



Brigidine College
St Ives

Annual Report 2017



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COLLEGE OVERVIEW

Brigidine College St Ives is an independent Catholic girls' secondary school, committed in its Mission to 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** 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 values the diversity of its learning program and its focus on girls' education.

A pastoral team working in a model of positive education 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 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. From 2014, Brigidine College became a part of Kildare Ministries.

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 challenges 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 2017 were:

Ms Kitty Guerin (Chair)

Mr Brett Kimmorley (Deputy Chair)

Sr Margaret Daniels csb

Mrs Michelle Dixon

Mr Koos Kruger

Mr Brett McLennan

Ms Francesca Menniti (resigned May 2017)

Dr Kerry-Ann O'Sullivan

Ms Fiona Trussell

Ms Sonja Walters (resigned May 2017)

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: Finance, Property and Risk.



CHAIR'S REPORT

In reflecting over the past year, it could be said from a governance perspective that it has been a year of consolidation with the ongoing development of our relationship with Kildare Ministries, our governing body. This is demonstrated in many ways: the twice-yearly meeting with the Principal and Chair of the Board with two of the Trustees, Sr Maree Marsh csb and Rosemary Copeland and with the Executive Director of Kildare Ministries, Erica Pegorer, the twice-yearly meetings with the Chairs of the other schools and community works' Boards, the regular meetings and gatherings of Executive staff, the presence of Brigidine staff on the pilgrimage to Ireland, the opportunities for students to interact with students from other Kildare Ministries schools and the induction program for new Board members. This enables opportunities to build a strong culture where we share common values and a respect for the stories of the Brigidine Sisters and Presentation Sisters, and to develop common understandings.

This year saw the completion of Stage 3 of the Master Plan with the refurbishment of the Convent to provide new classrooms, staff offices and a very attractive common area for the staff. At this stage, the Board decided to review the current Master Plan which was first developed eight years ago. In that time the needs of the school have changed in line with the development of new approaches to teaching and learning and a changing curriculum. The process for reviewing the Master Plan was a very thorough one with a number of architect firms invited to present to the Board and the Executive team their proposals for the review, with fjmt chosen to undertake the review and will start work in the new year. This will be an exciting venture for Brigidine as we plan for the next stage of the College's development.

You would be aware that the Federal Government has made significant changes to the funding of schools across Australia from 2018. The result of this is that Brigidine College will experience a loss of funding over a ten-year period. This has required considerable attention on behalf of the Board and the Executive team to plan for the loss in funding and to be financially astute to ensure that there is no impact on the quality of education that is provided to the students at the College. We have every confidence that we have been able to do so and that over the ten-year period, Brigidine will be able to continue to provide the high-quality education and new capital development.

The HSC results were again a credit to the students, the staff and their families. What was particularly noticeable about the 2017 results was the depth of the girls' performance, gaining those extra marks to go from a Band 4 to a Band 5 and a Band 5 to a Band 6 which is where you see real performance gain across the cohort. Research shows that to achieve at a high level in the HSC it is dependent on the learning taking place in Years 8 – 10. I would like to congratulate all staff across all Year groups for their ongoing commitment and dedication, and for the excellent quality of the teaching enjoyed and valued by the students.

This year we welcomed three new Directors to the Board: Michelle Dixon, Chair of the Risk Management Committee from May, Fiona Trussell and Brett McLennan, Chair of the Property Committee from October. I thank them and the other Directors: Brett Kimmorley, Deputy Chair and Chair of the Finance Committee, Sr Margaret Daniels csb,



Dr Kerry-Ann O’Sullivan, Koos Kruger, Chair of the Property Committee until October and Sonja Walters, Chair of the Risk Management Committee until May. I particularly thank Francesca Menniti and Sonja Walters who stepped down from the Board in May 2017. Sonja was an excellent Chair of the Risk Management Committee from its inception.

Finally, I thank Jane Curran and the members of her Executive team for their excellent leadership of the College over the past year. I particularly acknowledge and thank Bill Gleeson for his great work as Assistant Principal Religious Formation and wish him well in his retirement.

Kitty Guerin

Board Chair



PRINCIPAL'S REPORT

Introduction

The year 2017 saw the College continue its strong position in the provision of Catholic education to girls. The work done on building teacher capacity in the ALTitude Project saw its next iteration in Literacy, STEM, Social Justice and Student Leadership projects which commenced their work in 2017.

Religious identity and heritage

The College lives out its mission in Catholic and Kildare Ministries 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, Years 11 and 12 celebrate a Year mass as part of their Retreat program. The Liturgical program also includes an Ash Wednesday Liturgy, Easter Liturgy, Anzac Liturgy 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.

Leadership Restructure

The retirement of the Assistant Principal Religious Formation in September 2017 provided an opportunity to assess the needs of the College and the structure which would best support these. The role of Assistant Principal Religious Formation was included in the portfolio of the current Assistant Principal Pastoral Care under the new title of Deputy Principal Faith and Wellbeing. The Assistant Principal Teaching and Learning was renamed as Deputy Principal Teaching and Learning. The responsibility for cocurricular was mainly in the portfolio of the Assistant Principal Pastoral Care but some areas were dispersed across various line managers. With increased need for advocacy and support and to ensure consistency around processes, compliance and risk, the new role of Director Cocurricula was introduced.



Teaching and Learning

In 2017 the focus on the teaching and learning programs in the school continued. There was continued emphasis 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 continued in English and Philosophy and accelerated programs occurred in Mathematics and Studies of Religion. Life Skills classes, TVET courses and modified programs continued to provide access to students with diagnosed learning needs.

HSC Results

The HSC 2017 results were very pleasing and represented a level of achievement that attracted positive attention and praise. In summary:

- four students placed in the state in Drama and Textiles Design
- six students were All Rounders having achieved at least ten units over 90%
- 82 students (63%) appeared on the Distinguished Achievers List
- 1 student had an ATAR over 99 with 42 achieving an ATAR over 90
- 18 students were either nominated or selected for showcases in Drama, Dance and Textiles.

