



Brigidine College  
St Ives

# Annual Report 2016





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## COLLEGE OVERVIEW

Brigidine College St Ives is an independent Catholic girls' secondary school, committed in its Mission to education that is centred on the Gospel and is faithful to the Catholic community and the Brigidine heritage.

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 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 and State 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 & 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 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 2016 were:

**Ms Kitty Guerin** (Chair)

**Mr Brett Kimmorley** (Deputy Chair)

**Sr Margaret Daniels csb**

**Mr Derick Korte** (resigned 9 May, 2016)

**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, Property and Risk.





## CHAIR'S REPORT 2016

In my 2015 Report, I wrote about the transfer of Brigidine College's governance structure from the NSW Province of the Brigidine Congregation to Kildare Ministries. Kildare Ministries administers 10 secondary schools, one of which is Brigidine College St Ives, and two community works. In 2016 there has been continued development in the process of establishing Kildare Ministries. Our land on which the school sits which was owned by the NSW Brigidine Congregation has been transferred to Kildare Ministries. In addition, for the first time this year a two-day conference was held which brought the Trustees of Kildare Ministries, Board members and staff from schools and the community works together to network, build relationships and work together to develop common understandings as we move forward in the establishment of Kildare Ministries.

Brigidine College was very pleased to welcome the Trustees of Kildare Ministries to the Annual General Meeting of the College in May. It provided the Trustees the opportunity to meet Board members and staff and to engage in worthwhile dialogue of the issues affecting us.

It has been practice for Kildare Ministries principals and managers to meet regularly as well as senior staff. This year for the first time the Chairs of the school and community works' Boards met and have agreed to meet twice a year into the future.

At the local level, it has been very pleasing to see Stage 3 of the Master Plan coming to fruition. The Board approved the appointment of the builders, Prime Construction, early in 2016 and, as I write, the refurbishment of the Convent is almost complete and will be available for use in Term 2, 2017. The Property Committee of the Board was reconstituted during the year with Koos Kruger as Chair. As well as overseeing Stage 3, the Committee is now reviewing the Master Plan to determine if the remainder of the Master Plan currently addresses the needs of the College.

Another initiative of the Board was to extend an invitation to current Brigidine parents and alumnae to express an interest in joining a Board Committee such as the Finance, Property or Risk Management Committees. The response was excellent and, as a result, we have a number of excellent new members on our Committees who are contributing their skills for the benefit of the College.

You would be aware of the considerable debate in the media in relation to school funding and the so called "overfunding" of some schools including Brigidine. At the moment, the funding for all schools is determined for 2017 but we do not know what the situation will be from 2018. It is extremely emotive and unhelpful for the media and other commentators to use terms such as "overfunding" as all schools in Australia are funded in accordance with the Education Act 2013. While the uncertainty about funding will continue into 2017, we will continue to work with peak bodies such as the Association of Independent Schools in their determination to ensure that all schools are appropriately and fairly funded.

The excellent HSC results achieved by the 2016 Year 12 students were a testament to the commitment and hard work of the girls, the support of their parents and the outstanding



education provided by the College staff. Academic success is only part of the picture as there is much to celebrate at the College. The students are provided with so many wide and diverse opportunities as this report will testify, and in so many of those areas, the girls do excel.

Finally, I thank Jane Curran and the members of her leadership team, in particular, Sue Martin, who took on the role of Acting Principal while Mrs Curran took some well-deserved leave, for their excellent leadership of the College over the past year. I also thank my fellow Directors: Brett Kimmorley (Deputy Chair and Chair of the Finance Committee from May 2016), Derick Korte (Chair of the Finance Committee until May 2016), Sr Margaret Daniels csb, Dr Kerry-Ann O'Sullivan, Francesca Menniti, Koos Kruger (Chair of the Property Committee) and Sonja Walters (Chair of the Risk Management Committee). I thank them for their dedication and commitment to the College and for their generosity of spirit in continuing to share their skills and expertise for the benefit of the Brigidine community. I particularly thank Derick Korte who stepped down from the Board in May 2016. He was an excellent Chair of the Finance Committee and the College has gained much from his many years of service.

**Kitty Guerin**

Board Chair





## PRINCIPAL'S REPORT

### Introduction

2016 saw the College continue its strong position in the provision of Catholic education to girls. Brigidine heritage was more firmly embedded as the identifying charism of the school within its recontextualisation 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, 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 liturgy and Years 11 and 12 celebrate a Year mass as part of their Retreat program. The Liturgical program also includes an Easter Liturgy, 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 occurs mainly through the Year 7 Religious Education program.

### Reviewing the Strategic Plan

The College leadership team, including the Principal, Assistant Principals, Business Manager and Directors evaluated and reviewed the current Strategic Plan, *Towards 2020*. When devised in 2012, it was future-focused with many of the initiatives currently well underway. Little is actually changed but what emerged was a list of identified priority areas which included:

#### Faith

- Formation
- Development of a culture of advocacy
- College 7 – 12 Outreach Program



### **Learning**

- Increasing capacity of teachers and non-teaching staff
- Cocurricular

### **Wellbeing**

- Staff Wellbeing

### **Community**

- Next stage of alumni engagement
- Community involvement/engagement in current context

### **Resourcing**

- Develop Integrated IT System
- Review Master Plan
- Environmental Sustainability
- Review Leadership Structure
- Refine Induction Process for non-teaching staff
- Appraisal Process

### **Governance**

- Governance Systems, Policy, Risk and Compliance

Although the government has notified that schools no longer need to produce a School Improvement Plan to justify funding, the College remains committed to embedding its Strategic Plan through the Management and Operational Plans to ensure that there is a unified direction aligned to the College's Strategic Plan.

## **Teaching and Learning**

2016 continued the focus on the teaching and learning programs in the school. 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 7 – 12, and the HSC.

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. 2016 also saw the College's first Dance class present for the HSC examination. Life Skills classes, TVET courses and modified programs continue to provide access to students with diagnosed learning needs.



