was a requirement of the funding received.

The second phase of Professional Appraisal occurred with a slightly higher level of accountability in keeping with both state and national standards and accountabilities. The Year Coordinators were originally appraised as teachers but are now being appraised as a lead group in the College from 2015. The standards used are aligned with the NSW Independent Schools Teacher Accreditation Authority (ISTAA), the national standards, the Institute of Teachers NSW and the College’s Strategic Plan *Towards 2020*.

Workplace Gender Equality Report

As per Government requirements, the WGEA Report for 2014-2015 was submitted on 28 May to the Agency. This is the first year that Brigidine College St Ives has submitted this report and it involved both a Confidential Report and a Public Report.

Employment structures for casual non-teaching staff

From 2015 casual non-teaching staff such as sport and debating coaches were employed by the College under the appropriate Award or Enterprise Agreement eg Educational Services (Schools) General Staff Award or Support and Operational Staff (NSW Catholic Independent Schools) Enterprise Agreement 2013. Previously these coaches had been paid as contractors. This allows the College to ensure that compliance regarding employment and taxation laws are met and that staff are given fair terms and conditions of employment. Processes are now in place to ensure all casual employees are given the required information about their employment.
Royal Commission into Institutional Responses to Child Sexual Abuse

AHISA has alerted all independent schools to the fact that, at the very least, schools have some form of obligation to demonstrate that they have in place policies, procedures and systems for addressing prevention of and response to child sexual abuse, whether that abuse is perpetrated by an employee, an adult volunteer or another student.

The College does have in place policies, procedures and systems for addressing prevention of and response to child sexual abuse. These are as follows:

Prevention Policies and Procedures

- Anti-bullying
- Child Protection
- Code of Conduct – Staff
- Employment
- Excursion – local and international
- Staff Induction
- Student Management and Discipline
- Student Wellbeing
- Response Policy
- Child Protection

Board Governance

During 2015, there was a strong focus on complying with BOSTES (Board of Studies Teaching and Educational Standards – formerly the two entities Board of Studies and NSW Institute of teachers), in ensuring that the College met the requirement for non-government schools to have policies and procedures for proper governance in place. These policies and procedures included:

- governance of the school
- conflict of interest
- related party transactions register
- professional learning for ‘responsible persons’
- induction process for new ‘responsible persons’
- external independent attestation audit of Annual Financial Statements.

A school’s capacity to be registered and accredited now incorporates requirements on governance.
COMMUNITY BODIES

Class Parent program
The Class Parent program has continued to provide a communication link amongst Year groups for parents. The program facilitates for Year and Class groups to get together as families and as parents to provide social interaction through simple activities such as local dinners and picnics. During the past 12 months members of these groups have also given support to families in their own Year group who were suffering from the loss of a family member through Casserole Crisis support of meals. This program is coordinated through the Community Relations Office at the College.

Parents and Friends Association
The Parents and Friends Association (P&F) continues to contribute to the life of the College. The Caribbean Twilight Cocktail Party was successful in attracting over 250 parents and staff with excellent entertainment with a Jamaican theme. The traditional Trivia Night took on new energy with sponsorship from local businesses and an online bidding system for auction items. This attracted greater support and led to an increase in funds raised to $26,000.

During the year the P&F also hosted the 2014 HSC Results Presentation given by the Assistant Principal, Teaching and Learning, and a Parenting evening presented by Paul Dillon regarding teenagers and drug taking. Both events were well supported by parents attending.

In 2015 the P&F again provided support to the College through a gift of $15,000 towards the audio-visual upgrade of the Bowie Hall facilities. At the end of 2015 the P&F closed its Second Hand Uniform service.

Luncheon and Supper Clubs
This long standing activity continues to attract the interest of mothers in the College who choose to form a group which meets for a daytime Lunch or evening Supper gathering. Many of these groups are now longstanding and still meet long after their daughters have left the College.

Melbourne Cup Ladies Lunch
This event was new to the College calendar and was an initiative of a small group of Year 12 mothers. It attracted a strong response and is now expected to become an annual event with the support of Year 12 mothers. Held at Miramare Gardens the event attracted current and past parents, their Year 12 graduated daughters and alumni. The event was supported by the Community Relations Office staff.

Archives
The Archives Office Display room has opened to the students each Wednesday of term. This has proved to be popular with the students, particularly those whose mothers are alumni as they searched the photo displays to find them.
Storage for alumni records, apart from in the Display room, is still very limited. However, records are categorised and well organised. Noncurrent files maintained through the archive are:

- Student records
- Staff records
- Board meetings
- Principal records
- Administration records
- Publications
- Photographs & audio visual
- Plans
- Memorabilia (including uniforms)
- Ephemera.

**Alumni**

Communication with Alumni has continued to grow.

Facebook has been a major source of connection with the reach increasing to 2700 and embracing the current community as well as alumni.