Student Management System

Throughout 2017, a committee representing the various stakeholders in the administrative and learning areas of the school, undertook a review of the school administration and financial management systems, with additional applications for areas such as timetabling and learning management also to be considered. It was intended that the school administration system would be the “single source of truth” holding student, family and other data that would allow the various modules including enrolments, student attendance and academic reporting to function.

The decision was made to use Sentral and, in 2017, the timetabling and student attendance modules were adopted for implementation in 2018 with other modules to follow.

Projects arising from ALTititude

Over a period of 12 months, 2015-2016, all teachers at Brigidine College were involved in action research. Over these two years, in line with the Strategic Plan and the strategic intents, the College witnessed the growth of a more collaborative learning community where teachers challenged their methodologies and shared with colleagues.



The work that began with ALTitude led directly to the establishment of four groups whose focus was on:

- STEM
- Literacy
- Student Leadership
- Social Justice.

This next phase of the project has:

- drawn from and aligned with the College's strategic intents as stated in the Strategic Plan *Towards 2020*, the Management Plans and the relevant Operational Plans
- operated within a two-year timeframe
 - o 2017: team building and planning with a proposal tabled by mid-Term 3 for consideration and critical evaluation
 - o 2018: implementation
- been led by the Project Leader with a team in support
- drawn on ALTitude research
- incorporated the seven general capabilities identified in the Australian Curriculum:
 - o *Literacy*
 - o *Numeracy*
 - o *Information and communication technology capability*
 - o *Critical and creative thinking*
 - o *Personal and social capability*
 - o *Ethical understanding*
 - o *Intercultural understanding.*
- been interdisciplinary
- incorporated 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. These challenges 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 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. Students also participated in the Tournament of 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.

The College also has a strong clubs program that enhances student learning through lateral research and critical and creative engagement and problem solving. Clubs include justice and democracy, science, languages, arts 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. Teachers are undertaking 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. With the introduction of mandatory accreditation from January 2018, all staff have been briefed on the necessary requirements for Proficient Teacher.

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 2017, the College Board and Leadership Team continued to undertake 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 continued on site with experts working with teams to optimise learning tailored to Brigidine College St Ives, in particular the development of Stage 6 programs in English, Science, History and Mathematics Standard.

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 fourth 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 2017, the College continued its work on the Risk Management Framework, including Excursion Risk Management, to ensure the practical management of operational risk. In addition to this, the College has 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.

Jane Curran

College Principal





COMMUNITY BODIES

Parents and Friends Association

The Parents and Friends Association (P&F) continues to contribute to the life of the College. The Great Gatsby Cocktail Party was successful in attracting over 200 parents and staff with excellent entertainment and a 1920s 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 \$31,000 allowing the purchase of a Digital Laser Cutter for the College.

During the year the P&F also hosted the 2016 HSC Results Presentation given by the Assistant Principal Teaching and Learning and a Parenting evening presented by an external provider, Rebecca Sparrow, titled “Before you hit send”, regarding social media 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 are now longstanding and still meet long after their daughters have left the College.

Melbourne Cup Ladies Lunch

This event was popular amongst Brigidine women. It is now an annual event with the support of Year 11 mothers. Held at Cavallino Ristorante, Terrey Hills, 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

Storage for alumni records 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 Coordinator 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 return to the College – in this case the Classes of 1977, 1987, 1997, 2007 and 2012. 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. The format introduced this year was an Alumni Assembly which includes all current students and provides an excellent opportunity to profile Alumni to the students. 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 2017 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.

2017 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.

2018 Priorities

- Some sponsorship for P&F Raffle prizes producing greater funds raised.
- Increase in support for Annual Giving projects from alumni.
- More engagement with younger alumni as presenters at student events.
- Build support for the P&F committee and its activities.
- College financial support of the Welcome Cocktail Party event for parents.



TEACHING AND LEARNING

Literacy and Numeracy

In 2017, 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 continued to grow from Year 7 again this year, with noticeable growth in all aspects of numeracy.

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 specifically in reading. Writing continued to be the weakest element of literacy in 2017 for Year 7, which could be attributed to the unknown genre in the NAPLAN test. On average, the proportion of girls achieving the top three bands was 22% higher than the equivalent State cohort in Year 7 and 26% 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 26% higher than students from the State cohort. 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 2015.

In 2017 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. 17% students in Year 7 and 10% 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	2017	2017	2016	2016	2015	2015
	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %
READING	2	50	0	48	1	49
WRITING	2	32	2	29	2	40
SPELLING	2	54	1	49	2	57
GRAMMAR/PUNCTUATION	3	52	1	51	1	62
NUMERACY	3	50	0	51	1	39

YEAR 9	2017	2017	2016	2016	2015	2015
	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %	<NMS School %	Proficiency School %
READING	3	42	3	48	2	52
WRITING	1	43	4	34	4	40
SPELLING	1	52	1	45	4	45
GRAMMAR/PUNCTUATION	1	45	3	50	3	34
NUMERACY	0	44	1	44	2	44





LITERACY

YEAR 7	2017	2017	2016	2016	2015	2015	2014	2014
	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	82	60	75	53	81	58	84	59
WRITING	68	43	70	42	72	41	72	50
SPELLING	83	68	77	62	82	67	78	64
GRAMMAR/ PUNCTUATION	87	60	77	57	84	57	85	61

YEAR 7	2017	2017	2016	2016	2015	2015	2014	2014
	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	580.9	548.6	576.1	543.2	583.3	549.5	592.9	549.4
WRITING	554.8	516.8	555.5	515.5	558.3	511.5	569.8	512.6
SPELLING	578.5	558.3	574.8	555.7	581.9	555.1	585.6	552.8
GRAMMAR/ PUNCTUATION	592.2	546.6	587.4	545.2	598	546.6	601	549.8