## HSC Results

The HSC 2016 results were very pleasing and represented a level of achievement that attracted positive media attention and welcome praise. In summary:

- the cohort was much larger than previous years – its relationship to success is still to be determined
- there were increases in the number and percentages of high marks above 85, many of which were reflected in high Band 5s and Band 6s.
- the impact of high marks contributed to significantly higher ATARs eg 5 students achieved an ATAR over 99; 2 others achieved 98.9.
- there was an increased number of nominations in the practical and performing subjects, two of which belonged to Dance, a new subject in the curriculum. Nominations reflect full marks.
- the improvement in Mathematics and English was reflected in media rankings in all their courses.
- the pursuit of rigour, specialised programs, changes to the assessment schedule and more streamlined processes for practical works and performances were ongoing contributors to that success.
- there is still a significant proportion of girls for whom a more appropriate curriculum offering needs to be considered ie the introduction of onsite TVET courses that are relevant to girls, can contribute to their ATARs and enable them to experience a better sense of success.

## Learning Management System

Firefly as an online content management system has been adopted by teachers and students. Staff continue to be trained in a series of workshops.

## The ALTitute Project

Over a period of 12 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 areas for consideration were:

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



Teaching staff presented their research findings from ALTitude and made recommendations for further development at Brigidine which led to the creation of the following positions, to commence in 2017:

- Project Leader STEM
- Project Leader Literacy
- Project Leader Student Leadership
- Project Leader Social Justice.

The project will

- draw from and align with the College's strategic intents as stated in the Strategic Plan *Towards 2020*, the Management Plans and the relevant Operational Plans
- operate within a two-year timeframe
  - 2017: team building and planning with a proposal tabled by mid-Term 3 for consideration and critical evaluation
  - 2018: implementation
- be led by the Project Leader with a team in support
- draw on ALTitude research
- incorporate the seven general capabilities identified in the Australian Curriculum:
  - *Literacy*
  - *Numeracy*
  - *Information and communication technology capability*
  - *Critical and creative thinking*
  - *Personal and social capability*
  - *Ethical understanding*
  - *Intercultural understanding.*
- be interdisciplinary
- incorporate horizontal and vertical integration in design principles.



## 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 group and the College Psychologists, Mentors and Year Coordinators work collaboratively to ensure the wellbeing of students.

The College continues Positive Education principles as the framework 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.

## Flourishing Survey Data

The final report of the 'Flourishing Survey' for the Australian Colleges and schools (including Brigidine) was published and distributed to all schools. The data compared Brigidine students with all students included in the survey. The analysis of the data and its implications for the further development of Positive Education was done throughout the end of 2016 by the Pastoral team to develop goals and strategies for 2017 and beyond.

## 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. Students also participated in the Tournament of the Minds and the Da Vinci Decathlon.

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

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, robotics, languages, art and textiles.



## 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 Standards based enterprise agreement. One teacher has undertaken the rigorous accreditation from Band 2 to Band 3 and this has occurred with excellent feedback from the independent assessment authority. Seven 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 Toni Noble (Positive Education), Estelle Lewis and Glenda Chidrawi (AIS Teaching Standards).

During 2016, the College Board and Leadership Team undertook 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 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.

## Workplace Gender Equality Report

As per Government requirements, the WGEA Report for 2016-2017 was submitted on 31 May to the Agency. This is the third year that Brigidine College St Ives has submitted this report and it involved both a Confidential Report and a Public Report.

## Governance

### Compliance and Risk

Throughout 2016, the College developed a new Risk Management Framework, including Excursion Risk Management, to ensure the practical management of operational risk. In addition to this, the College has also developed a Compliance Map as the central tool for recording existing compliance documents and tasks, incorporating version control so that relevant past policies are able to be located.









## 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 Mexican Fiesta Cocktail Party was successful in attracting over 250 parents and staff with excellent entertainment with a Mexican theme. The traditional Trivia Night took on new energy with increased sponsorship from businesses and an online bidding system for auction items. This attracted greater support and led to an increase in funds raised to \$41,000 allowing the purchase of a new mini bus for the College.

During the year the P&F also hosted the 2015 HSC Results Presentation given by the Assistant Principal Teaching and Learning, and a Parenting evening presented by Assistant Principal Pastoral Care and the College Psychologists, "Under the Surface", regarding mental health issues for teenage girls. Both events were well supported by parents attending.

### 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 still meet long after their daughters have left the College.

### Melbourne Cup Ladies Lunch

This event was held for the second time and was a sellout. It is now expected to become an annual event with the support of Year 11 mothers. Held at Cavallino Ristorante, the event attracted current and past parents, their Year 12 graduated daughters, alumni and past parents who continue to meet following their days as a Luncheon group. The event was supported by the Community Relations Office staff and funds raised at the event were directed to support Annual Giving at the College.



## Archives

The Archives Office Display room had to close due to classroom space pressure. 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 and audio visual
- Plans
- Memorabilia (including uniforms)
- Ephemera

## Alumni

With the additional support of a new marketing role Facebook has been a major source of connection with the reach increasing to 16,000 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 1966, 1976, 1986, 1996, 2006 and 2011. Over 200 people attended the event with strong interest shown by members of the past staff. 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 were particularly asked to support the Scholarships and Bursaries project within the 2016 Annual Giving program. 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 and Founders Day. Parents also assist with some special conditions candidates in examinations. Other volunteers also assist in examination supervision.



## 2016 Initiatives

- substantial donations from parents for the Online auction for the P&F fundraiser
- extended Sponsorship program for the P&F event
- consolidated P&F committee and profile amongst the College community
- increased attendance by past staff at the Alumni Reunion Day
- increased use of digital communication with alumni such as e-invitations.

## 2017 Priorities

- some sponsorship for P&F Raffle prizes producing greater funds raised
- increase in support for Annual Giving projects from alumni
- LinkedIn alumni activity extended
- more engagement with younger alumni
- build support for the P&F committee and its activities





## TEACHING AND LEARNING

### Literacy and Numeracy 2016

In 2016, 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 continue to be weaker for Year 7 than previous years but much stronger in numeracy. The mean scores for Year 9 have maintained the rate of growth from Year 7 again this year, with noticeable growth in grammar and punctuation and measurement, space and geometry.