The major event of the year was once again the Alumni Reunion Day in October when the anniversary groups particularly return to the College – in this case the Classes of 1965, 1975, 1985, 1995, 2005 and 2010. Over 200 people attended the event with strong interest shown by members of the past staff who were invited for the first time. Students from Year 10 led tours of the campus and the day is organised by the Alumni Coordinator with support from the Archivist and Community Relations staff.

The Pioneer Reunion is held in March each year for the students who attended and graduated from the College between 1957 and 1969. Each year the group who reach their 50 years since graduation are recognised as ‘Golden Girls’ receiving their special memento of a Brigidine Cross brooch.

**Alumni Fundraising**

Alumni were particularly asked to support the 2015 Annual Giving project of the “Recognition of the Brigidine Sisters” sculpture as a tribute to the Founders of the College through the gift of funds. The response from alumni was small.

**Volunteers**

The success of our social functions, cocurricular and social justice activities depends greatly upon the support of our Brigidine community.

Volunteers assist in the running of our cocurricular activities in the setting up of dinners and cocktail parties and also at flagship events such as Open Day, the College Musical, Archives, Founders Day and the International Food Fair. Parents also assist with some special conditions candidates in examinations. Other volunteers also assist in examination supervision.
2015 Initiatives

- online auction facility for the P&F fundraiser
- sponsorship for the P&F event
- Introduction of the Melbourne Cup Ladies Lunch
- Inclusion of past staff in the Alumni Reunion Day
- video of Alumni Reunion Day.

2016 Priorities

- increase in digital communication with alumni such as e-invitations
- increase in support for Annual Giving projects from alumni
- Linkedin alumni activity
- build support for the P&F committee and its activities.
TEACHING AND LEARNING

Literacy and Numeracy 2015

In 2015, the National Assessment Program in Literacy and Numeracy (NAPLAN) was completed for Years 3, 5, 7 and 9. The comparative data available from the SMART database and graphs on the My School website indicated that in every area of literacy and numeracy in both Years 7 and 9 Brigidine College continued to outperform the equivalent area across the top three bands when compared to the State cohort. The mean scores in literacy and numeracy are generally weaker for Year 7 than previous years but the mean scores for Year 9 have improved again this year, with the exception of grammar and punctuation and to a lesser extent number, patterns and algebra. These results are reflected in the proficiency statistics.

In Year 7 the greatest achievement in literacy was in grammar and punctuation, followed by spelling and reading, whereas in Year 9 this was achieved in reading and spelling. Writing continued to achieve weaker results in 2015, which could be attributed to the unknown genre in the NAPLAN test; a trend reflected in the State figures more so. On average, the proportion of girls achieving the top three bands was 21% higher than the equivalent State cohort in Year 7 and 31% higher in Year 9.

The overall performance in numeracy reflected continued improvement in Year 9 compared to previous years and the equivalent results in the State. The proportion of students attaining the Band range of 8-10 was 22% higher than students from the State cohort. Overall 66% achieved their expected growth target. The numeracy performance of Year 7 was weaker compared to previous years in all aspects.

The learning gain in Year 9 in all aspects of literacy and numeracy exceeded the equivalent gain in Australian schools and statistically similar schools when compared to their results in Year 7 in 2013.

In 2015 all students, including those with significant learning difficulties, were encouraged to complete the NAPLAN tests to the best of their abilities. Their results are included in the school’s means for all areas of testing. 13% of students in Year 7 and Year 9 classified themselves as LBOTE learners, which has implications for the proficiency of literacy in all subjects, including the language demands of mathematics and science.
# NAPLAN SCHOOL SUMMARY

## YEAR 7

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# LITERACY

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### YEAR 9

#### BANDS 8/9/10

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#### READING

- 2015: 80%
- 2014: 56%
- 2013: 51%

#### WRITING

- 2015: 76%
- 2014: 69%
- 2013: 78%

#### SPELLING

- 2015: 80%
- 2014: 75%
- 2013: 74%

#### GRAMMAR/PUNCTUATION

- 2015: 69%
- 2014: 70%
- 2013: 75%

### YEAR 9

#### Mean Scores

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### NUMERACY - NAPLAN

#### NUMBER, PATTERNS, ALGEBRA

- 2015: 71%
- 2014: 78%
- 2013: 74%

#### MEASUREMENT, DATA, SPACE, GEOMETRY

- 2015: 73%
- 2014: 81%
- 2013: 70%

#### OVERALL NUMERACY

- 2015: 74%
- 2014: 79%
- 2013: 73%

### YEAR 7

#### BANDS 7/8/9

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#### MEASUREMENT, DATA, SPACE, GEOMETRY

- 2015: 568.1
- 2014: 579.9
- 2013: 552.5

#### OVERALL NUMERACY

- 2015: 572.8
- 2014: 581.3
- 2013: 570.2

### YEAR 7

#### Mean Scores

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Record of School Achievement 2015