YEAR 9	2017	2017	2016	2016	2015	2015	2014	2014
	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	86	58	75	51	80	50	82	54
WRITING	76	45	67	35	76	38	69	39
SPELLING	73	55	78	55	80	59	75	55
GRAMMAR/ PUNCTUATION	77	52	72	42	69	46	70	44

YEAR 9	2017	2017	2016	2016	2015	2015	2014	2014
	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	624.0	588.8	625.0	583.6	634.6	584.1	632.8	586.4
WRITING	619.1	559.1	604.7	546.8	613	545	618.1	548.7
SPELLING	624.5	591.8	625.0	587.4	628.7	591.9	620.6	590.5
GRAMMAR/ PUNCTUATION	628.8	582.7	621.1	572.5	608.8	571.5	626.9	578.6



NUMERACY – NAPLAN

YEAR 7	2017	2017	2016	2016	2015	2015	2014	2014
	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	83	60	84	61	71	53	78	56
MEASUREMENT, DATA, SPACE, GEOMETRY	71	66	78	57	73	56	81	59
OVERALL NUMERACY	86	64	83	61	74	55	79	56

YEAR 7	2017	2017	2016	2016	2015	2015	2014	2014
	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	592.5	561.0	585.6	553.0	577.2	551.2	582.2	551.9
MEASUREMENT, DATA, SPACE, GEOMETRY	577.2	558.2	583.6	555.0	568.1	546.3	579.9	552.2
OVERALL NUMERACY	586.6	560.2	584.7	554.0	572.8	548.9	581.3	552.3

YEAR 9	2017	2017	2016	2016	2015	2015	2014	2014
	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	84	58	71	50	74	54	74	53
MEASUREMENT, SPACE, GEOMETRY	88	63	75	54	67	53	66	52
OVERALL NUMERACY	85	59	72	53	77	55	75	54

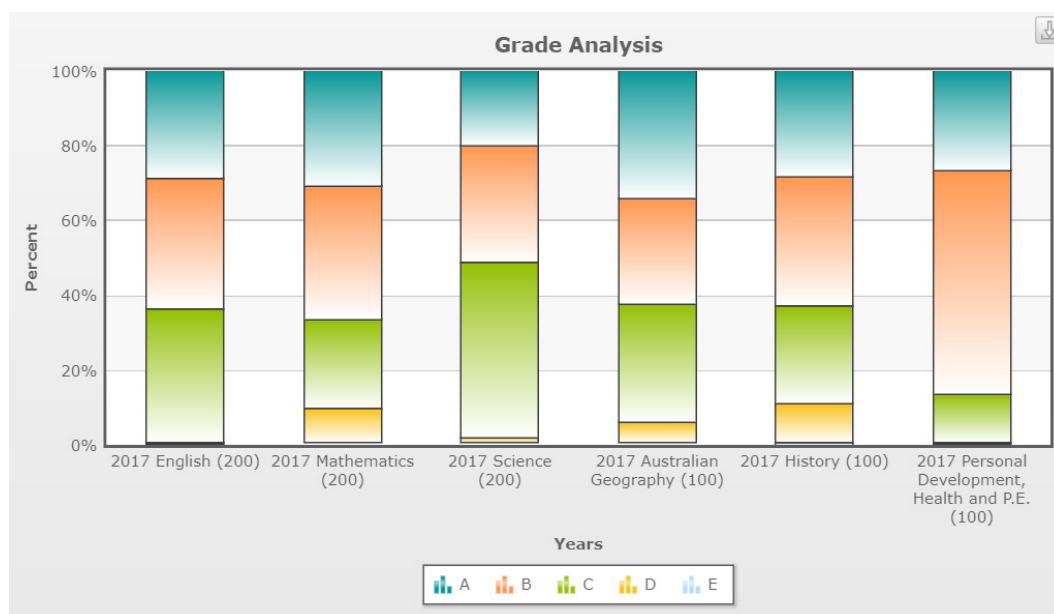
YEAR 9	2017	2017	2016	2016	2015	2015	2014	2014
	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State	Mean Scores School	Mean Scores State
NUMBER, PATTERNS, ALGEBRA	634.1	602.3	624.1	595.3	628.5	600.2	631.1	599.4
MEASUREMENT, SPACE, GEOMETRY	633.8	603.0	622.8	595.4	619.8	598.1	614.0	595.0
OVERALL NUMERACY	634.5	602.9	623.4	595.5	625.3	599.6	624.0	597.7