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 spelling and reading. Writing continued to be the weakest element of literacy in 2016 in both Years 7 and 9, which could be attributed to the unknown genre in the NAPLAN test. On average, the proportion of girls achieving the top three bands was 21% higher than the equivalent State cohort in Year 7 and 27% 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 20% higher than students from the State cohort. Overall 66% achieved their expected growth target. The numeracy performance of Year 7 was much stronger 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 2016 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. 12% students in Year 7 and 14% students in 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	2016	2016	2015	2015	2014	2014
	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %
READING	0	48	1	49	1	56
WRITING	2	29	2	40	0	43
SPELLING	1	49	2	57	1	58
GRAMMAR/ PUNCTUATION	1	51	1	62	1	59
NUMERACY	0	51	1	39	2	46

YEAR 9	2016	2016	2015	2015	2014	2014
	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %
READING	3	48	2	52	1	56
WRITING	4	34	4	40	1	41
SPELLING	1	45	4	45	3	34
GRAMMAR/ PUNCTUATION	3	50	3	34	3	45
NUMERACY	1	44	2	44	1	43







## LITERACY

YEAR 7	2016	2016	2015	2015	2014	2014	2013	2013
	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %
READING	75	53	81	58	84	59	83	57
WRITING	70	42	72	41	72	50	70	43
SPELLING	77	62	82	67	78	64	83	67
GRAMMAR/ PUNCTUATION	77	57	84	57	85	61	82	57

YEAR 7	2016	2016	2015	2015	2014	2014	2013	2013
	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State
READING	576.1	543.2	583.3	549.5	592.9	549.4	584.7	544.5
WRITING	555.5	515.5	558.3	511.5	569.8	512.6	570.4	516.9
SPELLING	574.8	555.7	581.9	555.1	585.6	552.8	590.0	559.4
GRAMMAR/ PUNCTUATION	587.4	545.2	598	546.6	601	549.8	591.7	542.0

YEAR 9	2016	2016	2015	2015	2014	2014	2013	2013
	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %
READING	75	51	80	50	82	54	77	51
WRITING	67	35	76	38	69	39	78	41
SPELLING	78	55	80	59	75	55	74	56
GRAMMAR/ PUNCTUATION	72	42	69	46	70	44	75	45

YEAR 9	2016	2016	2015	2015	2014	2014	2013	2013
	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State
READING	625.0	583.6	634.6	584.1	632.8	586.4	626.2	585.6
WRITING	604.7	546.8	613	545	618.1	548.7	625.5	554.2
SPELLING	625.0	587.4	628.7	591.9	620.6	590.5	621.1	591.8
GRAMMAR/ PUNCTUATION	621.1	572.5	608.8	571.5	626.9	578.6	631.3	579.3



## NUMERACY - NAPLAN

YEAR 7	2016	2016	2015	2015	2014	2014	2013	2013
	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %	BANDS 7/8/9 School %	BANDS 7/8/9 State %
NUMBER, PATTERNS, ALGEBRA	84	61	71	53	78	56	74	55
MEASUREMENT, DATA, SPACE, GEOMETRY	78	57	73	56	81	59	70	54
OVERALL NUMERACY	83	61	74	55	79	56	73	56

YEAR 7	2016	2016	2015	2015	2014	2014	2013	2013
	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State
NUMBER, PATTERNS, ALGEBRA	585.6	553.0	577.2	551.2	582.2	551.9	570.1	548.0
MEASUREMENT, DATA, SPACE, GEOMETRY	583.6	555.0	568.1	546.3	579.9	552.2	569.5	550.7
OVERALL NUMERACY	584.7	554.0	572.8	548.9	581.3	552.3	570.2	549.5

YEAR 9	2016	2016	2015	2015	2014	2014	2013	2013
	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %	BANDS 8/9/10 School %	BANDS 8/9/10 State %
NUMBER, PATTERNS, ALGEBRA	71	50	74	54	74	53	72	49
MEASUREMENT, SPACE, GEOMETRY	75	54	67	53	66	52	66	49
OVERALL NUMERACY	72	53	77	55	75	54	69	50

YEAR 9	2016	2016	2015	2015	2014	2014	2013	2013
	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State
NUMBER, PATTERNS, ALGEBRA	624.1	595.3	628.5	600.2	631.1	599.4	630.4	596.8
MEASUREMENT, SPACE, GEOMETRY	622.8	595.4	619.8	598.1	614.0	595.0	619.1	595.1
OVERALL NUMERACY	623.4	595.5	625.3	599.6	624.0	597.7	625.1	596.0