In 2015 grades assessed from the course performance descriptors were sent to the Board of Studies to be recorded for Year 10 on their Record of School Achievement as an ongoing accumulation of grades until Year 12. The graphs below reflect the collaborative, professional judgement of teachers in awarding grades for the subjects taught in Year 10 and Year 11. The grade analysis from the Results Analysis Package reflects a consistent pattern with variations explained by preferred elective choices in Stage 5. This is especially true for the elective choices in Year 11 for the Preliminary Course. There may be changes to the students’ study programs for the Higher School Certificate (HSC) in Year 12. The pattern in Year 10 mirrors the past achievements in the external School Certificate tests whereas the pattern in Year 11 is not typical of the usual achievement at Stage 6 in the Higher School Certificate examinations, where most students receive Bands 4-6. The weak correlation between the achievement of common grades A and D and the achievement of Bands 4, 5 and 6 is one to explore.
Year 10 RoSA Grading Pattern for mandatory courses

Year 10 RoSA Grading Pattern for all elective courses
Higher School Certificate 2015

In 2015, the 131 students in Year 12 at Brigidine College St Ives achieved a level of success that was as expected within the school community. The highest ATAR was 99.5, 15% of the students achieved ATARs over 95, representing more of the cohort than in 2014, and more than 57% of the students achieved an ATAR above 80. Five students were placed on the Premier’s Honour List as All Rounders having achieved at least ten units with a mark over 90%, with two other students missing this recognition by one mark in one subject. There were 129 Band 6 credits, representing 17% of all examination attempts and were achieved by 50 (38%) students in one or more subject.

Individual achievements included a 1st place in the State for Spanish Beginners, a 5th and 9th place in the State for Studies of Religion II, 8 students were nominated for OnStage (Drama), Texstyle (Textiles and Design), Shape (Design and Technology) and ArtExpress (Visual Arts) from which 7 were selected for the prestigious Board of Studies showcases.

The proportion of Bands 4-6 has remained consistent across all subjects with some achieving their best overall results in the last five years.

As a non-selective school there is some movement in results from one year to the next. The College prides itself on excellent standards of teaching, and an active participation in an extensive cocurricular program. The range of subjects and opportunities offered is rich and diverse. Girls are also able to access a range of additional vocational courses from outside providers.

High expectations, rich assessments and focused pedagogy have challenged the girls to aim high and explore the opportunities available to them. The acquisition of one to three additional marks would have the capacity to impact on the girls’ results significantly and is considered to be an achievable target.
The following graph illustrates the percentage of Bands 4-6 and Bands 5-6 over the last six years:

The following table represents a six year summary of the College’s results:
The following table represents a four year summary of individual courses:

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The following table represents a four year summary of individual courses:

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2015 Initiatives

• Assessment
   A concern for the wellbeing of senior students in their HSC year had focused attention on the quantity and quality of assessments they were expected to complete. In 2015, the number of assessments has been reduced to a maximum of four which includes the examinations. A review of the purpose of assessment and consideration of the assessment design was implemented so that each task aims to be a richer, more challenging one that assesses learning at a number of levels.

• Align strategic processes to appraisal
   The practice of developing an annual management plan for teaching and learning from the strategic plan and requesting Heads of Department to align their annual operational plans to the key intents has been established. In 2015, the initiatives proposed by the departments have become part of the College staff appraisal system for lead teachers. Recognition of teacher expertise has been encouraged with regular opportunities to share ideas, practice and experiences.

• Altitude Project
   The Principal’s initiative to build on shared expertise created an action research project where research could be undertaken in groups to develop recommendations for future implementation. Research on alternative deliveries of learning, STEM, assessment for Years 7 – 9, learning beyond the classroom and developing spaces for learning were teaching and learning areas of change.

• Use of expert teachers/leaders
   The success of the ‘Writer in Residence’ in English encouraged departments to explore the use of experts to present topic material. English, Science, Visual Arts and Social Science employed expert people not in the field of education to deliver a richer understanding of the subject.
2016 Challenges

• Technology upgrade
  A review of the systems currently employed by the College will occur to discern how well they are meeting current and more importantly, the future educational needs of the school. Firefly, a content management system, has been purchased for 2016 to provide teachers with an opportunity to discover what is possible and enable them to contribute to the change consultations more effectively from their experience. The practice should open thinking to the possibilities that exist for online courses and learning beyond the classroom.