Record of School Achievement 2017

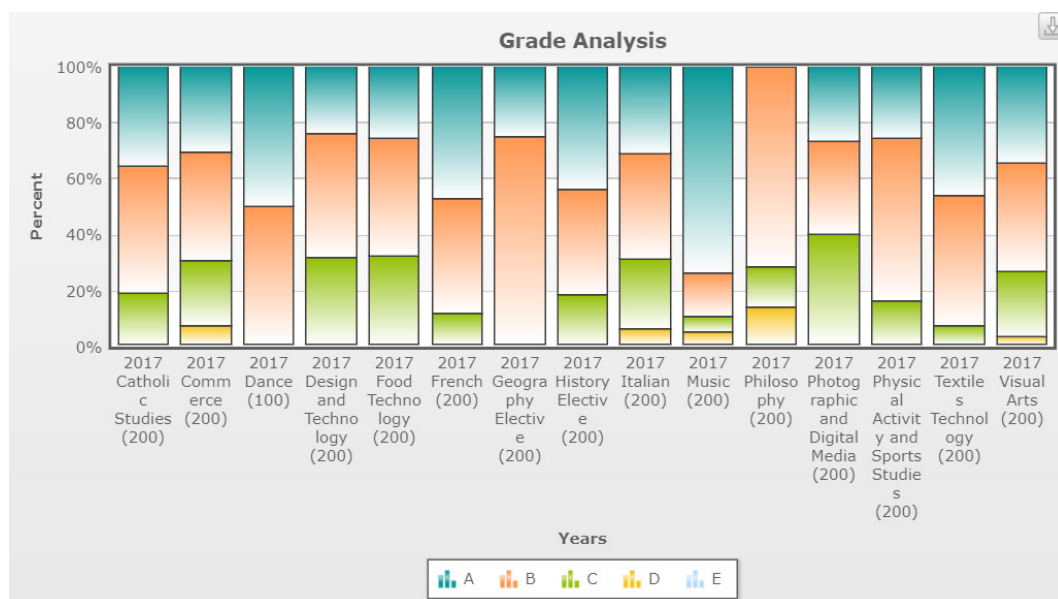
In 2017 grades assessed from the course performance descriptors were sent to the Board of Studies to be recorded for Year 10 on their Record of School Achievement as an ongoing accumulation of grades until Year 12. The graphs below reflect the collaborative, professional judgement of teachers in awarding 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 HSC examinations, where most students receive Bands 4-6. An improved correlation between the achievement of common grades A, B and C and the achievement of Bands 4, 5 and 6 is pleasing and continues to be one to explore.

Year 10 RoSA Grading Pattern for mandatory courses

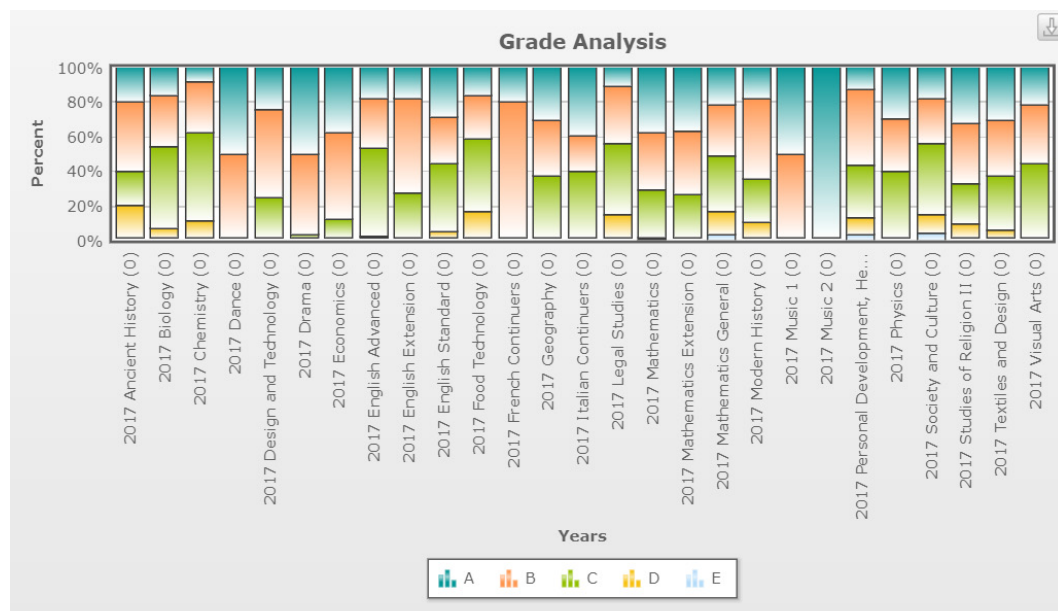




Year 10 RoSA Grading Pattern for all elective courses



Year 11 RoSA Grading Pattern for all courses





Higher School Certificate

In 2017, the 134 students in Year 12 at Brigidine College St Ives achieved a high level of success that was better than expected within the school community. The highest ATAR was 99.65, 20 [16%] students achieved ATARs over 95, representing more of the cohort than in the previous seven years, and more than 60% of the students achieved an ATAR above 80. Six students were placed on the Premier's Honour List as All Rounders having achieved at least ten units with a mark over 90%, with other students missing this recognition by one mark in one subject. There were 155 Band 6 credits, representing 21% of all examination attempts which were achieved by 82 (63%) students in one or more subject.

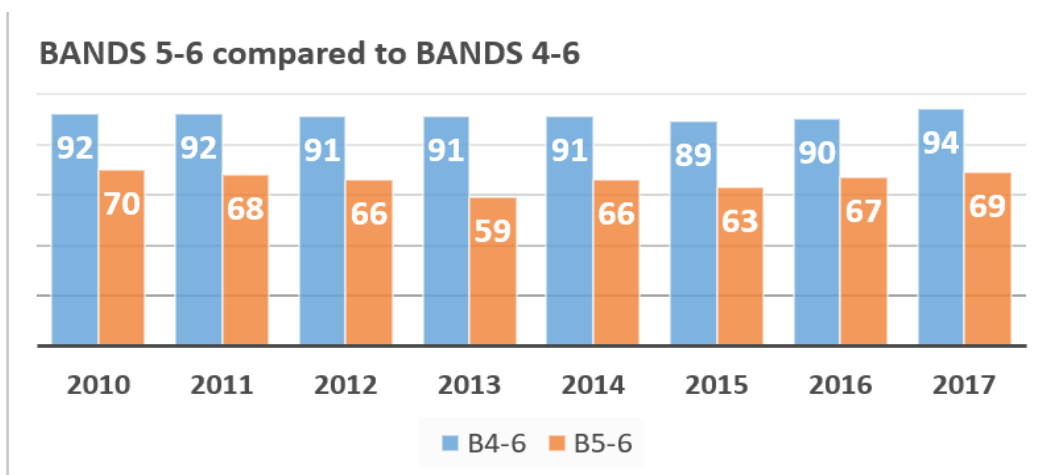
Individual achievements included a 3rd, 7th and 8th place in the State for Drama and a 10th place in Textiles and Design. Despite not being placed in the State, 10 students achieved a mark of 95% and above in Mathematics. A total of 19 students were nominated for OnStage (Drama), six of them in both individual and group performances, three students for Callback (Dance), and one for TexStyle (Textiles and Design) for the prestigious Board of Studies showcases. Of these four were selected.