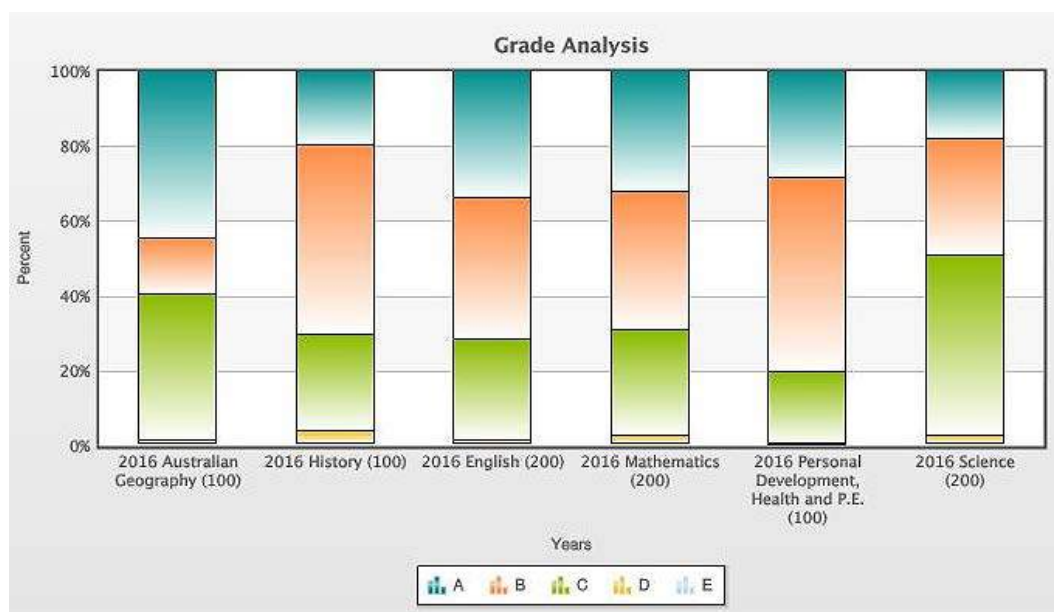




## Record of School Achievement 2016

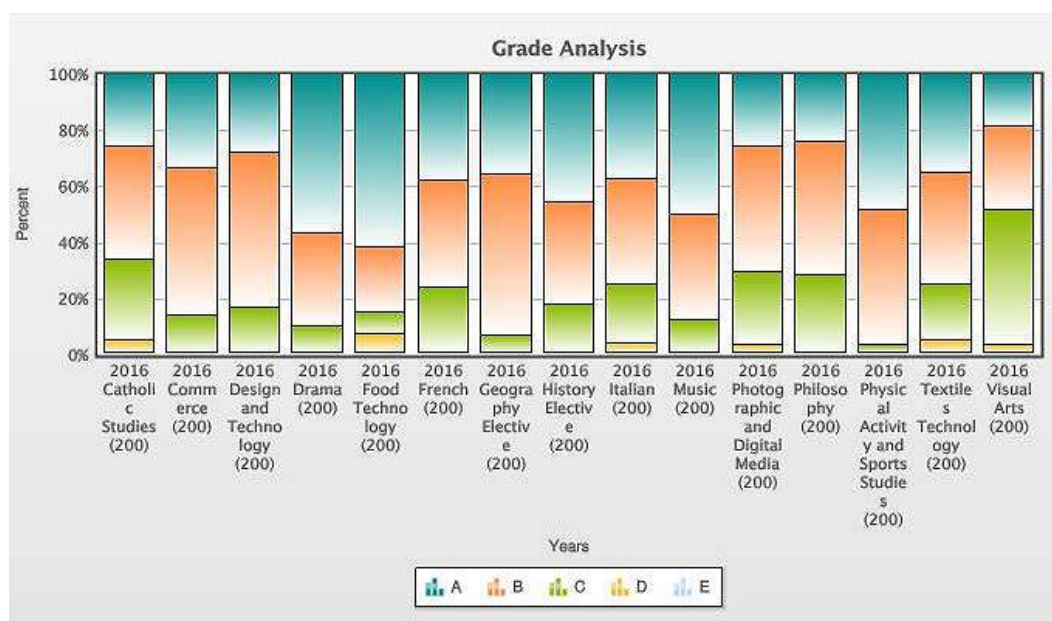
In 2016 grades assessed from the course performance descriptors were sent to the Board of Studies to be recorded for Year 10 on their Record of School Achievement as an ongoing accumulation of grades until Year 12. The graphs below reflect the collaborative, professional judgement of teachers in awarding grades for the subjects taught in Years 10 and 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 continues to be one to explore.

### Year 10 RoSA Grading Pattern for mandatory courses

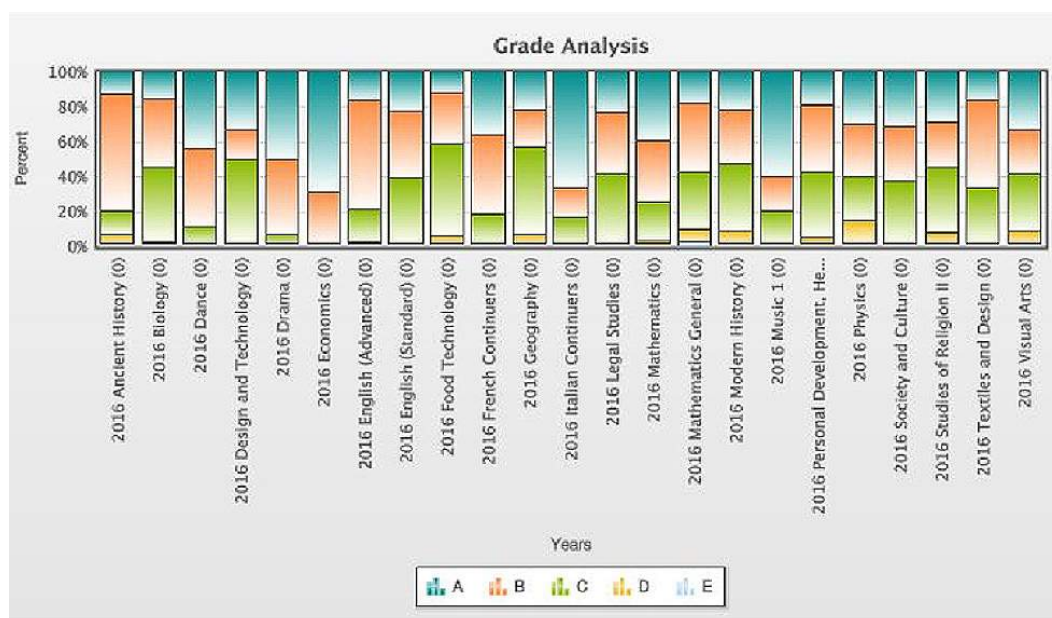




## Year 10 RoSA Grading Pattern for all elective courses



## Year 11 RoSA Grading Pattern for all courses





## Higher School Certificate 2016

In 2016, the 164 students in Year 12 at Brigidine College St Ives achieved a high level of success that was expected within the school community. The highest ATAR was 99.7, 30 [18%] students achieved ATARs over 95, representing more of the cohort than in the previous seven years, and more than 61% of the students achieved an ATAR above 80. Seventeen 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 226 Band 6 credits, representing 25% of all examination attempts which were achieved by 79 (48%) students in one or more subject.