• Curriculum change and updates
  o Geography in Years 7 – 10 will be planned and programmed for implementation in 2017. Teachers will continue to be involved with the development of Stage 6 courses in English, Mathematics, Science and History.
  o The analysis of the HSC data over a number of years has shown the emergence of a larger group of students who find many subjects difficult. In 2017, the College aims to introduce a small range of HSC VET Curriculum Framework courses to complement the curriculum in Stage 6. The expertise, facilities and resources make it possible to offer Hospitality (Food and Beverage), Entertainment Industry and Information and Digital Technology to students who will seek post school education in TAFE Colleges. The courses would be followed with an expectation that the HSC examination would be taken in Year 12, therefore enabling them to be Category B courses for the purpose of receiving an ATAR.
  o Community and Family Studies will also be explored as an additional Stage 6 HSC course within the PDHPE department.

• Altitude Project
  The final year of the project will deliver the researched recommendations for implementation into policies and procedures, especially those relating to assessment. It will also present opportunities for programming STEM initiatives in 2017 and learning in general.

• Capacity building
  o A review of professional learning as an open, transparent, collaborative exercise of sharing ideas and expertise will take place to engage teachers in their own learning as part of the ongoing quest to seek improvement. This process will be aligned with teacher accreditation in 2017.
  o Senior students will be offered more opportunities to be authentic leaders, mentoring and guiding younger students in their learning. They will plan and program events, strategies and techniques utilising their own experience to lead effective learning for others. Student voice will be recognised as a powerful contributor to teaching and learning.
PASTORAL

Student Wellbeing
Pastoral care is the process that develops student wellbeing. It assists the holistic development and learning of all students at Brigidine College. Pastoral care at Brigidine is designed to nurture and inspire young women to reach their potential and feel supported and encouraged to become strong and gentle women. The Catholic ethos and heritage of the Brigidine community underpins the pastoral care of all students.

Purpose
To allow students to be known, listened to and valued to promote their own personal growth and wellbeing.

Guiding Principles
• Time is dedicated to the wellbeing and development of each student.
• Pastoral activities and structures enable gospel values to be lived and experienced by students.
• A pastoral care program is designed for every Year group to meet their particular stage of adolescence and developmental needs.
• Regular monitoring of students and mentoring by staff assists students to feel connected and supported.
• A variety of structures and activities will promote wellbeing and support the learning environment in the College.

Pastoral Care at Brigidine

Pastoral care is delivered through a range of structures and groups at Brigidine College.
Basic Structures

Mentor Group
The main small group system is called ‘Mentor’ and this occurs on three days from 8.30am-8.45am and on two days from 8.30am-8.38am. The roll is taken and the daily notices are read. A prayer or reflection is given and then some discussion and support is offered by the Mentor teacher to the group. Messages are delivered by Mentor envelope which is collected from the Reception and returned at the end of Mentor time. Mentor groups are organised horizontally with between 9-14 groups in each Year cohort. Students are expected to be punctual to Mentor and contribute to the group. Birthdays and special achievements are often celebrated in Mentor and a Pastoral report is written each semester by the Mentor teacher in regard to the holistic development of each student in the group.

Year Coordinator
Each Mentor group is coordinated by a Year Coordinator who takes responsibility for the care of the students in that Year group. Mentor teachers liaise with their Year Coordinator in regard to student concerns and welfare issues as well as working with the Year Coordinator to manage Year assemblies, Year group events and parent functions. Mentor staff attend most functions and events related to their Year group.

Counsellors
Students will sometimes utilise the College counsellors for personal and family issues and related matters. The counsellors liaise with the Year Coordinators and AP Pastoral on a regular basis to discuss the welfare of individual students. The role of the Mentor and Classroom teachers in supporting plans or strategies for students is important.

AP Pastoral
This Assistant Principal role primarily manages the pastoral care system in the school and ensures the students can learn in a safe and supportive environment. Year Coordinators meet regularly with the AP Pastoral to discuss student welfare and student management issues.

Positive Education
This framework is embedded in the pastoral program. Positive education works at developing human flourishing with an emphasis on strengths and positive emotions. Positive education is a framework for all classes and activities in the College to build student capacity and resilience into the future.
Pastoral Care Framework 2015

Strategic Intent
Ensure we know, listen and value each girl to promote personal growth and wellbeing through the basic constructs of Positive education

1. POSITIVE ACCOMPLISHMENT
This is achieved through acknowledgment of achievement at College Assemblies, Sports Assemblies, Year group assemblies and on the College portal. Participation in sport is acknowledged through the collection of plates on individual student plaques and through the earning of Lines and Blues Awards.

Students also earn Principal’s Awards through the collection of Merit Awards over the course of their time at the College.

Opportunities for Student Leadership were evident throughout the Year groups with the appointment of Year Leaders and House Leaders. These roles will be refined and redeveloped in 2015.

2. POSITIVE PURPOSE
The Pastoral Plans relevant to each Year group develop links with outreach and community service in Years 7-12.