The proportion of Bands 4-6 has continued to improve over the last ten years with 94% of all results. This is reflected in the performance across all subjects with some subjects achieving their best overall results in the last five years. Notably, there has been an upward movement of marks within the bands of performance. This has been a strategic goal of the last few 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.

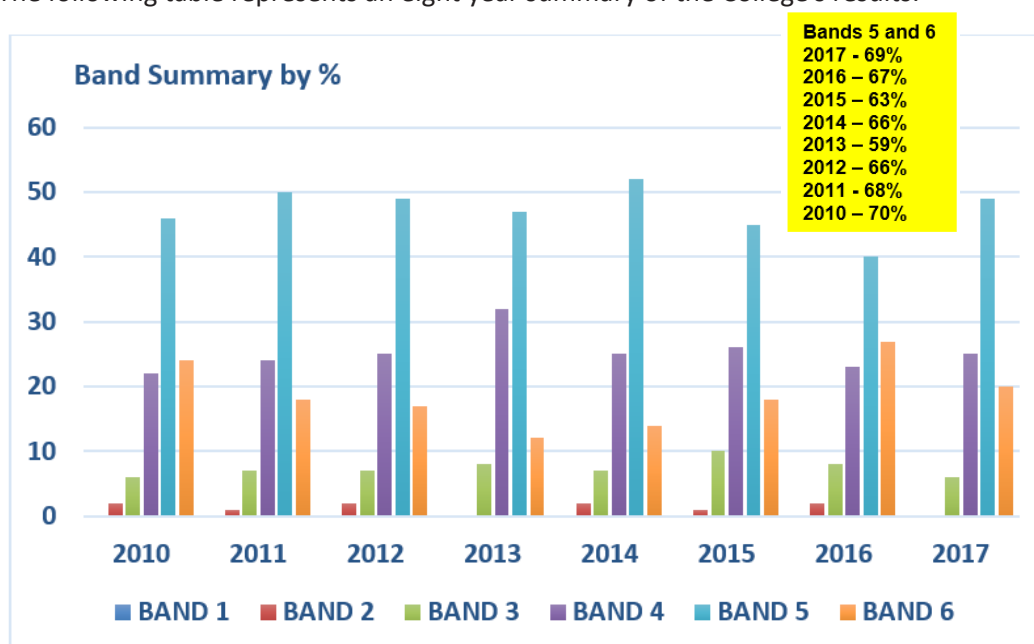
High expectations, rich assessments and focused pedagogy have challenged the girls to aim high and explore the opportunities available to them. The acquisition of one to three additional marks would have the capacity to impact on the girls' results significantly and is considered to be an achievable target.

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





The following table represents an eight year summary of the College's results:



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

HSC SUBJECT	2017	2017	2016	2016	2015	2015	2014	2014
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	94	100	95	100	95	100	93
ENGLISH EXTENSION 2	100	78	100	79	100	83	87.5	77
FRENCH EXTENSION	100	93			100	93	100	95
HISTORY EXTENSION	100	80	100	81	75	78	100	78
ITALIAN EXTENSION	100	98	100	98				
MUSIC EXTENSION	100	95	100	94	100	94	100	99
MATHEMATICS EXT 1	100	82	84	79	95	86	71	84
MATHEMATICS EXT 2	100	84	80	85	97	85	100	86



HSC SUBJECT	2017	2017	2016	2016	2015	2015	2014	2014
	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	100	62	77	58	80	66	91	61
BIOLOGY	97	69	87	65	62	62	88	62
BUSINESS STUDIES	97	66	80	64	93	69	91	67
CHEMISTRY	84	71	86	73	96	76	79	75
DESIGN + TECHNOLOGY	100	77			89	88	100	75
DRAMA	100	84	100	84	97	85	100	84
ECONOMICS	91	74	100	74			100	73
ENGLISH ADVANCED	100	92	100	90	99	93	100	92
ENGLISH STANDARD	95	55	74	49	75	49	85	43
FOOD TECHNOLOGY	75	60	71	58	57	64	100	54
FRENCH CONTINUERS	100	90	100	89	100	88	100	89
GEOGRAPHY	92	74	100	70	88	72	100	69
ITALIAN CONTINUERS	100	87	100	83	67	79	100	82
LEGAL STUDIES	100	75	91	70	86	72	91	66
MATHEMATICS GENERAL 2	98	51	97	52	90	83	90	51
MATHEMATICS	91	75	98	76	87	52	88	81
MODERN HISTORY	100	71	96	73	100	77	97	65
MUSIC 1	100	90	100	89	100	91	100	88
MUSIC 2	100	100	100	90	100	100	100	87
PDHPE	78	60	79	62	90	67	79	63
PHYSICS	60	68	70	66	67	73	100	66
SOCIETY & CULTURE	90	79	91	79	89	83	78	78
STUDIES OF RELIGION I	96	82	71	76	94	78	91	76
STUDIES OF RELIGION II	90	78	79	71	80	74	73	74
TEXTILES AND DESIGN	100	77	100	77	100	80	93	72
VISUAL ARTS	100	90	100	87	100	91	100	85



2017 Achievements

- **Technology upgrade**

The student information system, Sentral, was chosen following a rigorous needs analysis and review of vendors. Firefly has evolved into a comprehensive learning management system.

- **Appraisal process**

All teachers focused their appraisals on assessment. They were 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 included targeted plans to achieve this and demonstrated changed strategies. The appraisal process was an effective way to become familiar with the teaching standards and their supporting elements.