Individual achievements included a 1st place in the State for both Drama and Business Studies, a 5th place in TVET Human Services, 8th place in Music 1 and 13th place in the State for Business Studies. A total of 17 students were nominated for OnStage [Drama], Callback [Dance], Encore [Music 1] and ArtExpress [Visual Arts] for the prestigious Board of Studies showcases.

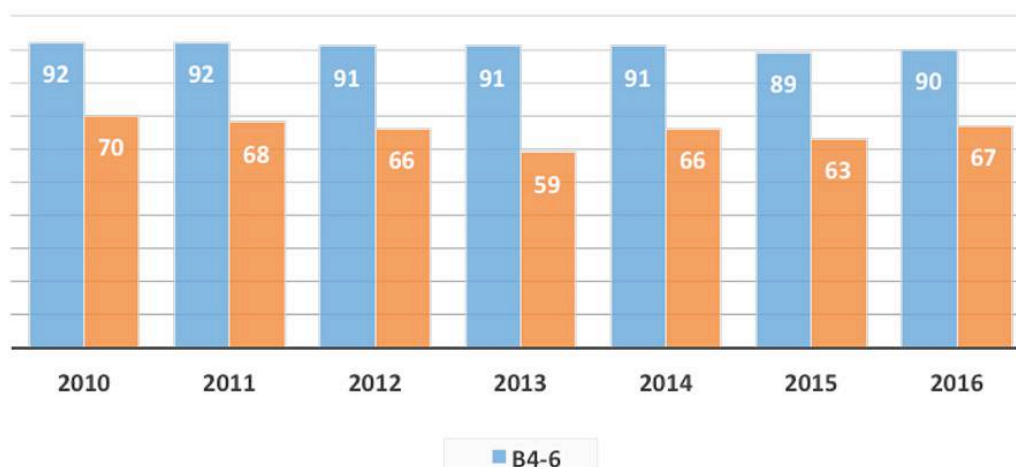
The proportion of Bands 4-6 has remained consistent across all subjects with some subjects achieving their best overall results in the last five years.

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.

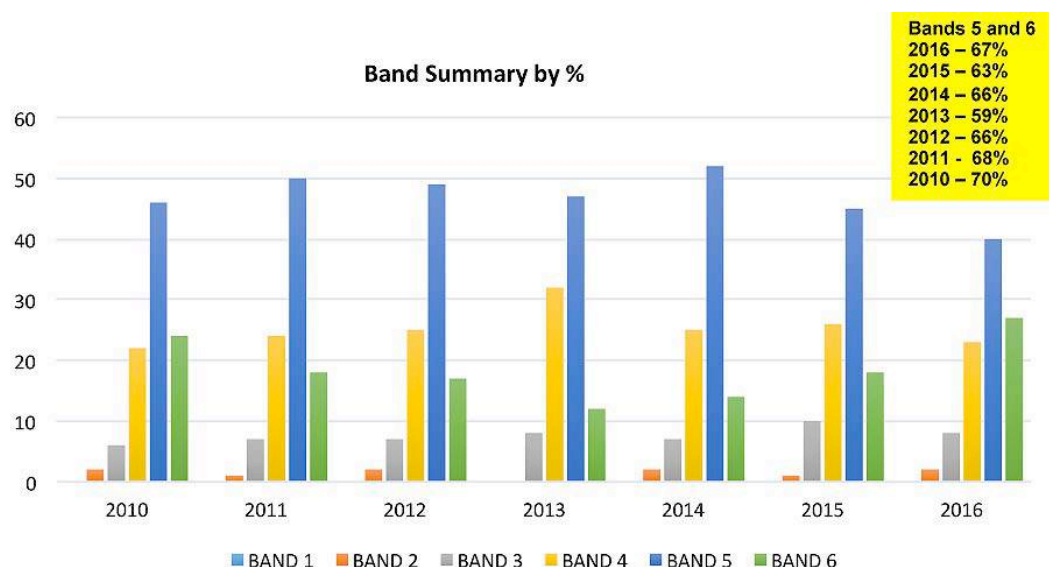
The following graph illustrates the percentage of Bands 4-6 and Bands 5-6 over the last seven years:

**BANDS 5-6 compared to BANDS 4-6**





The following table represents a seven year summary of the College's results:



The following tables represent a four year summary of individual courses:

HSC SUBJECT	2016	2016	2015	2015	2014	2014	2013	2013
EXTENSION COURSES	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4	BANDS E3-E4
	School %	State %	School %	State %	School %	State %	School %	State %
ENGLISH EXTENSION 1	100	95	100	95	100	93	82	88
ENGLISH EXTENSION 2	100	79	100	83	87.5	77	90	78
FRENCH EXTENSION			100	93	100	95		
HISTORY EXTENSION	100	81	75	78	100	78	67	74
ITALIAN EXTENSION	100	98						
MUSIC EXTENSION	100	94	100	94	100	99	100	98
MATHEMATICS EXT 1	84	79	95	86	71	84	73	84
MATHEMATICS EXT 2	80	85	97	85	100	86	100	87