The charities for 2015 were:

- Year 7 – St Vincent de Paul Christmas Appeal
- Year 8 – St Vincent de Paul Winter Appeal
- Year 9 – Daffodil and Pink Days (Cancer Research)
- Year 10 – Goodooga (an aboriginal school in Northwest NSW)
- Year 11 – Caritas
- Year 12 – Manly Women’s Shelter

Year 10 was involved in the Community Involvement Program where all girls have to complete 20 hours of community service in Terms 1-3.

Year 11 students were involved in Street Retreat programs:

1. The Street Retreat program gave students an opportunity to work with a charity for a day and engage with troubled youth and adults.

In their final year, the senior students were responsible for organising activities on Founders Day, a celebration of our history and an opportunity to raise funds for the Year 12 Charity. In 2015 this was an extremely successful day where the Year 12 students were able to actively engage with the rest of the student body.

Goal setting, both for the long term and the short term is an integral part of each pastoral program. The 1-1 interviews conducted by the mentors assisted in this process as did specific activities such as the celebrations of their 90th birthday in the senior program.
2. **POSITIVE HEALTH**

In 2015, the policy around healthy food for celebrations was implemented to reduce the amount of sugar products consumed by students over the year. Special ‘red’ days remain for an occasional event through the year. An exploration of water stations around the campus and the use of personal water bottles to avoid excess plastic bottle usage will continue.

3. **POSITIVE ENGAGEMENT**

Camps and Retreats

In Years 7-12 the Camps and Retreats were linked to Pastoral initiatives creating a sequence in Camp formats. In many cases the students worked together in Mentor groups with their Mentor teachers, allowing for a deeper connection between the students in each group and between the students and their teachers.

Students were again encouraged to engage in the cocurricular life of the College. This engagement connects with the concept of ‘flourishing’ as outlined in the Positive Education program and enabled the students to develop health and wellness.

4. **POSITIVE RELATIONSHIPS**

Mentor teachers were encouraged to know each student through the continuation of 1-1 interviews in pastoral time.

Student connection was widened through the introduction of the 7-11 Program. This ran during mentor time every Day 9 and was organised in Vertical House Roles, increasing the connections between the Year groups. The activities in 2015 provide an opportunity for students to know each other and work together on small group projects and themes.

5. **POSITIVE EMOTIONS**

Building a ‘growth’ mindset in our students to overcome adversity and to deal with success was also a focus in 2015, focusing on the character strengths embedded in positive psychology and helping the students to ‘know’ themselves better. This was done in Years 8, 10 and 12 with the strengths-test (VIA) completed in each of those years.

In 2015 the Pastoral Team consisted of six Year Coordinators and two College Counsellors, along with the Assistant Principal Pastoral Care. Beneath this leading group, 10-12 staff were involved as Mentors of students in Year groups, with each small group generally numbering 15 - 18 students. This Mentor group works closely with the Year Coordinators in developing approaches to managing students, developing a collective approach to fund raising initiatives and developing the self-esteem and pastoral care of students.
ENROLMENTS

Enrolment Policy
Brigidine College St Ives is a Catholic Independent Secondary School for girls. In processing enrolments, applications are dealt with in order of receipt, and consideration is given to the following criteria:

- Sisters of Brigidine students and ex-students/other ‘Brigidine’ connection
- daughters of ex-students
- students attending Catholic parish schools or other Catholic schools
- religious identity
- those able to demonstrate a case for “special consideration” (interstate move)
- date of receipt of application
- consideration of each applicant’s educational needs in order to put in place any necessary strategies to support the applicant’s progress
- discretion of the Principal.

In all cases, the College will seek to achieve a congruence of values between the applicant’s family and the school. Hence, a covering letter should be included, with the application, indicating reasons for seeking to enrol one’s daughter at Brigidine College St Ives.

All enrolments are at the discretion of the Principal. Due regard is given to recent School reports and other such evidence placed before the College (eg. testimonials, references) that would suggest a congruence between home and school.

All applications are subject to there being appropriate vacancies: the College has a policy of containment of enrolments so that it can continue to function as a school of the most desirable size. Once a student is enrolled, continuing enrolment is subject to adherence to College rules as set out in the Student Handbook, and to payment of all College fees.

For entry to Year 7, all applications are held on a Wait List and are processed together at the time of offer. Offers are initiated approximately 2 years prior to the year of commencement, after an enrolment interview with a member of the College Executive team.

A letter of acceptance of the position is completed by the parent and returned to the school together with a non-refundable Enrolment Fee of $1200 or $600 if the applicant has a sister currently enrolled at the College.

The process of offers then continues as vacancies emerge until the commencement year.
Overview of College Enrolments

College enrolments remain strong with the number of applications received outnumbering the places on offer. Our future enrolments are continuing to grow with applications already received for 2027.

Open Day held in April 2015 ensured we were able to showcase the offering of the College. Open Day was very successful having approx. 750 visitors, giving positive feedback about the students, the facilities and the lovely welcoming feeling in the school. The Registrar and Assistant Registrar conducted 28 personal tours throughout the year showing College facilities to 146 families. College tours are held during class time which provides a glimpse of life at Brigidine.