- **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 explored opportunities to develop a strategic plan that introduces authentic experiences and learning in the integrated area of Science, Technology, Engineering and Mathematics. Many ideas were explored in 2017 with a very successful FutureMakers event for Years 7 and 8, the launch of the Astronomy Club and girls having the opportunity to attend NASA with the Alliance of Girls' Schools.

- **Literacy**

The Literacy Project explored opportunities to develop a strategic plan that introduced 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. The introduction of a minimum standard of literacy to be eligible for the Higher School Certificate focused more attention on the NAPLAN results for Year 9 onwards.



2018 Initiatives

- **Technology**

The implementation of Sentral for 2018 has necessitated a clear plan for managing change as the school transitions to the new processes. The opportunity to develop an architecture that addresses some of the problems that had become an obstacle in the old system is a priority. Information will be organised in three systems: Firefly as a learning management system, Sentral as a school information system and Sharepoint as a document repository for the purposes of meeting compliance. Attendance, markbooks, academic reports, student portal and a parent portal will be constructed and integrated from source. Student information will be added to the personal profiles and offer rich, easily accessible information on learning and wellbeing.

- **Documentation**

All departments will review their curriculum documents for compliance pending the registration and accreditation inspection in 2019.

- **Curriculum Review**

The emergence of significant changes in education with regards to syllabus development and assessment practice and their clear relation to future focused expectations is a catalyst to review our current curriculum structures.

The growing importance of the general capabilities as learning dispositions in the development of new syllabuses, the changed expectations of the HSC and its accompanying assessment will be considered as opportunities to introduce new modules of learning that teach the girls interdisciplinary skills. These could be discreet modules in eg STEM thinking, critical thinking, writing, or stand-alone board endorsed courses in eg forensic science, astronomy, global issues, politics etc. This is a longer-term project but the possibilities are interesting for our school and need to be considered.

- **Literacy and Numeracy**

Explicit teaching strategies related to the demands of a minimum standard in literacy and numeracy will be introduced to selected classes in English and Mathematics, as well as the core teaching classes. Literacy Applications will be reprogrammed to support students with low literacy proficiency. Online testing for Year 10 will begin in Term 2 after a period of progress and improvement through Term 1 and continue throughout the year. Consideration will be given to those students with low numeracy as they make their subject selections in Year 10. They will probably not elect to study a course in mathematics so opportunities must be provided to support the development of mathematical skills in Year 11 to enable them to meet the minimum standard for Year 12.





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

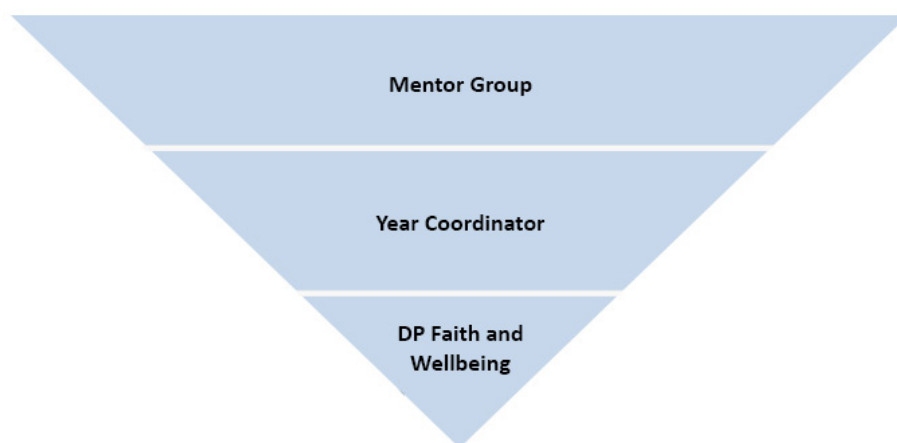
To allow students to be known, listened to and valued to promote their own personal growth and wellbeing.

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 DP Faith and Wellbeing 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.

DP Faith and Wellbeing

This Deputy Principal (DP) 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 DP Faith and Wellbeing 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 2017

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 2018 with a new Student Leadership Structure and 7-12 Framework established.

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 2017 were:

Year 7 – St Vincent de Paul (Christmas hampers)

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 – Orange Sky Laundry

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. The 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 2017 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.



3. POSITIVE HEALTH

In 2017, the policy around healthy food for celebrations was continued to reduce the amount of sugar products consumed by students over the year. Special 'red' days remain for an occasional event through the year. The installation of water stations around the campus was completed and the use of personal water bottles to avoid excess plastic bottle usage will continue. Students were given a wide range of opportunities to join fitness classes and explore personal wellness options like yoga, Zumba and Tai Chi in pastoral time and before and after school.

4. 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.

5. POSITIVE RELATIONSHIPS

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

6. POSITIVE EMOTIONS

Building a 'growth' mindset in our students to overcome adversity and to deal with success was also a focus in 2017, 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 2017 the Pastoral Team consisted of six Year Coordinators and two College Psychologists, along with the Deputy Principal Faith and Wellbeing. 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 \$1350 or \$675 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 2017 ensured we were able to showcase the offering of the College. Open Day was very successful having approximately 600 visitors, giving positive feedback about the students, the facilities and the lovely welcoming feeling in the school. The Enrolments Team conducted 30 small group tours throughout the year showing College facilities to approx. 150 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 2016

93.9% in 2015

95.7% in 2014

95.1% in 2013

92.35% in 2012.

PERCENTAGE ATTENDANCE PER DAY				
Year	2014	2015	2016	2017
7	95.9%	94.4%	94.5%	94.9%
8	95.6%	93.5%	93.3%	93.3%
9	94.9%	94.4%	92.6%	93.1%
10	95.6%	92.3%	93.8%	92.2%
11	94.7%	94.3%	93.3%	94.7%
12	96.2%	94.3%	93.7%	93.7%
Total Average	95.7%	93.9%	93.6%	93.7%

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.