HSC SUBJECT	2016	2016	2015	2015	2014	2014	2013	2013
	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6	BANDS 4/5/6
	School %	State %	School %	State %	School %	State %	School %	State %
ANCIENT HISTORY	77	58	80	66	91	61	100	61
BIOLOGY	87	65	62	62	88	62	86	68
BUSINESS STUDIES	80	64	93	69	91	67	96	66
CHEMISTRY	86	73	96	76	79	75	89	73
DESIGN + TECHNOLOGY			89	88	100	75	100	78
DRAMA	100	84	97	85	100	84	100	84
ECONOMICS	100	74			100	73	50	68
ENGLISH ADVANCED	100	90	99	93	100	92	99	86
ENGLISH STANDARD	74	49	75	49	85	43	87	34
FOOD TECHNOLOGY	71	58	57	64	100	54	60	56
FRENCH CONTINUERS	100	89	100	88	100	89	100	90
GEOGRAPHY	100	70	88	72	100	69	88	85
ITALIAN CONTINUERS	100	83	67	79	100	82	100	82
LEGAL STUDIES	91	70	86	72	91	66	100	70
MATHEMATICS GENERAL 2	97	52	90	83	90	51	80	42
MATHEMATICS	98	76	87	52	88	81	90	77
MODERN HISTORY	96	73	100	77	97	65	100	77
MUSIC 1	100	89	100	91	100	88	100	89
MUSIC 2	100	90	100	100	100	87	100	85
PDHPE	79	62	90	67	79	63	75	59
PHYSICS	70	66	67	73	100	66	40	66
SOCIETY & CULTURE	91	79	89	83	78	78	95	79
STUDIES OF RELIGION I	71	76	94	78	91	76	89	77
STUDIES OF RELIGION II	79	71	80	74	73	74	86	75
TEXTILES AND DESIGN	100	77	100	80	93	72	100	66
VISUAL ARTS	100	87	100	91	100	85	100	88



## 2016 ACHIEVEMENTS

- **Technology upgrade**

A review of the systems currently employed by the College has occurred to discern how well they are meeting current and, more importantly, the future educational needs of the school. Firefly, a learning 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 has opened their thinking to the possibilities that exist for learning beyond the classroom.

- **Curriculum change and updates**

- o Geography in Years 7 – 10 has been planned and programmed for implementation in 2017. Teachers have continued to be involved with the consultation process and development of Stage 6 courses in English, Mathematics, Science and History following evaluation of their courses in Years 7 – 10.
- 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. A small range of HSC VET Curriculum Framework courses was introduced to complement the curriculum in Stage 6 but unfortunately they did not attract the necessary interest to run classes.
- o Changes to the HSC in terms of assessment and the raised standards drew attention to the importance of literacy and numeracy in everyday teaching practice.

- **ALTitude Project**

The final year of the project delivered the researched recommendations for implementation into policies and procedures. Important ideas about changing the perspectives of assessment, homework to improve learning and overall progress were discussed. The place of leadership, student voice and spirituality presented as opportunities for change. Significantly, projects in literacy and STEM were initiated to explore the growing importance of these to raise the standards of learning.

- **Capacity building**

- o Professional learning as an open, transparent, collaborative exercise of sharing ideas and expertise was aligned with the ALTitude project, appraisal and teacher accreditation in 2017. The focus was on targeted standards and elements from AITSL centred on the design and delivery of rich, purposeful assessment.
- o Senior students were offered more opportunities to be authentic leaders, mentoring and guiding younger students in their learning especially in cocurricular activities. They were encouraged to plan and program events, strategies and techniques utilising their own experience to lead effective learning for others. Student voice was recognised as a powerful contributor to teaching and learning.



## 2017 INITIATIVES

- **Technology upgrade**  
The student information system will be chosen following a rigorous needs analysis and review of vendors following a request for proposal. By mid-2017 a plan for training subject experts in parts of the package will be developed to allow a smooth transition to implementation in 2018.
- **Appraisal process**  
All teachers will focus their appraisals on assessment. They will be encouraged to consider the purpose of assessment, to design assessment that accommodates the guiding principles of the 2016 announced reforms to the Higher School Certificate in 2019 and focus on effective feedback. All operational plans will have targeted plans to achieve this.
- **New subjects/Stage 6**  
Seventeen courses in Stage 6 English, Mathematics, Science and History will be planned and programmed for implementation in 2018. Geography in Years 8 and 10 will be developed to conclude the implementation of the Australian Curriculum in Years 7 – 10. A new push to introduce VET courses in Information and Digital Technology and Hospitality will be launched in 2017 with resources allocated to enable their introduction.
- **STEM**  
The STEM Project will explore opportunities to develop a strategic plan that introduces authentic experiences and learning in the integrated area of Science, Technology, Engineering and Mathematics. The scope is broad and will cover a Year 7/8 curriculum initiative, integrated assessment, a Stage 5 elective, cocurricular clubs in Astronomy and Building, and individual subject focusing on possibilities eg Design and Technology producing a 'Vivid' light exhibition.
- **Literacy**  
The Literacy Project will explore opportunities to develop a strategic plan that introduces a better understanding of analytics using NAPLAN and Literatu to assist teachers with remedial strategies for improvement, improved links between secondary and primary schools, exploring research to raise understanding of best practice, developing a consistent approach to teaching writing, sharing ideas in a collaborative framework and considering new, effective strategies from other schools.
- **General capabilities**  
The growing importance of these learning dispositions in the development of new syllabuses, the changed expectations of the HSC and the manner in which courses will be assessed will be explored in an overview of assessment practice in conjunction with the ideas generated from literacy, STEM and the appraisal process.







## 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.

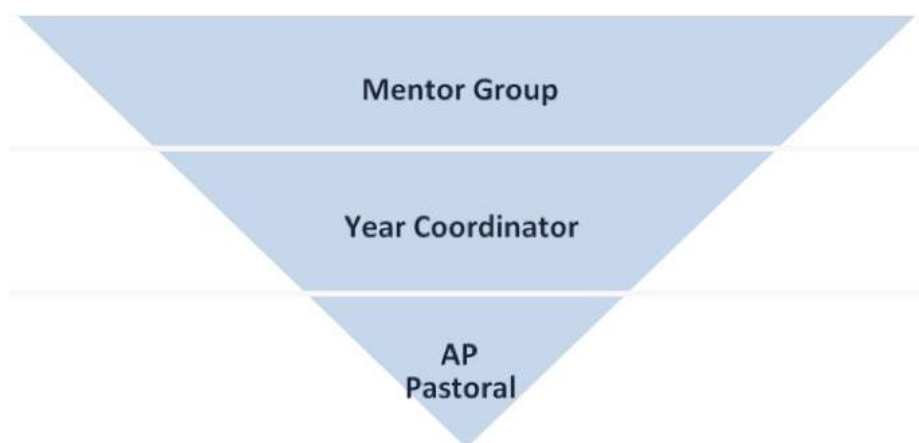
#### Purpose

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.