Attendance

Average attendance per day across the Years 7 to 12 in 2015 was 93.9%. This compares with:
- 95.7% in 2014
- 95.1% in 2013
- 92.35% in 2012
- 94.7% in 2011
- 92.0% in 2010
- 89.6% attendance in 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.36%</td>
<td>96.8%</td>
<td>95.9%</td>
<td>94.4%</td>
</tr>
<tr>
<td>8</td>
<td>92.96%</td>
<td>95.2%</td>
<td>95.6%</td>
<td>93.5%</td>
</tr>
<tr>
<td>9</td>
<td>92.82%</td>
<td>95.0%</td>
<td>94.9%</td>
<td>94.4%</td>
</tr>
<tr>
<td>10</td>
<td>91.25%</td>
<td>94.7%</td>
<td>95.6%</td>
<td>92.3%</td>
</tr>
<tr>
<td>11</td>
<td>91.80%</td>
<td>94.5%</td>
<td>94.7%</td>
<td>94.3%</td>
</tr>
<tr>
<td>12</td>
<td>90.90%</td>
<td>94.3%</td>
<td>96.2%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Total Average</td>
<td>92.35%</td>
<td>95.1%</td>
<td>95.7%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

Absences counted include all occasions for which there is parental acknowledgement and a tiny number of unexplained absences. Non-attendances because of school excursions, sport representation and TAFE studies are not regarded as absences.
Retention Year 10 into Year 12

This graph shows the retention rate for the College for Year 10 into Year 12.

In 2015, the retention rate at Brigidine College was 96.3% which is remaining steady over the last three years.

The retention of students across the whole College has remained higher than average and is slightly higher from the previous year with a total of 44 students withdrawing from the College for various reasons. The average number of student withdrawals per year across the previous six years is 50.

Post-School Destinations

Most students who leave at the end of Year 10 or Year 11 generally do so because they seek a change of environment for the final years of their schooling with a minority seeking employment.

Of the 136 girls in Year 12 last year, the majority were offered places by the Universities Admissions Centre.

Student Catchment Area

At the start of 2015 the College enrolled 945 students coming from the major catchment areas of the North Shore, Northern Beaches, Terrey Hills/Forest, Hornsby and Ryde.

Trends for future enrolments would suggest that the three main areas for attracting enrolments will remain the North Shore, Northern Beaches and Terrey Hills/Forest areas with increasing numbers from the Ryde area.
2015 Student Faith Background

Catholic students comprised 68% of the College (69% in 2014) and 14% of all students belong to a Christian faith such as Anglican, Uniting or Presbyterian and Orthodox. The remaining 17% are of other or unknown religious background.
HUMAN RESOURCES - PROFESSIONAL LEARNING AND TEACHER STANDARDS

Teacher Qualifications

At the time of employment all teachers’ qualifications are assessed.

During 2015 Brigidine College employed 105 teachers on either a permanent, temporary or casual basis. Throughout each year teachers advise the College of any change to their qualifications and records of qualifications are updated accordingly.

The table below shows teacher qualifications as defined by the Teachers Accreditation Act 2004:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI–NOOSR) guidelines.</td>
<td>105</td>
</tr>
<tr>
<td>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

The total number of teachers translates to a Full Time Equivalent of 87.68 (see Myschool website for explanation)

Professional Development

Throughout 2015 professional development was undertaken by both teaching and non-teaching staff. Professional learning opportunities were provided in whole-school seminars and in individual learning based on areas involving curriculum, pastoral care, administration and leadership.

- Total spent on PD in 2015 was $ 92,338
- PD for non-teaching staff $ 38,203
- PD for teaching staff $ 54,135
COMMUNITY RELATIONS AND COMMUNICATIONS 2015

Parent, Teacher and Student Satisfaction

Teacher Satisfaction
Teaching staff members have the opportunity to discuss their concerns with their Heads of Department or Year Coordinators in formal or informal ways and are invited to raise matters of interest or concern at Staff Meetings.

A very active Staff Common Room continues to ensure a lively social dimension to working at the College.

Parent and Student Satisfaction
Parents are represented on the Board of Directors of the College.

The Principal and/or members of the College Executive present reports to the P&F Meetings, to keep parents up to date with events and current decisions at the College. The Principal also contributes editorial regularly to the weekly e-newsletter to the whole community covering issues of importance and consideration. The Director of Development and Community Relations provides ongoing and regular liaison between the College and the parent support groups working with them on all major functions.

Parents and students also have the opportunity to discuss issues with Subject teachers and Mentor teachers during the year at formal meetings and interviews where appropriate.

An exit survey of Year 12 students is conducted annually providing valuable feedback for consideration and evaluation.