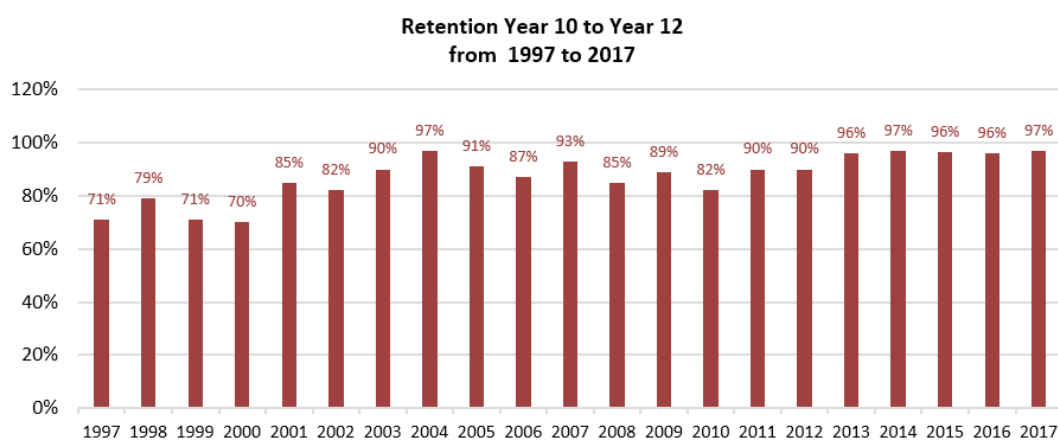


Retention Year 10 into Year 12

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

In 2017, the retention rate at Brigidine College was 96.78% which is remaining steady over the last three years.

The retention of students across the whole College has remained higher than average and was considerably less from the previous year with a total of 38 students withdrawing from the College for various reasons. This is a difference of 17 students from last year.





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

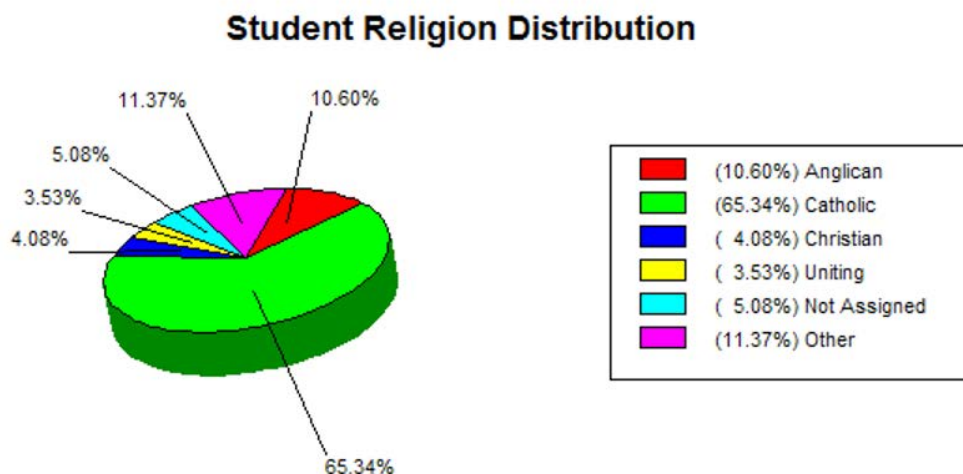
Student Catchment Area

At the start of 2017 the College enrolled 891 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.

2017 Student Faith Background

Catholic students comprised 66% of the College (remains the same as 2016) and 18% 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 requirements with NESA have been met in 2017.

During 2017 Brigidine College employed 110 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.	110
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 87.1 (see *My School* website for explanation).

Professional Development

Throughout 2017 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 appraisal process that was based on reflection and professional development based on the Australian Professional Teaching Standards.

Total spent on PD in 2017	\$118,282
PD for non-teaching staff	\$14,072
PD for teaching staff	\$104,210





Workforce Composition

The composition of the Brigidine College workforce is as follows:

Category of staff	Number
Teaching staff (not including casuals and short term temporary blocks)	95
Full-time equivalent of teaching staff	87.1
Non-teaching staff	53
Full-time equivalent of non-teaching staff	43.6



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 and through committees established within the College.

A very active Staff Common Room and committee 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 and its subcommittees.

The Principal and/or members of the College Executive present reports at 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 and Executive staff also contribute editorials regularly to the weekly e-newsletter distributed 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 various 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.

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 2017 included Mother's and Father's Day Mass and breakfasts, Grandparents Morning, Year 8 Mother and Daughter Afternoon Tea, 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 2017 the Community Relations staff again worked with the P&F on the "P&F Presents" program for parents. In 2017 these included the "2016 HSC Results presentation" and "Before You hit Send", an informative evening helping parents to better understand and manage their children's social media activity.



Communications

During 2017 electronic communication was further improved and used for correspondence, communication and publications. Email distribution to students, staff and parents of *Matters*, the weekly newsletter, continued as an e-newsletter format. Other publications produced include:

- *The Bridge*
- 2016 Annual Report
- HSC Results brochure
- Immersions Booklet
- Student Handbook
- Parent Handbook
- Cocurricular Handbook
- Yearbook
- Staff Induction Handbook
- Camps and Retreats booklet
- Scholarships brochure.

Marketing

Since the establishment of a separate role for the Marketing Coordinator additional strategies have been implemented to continue to build the presence of the College within the North Shore, Northern Beaches and Ryde communities.

During 2017 additional videos were produced extending and updating the collection available through the College's YouTube channel and on its website.

There was further development of 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, particularly through Facebook advertisements, 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 Electronic Direct Mail (EDM) 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, Augmented Reality and the Digital Laser Cutter.

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.