### College Psychologists

Students will sometimes utilise the College Psychologists for personal and family issues and related matters. The Psychologists 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 (AP) 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 2016

### Strategic Intent

*Ensure we know, listen to 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 2017.

#### 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 2016 were:

Year 7 – Operation Christmas Child

Year 8 – St Vincent de Paul Winter Appeal

Year 9 – Daffodil and Pink Days for Cancer Awareness

Year 10 – Indigenous Awareness

Year 11 – Caritas Project Compassion

Year 12 – Little Wings

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 the Street Retreat program which 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 2016 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 2016, 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 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 2016, 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 2016 the Pastoral Team consisted of six Year Coordinators and two College Psychologists, 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 \$1300 or \$650 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 2030.

Open Day held in May 2016 ensured we were able to showcase the offering of the College. Open Day was very successful having approximately 750 visitors, giving positive feedback about the students, the facilities and the lovely welcoming feeling in the school. The Enrolments Team conducted 25 personal tours throughout the year showing College facilities to 165 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 2016 was 93.9%.

This compares with:

93.9% in 2015

95.7% in 2014

95.1% in 2013

92.35% in 2012

94.7% in 2011

92.0% in 2010.

PERCENTAGE ATTENDANCE PER DAY				
Year	2013	2014	2015	2016
7	96.8%	95.9%	94.4%	94.5%
8	95.2%	95.6%	93.5%	93.3%
9	95.0%	94.9%	94.4%	92.6%
10	94.7%	95.6%	92.3%	93.8%
11	94.5%	94.7%	94.3%	93.3%
12	94.3%	96.2%	94.3%	93.7%
<b>Total Average</b>	<b>95.1%</b>	<b>95.7%</b>	<b>93.9%</b>	<b>93.6%</b>

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.



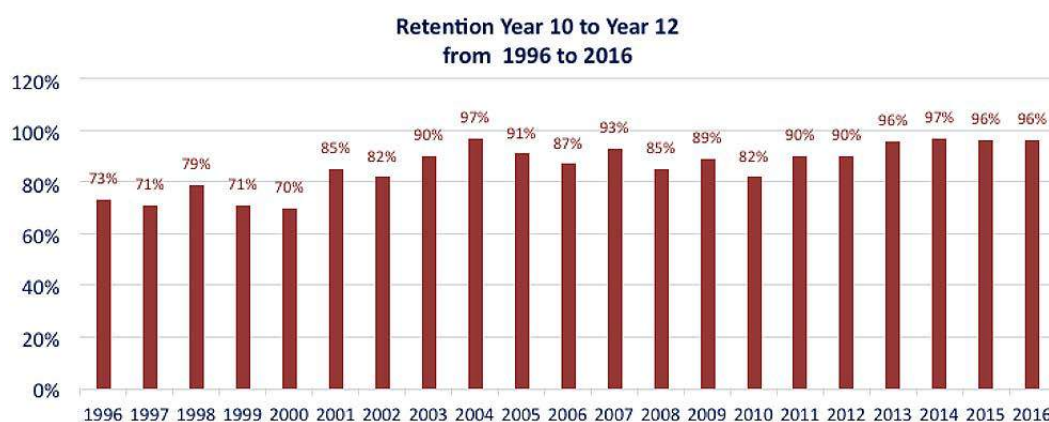


## Retention Year 10 into Year 12

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

In 2016, the retention rate at Brigidine College was 96.16% 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 55 students withdrawing from the College for various reasons.





## Post-School Destinations

Most students who leave at the end of Years 10 or 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 172 girls in Year 12 last year, the majority were offered places by the Universities Admissions Centre.

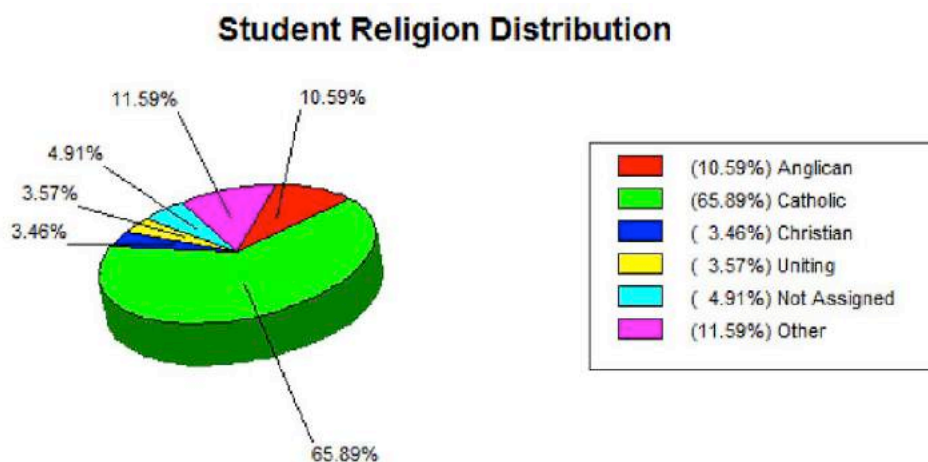
## Student Catchment Area

At the start of 2016 the College enrolled 957 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.

## 2016 Student Faith Background

Catholic students comprised 66% of the College (68% in 2014) and 17% of all students belong to a Christian faith such as Anglican, Uniting or Presbyterian and Orthodox. The remaining 16% 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. Teachers advise the College of any changes to their qualifications and the records are updated accordingly. Teacher accreditation with NES (BOSTES) has been met during 2016 in accordance with the Teachers Accreditation Act 2004.

During 2016 Brigidine College employed 106 teachers on either a permanent, temporary or casual basis.

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

Category Number of Teachers	Category Number of Teachers (permanent, temporary or casual)
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.	106
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.	0
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

The total number of teachers translates to a Full Time Equivalent of 89.7 (see *My School* website for explanation).