In November 2015 a survey was undertaken with parents to gain feedback on a range of areas in the College. This survey was modelled along similar lines to one conducted in 2010 offering valuable points of comparison. Survey responses were received from 578 out of a total of 1289 eligible respondents equating to a response rate of 44.8%. The overall satisfaction score was 81% which was an improvement on the previous survey.

In 2015 parents identified that the perceived areas of strength (best practice) at the College include: Learning Environment, Co-curriculum, Resources and Facilities, Values and Culture, Leadership and Direction, Pastoral Care/Wellbeing, Curriculum, General, School Communication and Reporting.

From the key areas examined in both the 2010 and 2015 surveys there has been some improvement in parent satisfaction with Pastoral Care/Wellbeing, School Communication and Learning Environment.
Community Relations

A sense of community is fostered and encouraged at Brigidine College in many ways. One key strategy is to organise and encourage social activities for both parents and students. Such activities that took place in 2015 included Mothers and Fathers Day Mass and breakfasts, Grandparents Morning, Year 8 Mother and Daughter Afternoon Tea, Year 9 Mothers Brunch, Year 10 Parent/Daughter Dinner, Melbourne Cup Ladies Lunch, Year 12 Graduation events, International Food Fair and Founders Day. The Community Relations Office also works closely with the Parents and Friends Association (P&F) to support their two major events; the Welcome Cocktail Party and Trivia Night.

Communications

During 2015 there was an increased shift to electronic communication for correspondence and publications. Email distribution to students, staff and parents of Matters, the weekly newsletter, continued as an e-newsletter format with a review and development of a new format at the end of the year. Other publications produced include:

- The Bridge
- 2014 Annual Report
- HSC Results booklet
- Student Handbook
- Parent Handbook
- Cocurricular Handbook
- Yearbook
- Staff Induction Handbook
- Camps and Retreats booklet
- Student e-Diary
- Scholarships brochure.

Marketing

Marketing of the College, directed by the Registrar, continued to build the presence of the College within the North Shore, Northern Beaches and Ryde communities.

As part of the marketing collateral a number of event based short videos were produced across the year expanding the material made available through the College’s YouTube Account.

Greater emphasis was placed on developing the College’s social media presence particularly on Facebook. Both internal and outsourced material led to a significant increase in engagement on the College’s Facebook site. Digital advertising was also used to gain a greater presence in the marketplace.

Direct e-marketing was also used increasingly for the promotion of College events gaining a greater response from parents.
**Fundraising**

The Annual Giving Program used a combination of direct mail and e-communication seeking support from current parents, alumni, donors and current and past staff. The three projects offered were gifts to the Scholarship and Bursary Fund, Theatre Seats and the Recognition of the Brigidine Sisters tribute.

Additional funds were brought into the College through the initiation of a Sponsorship Program. Valuable sponsorship was gained for BrigFest, the College’s short film festival and for the Trivia Night.

**2015 Initiatives**

- increased e-communication across the community
- development of new short video material
- increased community group support and activities
- increased in presence with alumni through Facebook interaction
- introduction of Sponsorship for specific events and programs
- Parent Satisfaction Survey – whole school.

**2016 Priority Areas**

- continued growth in Facebook engagement
- increased interaction with younger through LinkedIn
- development of a Bequest program
- development of an electronic Prospectus
- increased use of technology in marketing collateral and fundraising strategies
- introduction of new electronic communications including the weekly newsletter and College templates.
PROPERTY

The College makes a significant investment in property to support education at Brigidine and a regular program of scheduled maintenance is in place to ensure a safe environment and the ongoing stewardship of the College’s assets.

The Property Services Team plays an important role in setting up for a range of College activities and special events to help ensure the smooth operation of the College.

Facilities

During 2015, design of the refurbishment to the McCammon Wing was completed and a development application lodged with Kuring-gai Municipal Council. This refurbishment and modernisation project will provide flexible learning spaces for Years 11 and 12 and improved staff facilities. Construction of new verandas to the two main levels will provide access to larger classroom spaces and seminar rooms. Teacher staff areas with rooms for meetings with students will be located on both levels. A new common room with catering facilities that will also be used for College events will be provided on the ground floor. A lift and other features will improve disability access and general student movement.

Planning for 2016

During 2016, the College aims to:

• obtain development consent for the McCammon Project, conduct a tender process to appoint a contractor and commence the works, for completion early in 2017.
• continue to improve and develop its compliance and safety systems.
INFORMATION AND COMMUNICATIONS TECHNOLOGY

2015 Initiatives

• maintained the College 1:1 student notebook program with high standard devices for all students
• maintained server infrastructure to provide high-speed and capacity, improved backup and prompt recovery of services in the event of loss of functionality
• maintained consistent help desk service supporting teaching and learning
• replace all teachers’ notebook computers with latest technology devices
• undertook review and tender process for new and improved printing and copying equipment.