The College extends its thanks to our parents and community for their support of activities and strategies thereby extending the resources available to the students.



2017 Initiatives

- Increased e-communication across the community.
- Development of new short video material.
- Increased community group support and activities.
- Increase in presence with alumni through Facebook interaction.
- Expansion of Sponsorship.
- Redesign of the College magazine, *The Bridge*.

2018 Priority Areas

- Increased engagement with our alumni within the College as presenters and role models.
- Introduction of new information and administration systems.
- Extension of sponsorship opportunities as a fundraising strategy.
- Introduction of a new student and parent portal.
- Increased use of online forms particularly for prospective parents.
- Further growth in Facebook and digital engagement.
- Improvement and increased connection through the College LinkedIn site.



PROPERTY

Over recent years, the College has made significant investments in facilities to support students' learning and welfare, and to ensure that teachers are well equipped to carry out their important roles. This has included special purpose facilities to support Drama, Music, Dance, Science, Hospitality and Sport, as well as modern and attractive general learning areas.

Facilities

During 2017, the College completed the refurbishment of the McCammon Wing, providing flexible learning spaces for Years 11 and 12 and improved staff facilities. New larger and more flexible classrooms and seminar rooms provide excellent natural light in technology enabled spaces. Teacher staff areas with rooms for meetings with students on both levels are located adjacent to the new common room with catering facilities. This space has been designed to also cater for College events on the ground floor. The refurbishment also provides for much improved student movement between the northern end and the remainder of the campus and disability access. These new areas are being well utilised by students and teachers.

Classrooms in the Synan Building have been modified to accommodate food technology classes, incorporating commercial standard equipment and facilities and extraction system.

Planning for 2017

No major works are planned for 2018. During this time the College will take the opportunity to review the remaining stages of its Master Plan to ensure that it continues to address the College's needs and priorities.

Improvement and development of the College's compliance and safety systems will continue to be priorities.



INFORMATION AND COMMUNICATIONS TECHNOLOGY

2017 Initiatives

- Review and purchase new laptops for both staff and students.
- Maintained server infrastructure to provide high-speed and capacity, improved backup and prompt recovery of services in the event of loss of functionality.
- Replaced the College's wireless infrastructure with latest technology (Aruba Wireless) for improved student access to servers and the internet.
- Reviewed and implemented the first phase of College administrative system (Sentral).
- Maintained consistent help desk service supporting teaching and learning.

2018 Priorities

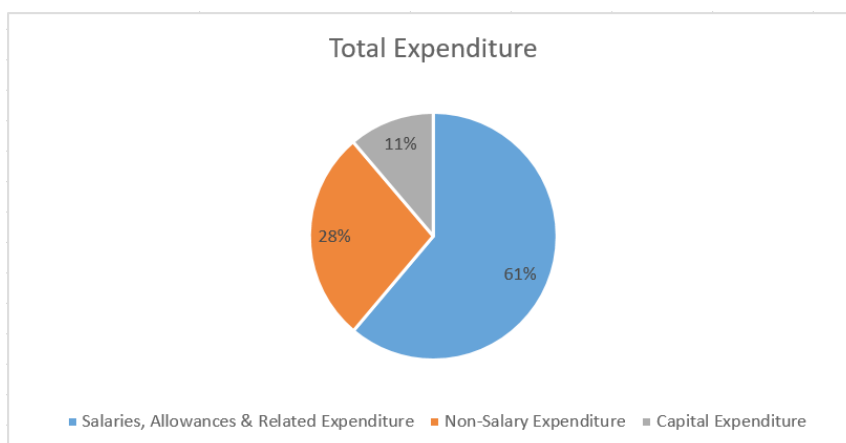
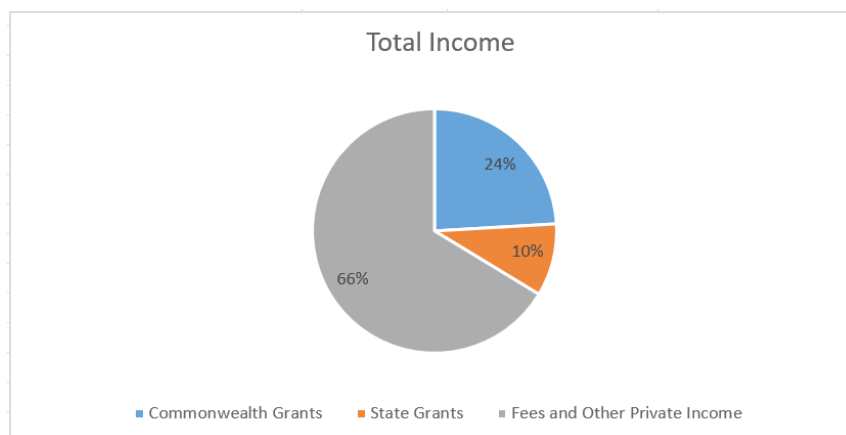
- Replace all staff and student's notebooks with latest devices.
- Implement the next phases of College administrative system (Sentral).
- Review server and network infrastructure hardware to be replaced for 2019.
- Maintenance of consistent helpdesk service supporting teaching and learning.
- Ongoing review and monitoring of systems and procedures to support student pastoral care in the use of technology.





FINANCIAL DATA

	%	Excluding Capital Expenditure	Including Capital Expenditure
Commonwealth Grants	24%	\$5,938,656	\$5,938,656
State Grants	10%	\$2,368,292	\$2,368,292
Fees and Other Private Income	66%	\$16,362,415	\$16,362,415
Total Income	100%	\$24,669,363	\$24,669,363
Salaries, Allowances & Related Expenditure	61%	\$16,093,315	\$16,093,315
Non-Salary Expenditure	28%	\$7,269,667	\$7,269,667
Capital Expenditure	11%		\$2,951,213
Total Expenditure	100%	\$23,362,982	\$26,314,195





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.