### Professional Development

Throughout 2016 professional development was attended 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. Teaching staff participated in an interest based research project, the ALTitute Project.

Total spent on PD in 2016	\$ 86,030
PD for non-teaching staff	\$ 22,002
PD for teaching staff	\$ 64,028







## COMMUNITY RELATIONS AND COMMUNICATIONS

### 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's Report is published on the College Portal and is available to all parents. The Principal also contributes editorial regularly to the weekly e-newsletter to the whole community covering issues of importance and consideration. Critical matters are communicated by email and mail to parents. The Director 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.

It was decided to undertake the whole school Parent Survey on a biennial basis. Therefore the next survey will be undertaken in 2017.

### 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 2016 included Mother's and Father's 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 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. In 2016 the Community Relations staff worked with the P&F to introduce a P&F Presents program of informative evenings for parents. In 2016 these included the 2015 HSC Results presentation and "Under the Surface", an exploration into the mental health of other factors impacting on Brigidine students.



## Communications

During 2016 there was further 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*
- 2015 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

The role of Marketing Coordinator was separately established in 2016 and strategies were implemented to continue to build the presence of the College within the North Shore, Northern Beaches and Ryde communities.

As part of the marketing collateral videos were produced extending the material available through the College's YouTube account and on our website.

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. Online event registration was introduced and found to be highly effective in the management of events and promotion.

## Fundraising

The Annual Giving Program trialled the use of EDMs for information distribution seeking support from current parents, alumni, donors and current and past staff. The three projects offered were gifts to the Scholarship and Bursary Fund, Engineering Robotics and the Electronic Coding. There was an increase of 57% increase in the number of donors this year largely from the parent community.

Additional funds were brought into the College through the expansion of a Sponsorship Program significantly increasing the funds raised for the P&F Trivia Night. Valuable sponsorship was also gained for BrigFest, the College's short film festival.





## 2016 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
- expansion of Sponsorship
- introduction of an online Application form for Enrolments

## 2017 Priority Areas

- update of the College website
- increased use of online forms particularly for prospective parents
- continued growth in Facebook engagement and digital engagement
- improvement and increased connection through the College LinkedIn site
- development of a Bequest program
- development of an electronic Prospectus
- redesign of the College magazine, *The Bridge*





## 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 2016, development consent for the refurbishment of the McCammon Wing was obtained, Prime Constructions was appointed as the contractor and the works were commenced. 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 2017

During 2017, the College aims to:

- Complete the McCammon Project works and re-occupy the building.
  - Fit out an existing classroom in the Synan Building to accommodate food technology classes.
- continue to improve and develop its compliance and safety systems.



## INFORMATION AND COMMUNICATIONS TECHNOLOGY

### 2016 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 students' notebook computers with latest technology devices
- commenced review of College administrative systems to improve the efficiency and effectiveness of College administration.

### 2017 Priorities

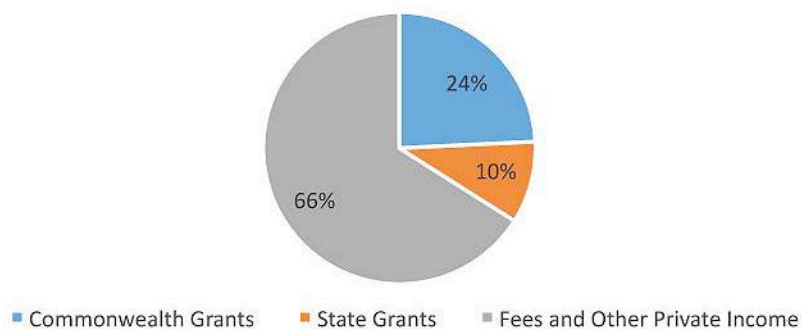
- Replace the College's wireless infrastructure with latest technology for improved student access to servers and the internet.
- ongoing server and network infrastructure updates, supporting teaching and learning
- maintenance of consistent helpdesk service supporting teaching and learning
- ongoing review and monitoring of systems and procedures to support student pastoral care in the use of technology
- complete College-wide review of all information systems.



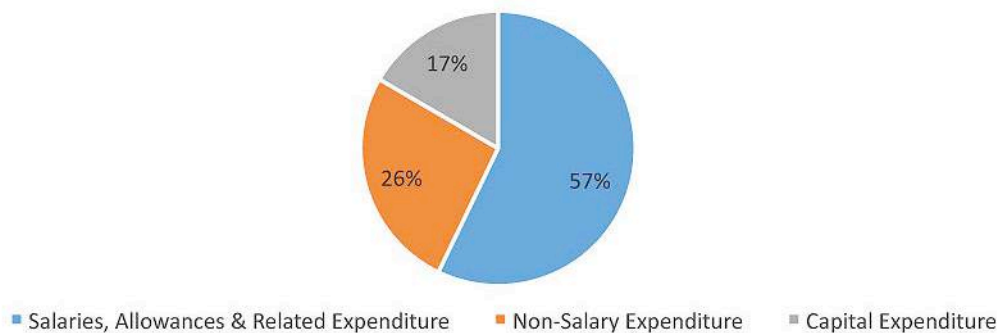
## FINANCIAL DATA

	%	Excluding Capital Expenditure	Including Capital Expenditure
Commonwealth Grants	24%	\$6,045,244	\$6,045,244
State Grants	10%	\$2,435,322	\$2,435,322
Fees and Other Private Income	66%	\$16,474,774	\$16,474,774
<b>Total Income</b>	<b>100%</b>	<b>\$24,955,340</b>	<b>\$24,955,340</b>
Salaries, Allowances & Related Expenditure	57%	\$15,875,971	\$15,875,971
Non-Salary Expenditure	26%	\$7,284,322	\$7,284,322
Capital Expenditure	17%		\$4,615,242
<b>Total Expenditure</b>	<b>100%</b>	<b>\$23,160,293</b>	<b>\$27,775,535</b>

Total Income



Total Expenditure





## 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 wellbeing 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.