2016 Priorities

• install new printing, scanning and copying facilities throughout the College
• replace all student notebook computers at the start of 2016
• ongoing server and network infrastructure updates, supporting teaching and learning
• maintenance of consistent helpdesk service supporting teaching and learning
• ongoing review and monitoring of systems and procedures to support student pastoral care in the use of technology
• undertake College-wide review of all information systems.
## FINANCIAL DATA

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Grants</td>
<td>25%</td>
<td>$5,908,193</td>
<td>$5,908,193</td>
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<tr>
<td>State Grants</td>
<td>10%</td>
<td>$2,367,759</td>
<td>$2,367,759</td>
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<tr>
<td>Fees and Other Private Income</td>
<td>65%</td>
<td>$15,261,178</td>
<td>$15,261,178</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>100%</td>
<td><strong>$23,537,130</strong></td>
<td><strong>$23,537,130</strong></td>
</tr>
<tr>
<td>Salaries, Allowances &amp; Related Expenditure</td>
<td>64%</td>
<td>$15,438,301</td>
<td>$15,438,301</td>
</tr>
<tr>
<td>Non-Salary Expenditure</td>
<td>29%</td>
<td>$6,799,620</td>
<td>$6,799,620</td>
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<tr>
<td>Capital Expenditure</td>
<td>6%</td>
<td></td>
<td>$1,467,121</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>100%</td>
<td><strong>$22,237,921</strong></td>
<td><strong>$23,705,042</strong></td>
</tr>
</tbody>
</table>

![Pie chart of Total Income](chart1.png)

- Commonwealth Grants: 25%
- State Grants: 10%
- Fees and Other Private Income: 65%

![Pie chart of Total Expenditure](chart2.png)

- Salaries, Allowances & Related Expenditure: 64%
- Non-Salary Expenditure: 29%
- Capital Expenditure: 6%
SCHOOL POLICY INFORMATION

All policies are contained in the College Policies and Procedures, which is available to the whole College community on the College portal.

a) Policies for student welfare

The overall well-being and growth of each individual, as well as the welfare of the entire College community is intrinsic to the management of students. Student management practices, underpinned by Positive Education, focus on empowering students so that all of their actions result from a conscious choice. The consequences which come out of these choices will assist students in developing self-discipline, which includes responsibility and accountability.

Our Catholic heritage with its strong emphasis on living a life based on the model of Jesus Christ, as found in the Gospels, provides a framework for behaviour and the forming of relationships between all members of the College community.

This behavioural framework at Brigidine College affirms and rewards positive behaviours and provides consequences for behaviours which have a negative impact on individual students, on others in the community or on their environment. It works at building connectedness, forgiveness and growth in people, and restoring the broken relationships which result from inappropriate choices.

In recent years there was a significant shift in the overall student management policy at Brigidine College. The emphasis of student management was based on the principles of Positive Education and Restorative Justice. This framework has enabled students to work more closely with the teachers in a relational approach to challenging behaviours and misdemeanours. Students are encouraged through dialogue to acknowledge who is affected by their actions, and how decisions could be made in the future to prevent the situation from occurring again.

The College seeks to provide a safe and secure environment which:

- minimises the risk of harm and ensures students feel secure
- supports the physical, social, academic spiritual and emotional development of students
- provides student welfare policies that develop a sense of self-worth and foster personal development
- encourages care and respect in the treatment of personal possessions and College property.

The College Pastoral Care Policies include:

- requirements under Child Protection legislation
- guidelines for student management
- Code of Conduct
• Student Rights and Responsibilities
• Restorative Justice Model for resolving difficulties
• Harassment and Bullying policy.

College policies and procedures for the physical security of the environment include:
• Security procedures
• Emergency procedures: evacuation and lock down
• Crisis management plan
• Motor vehicle safety.

b) Policies for student discipline
Students are required to abide by the College’s rules and to follow the directions of teachers and other adults with authority delegated by the College. When disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and the student’s prior behaviour. In all cases the principles of Restorative Justice underpin the College’s approach to discipline.

The College expressly prohibits corporal punishment. In the event of sanction against a student including suspension, expulsion or exclusion, the College will adhere to processes based on procedural fairness.

The full text of the discipline policy and associated procedures is provided to all members of the school community through
• the Student Handbook
• the Parent Handbook
• the College portal.

c) Complaints procedures
The College accepts the responsibility to deal with any complaint and to respond effectively and efficiently to concerns. The issue will be referred to the relevant person to allow the complaint to be answered speedily and provide the appropriate response to the person involved. Detailed lines of referral are available on the College Portal.

In all matters concerning the Principal, the Chair of the Board of Directors can be approached. Confidential matters may be referred to the Principal in the first instance.

Any matter being referred to the Board must be referred through the Chair.

Any matter being referred to the P&F Association must be referred through the President.