



Brigidine College  
St Ives

# Annual Report 2018





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# MESSAGE FROM SCHOOL BODIES

## Chair's Report

For Brigidine College St Ives, 2018 was another year of growth and development across all facets of College life. This was as equally true of the work of the Board as it was for staff and students. At the AGM of the Board, we welcomed the Trustees of Kildare Ministries to the College and engaged in an extended period of discussion which allowed the members of the Board and the Trustees time to further develop the relationship with each other. This continues to be enhanced by regular meetings with Chairs, Principals, Directors of Mission and Business Managers, an induction day for new Board Directors, staff attendance on the Pilgrimage to Ireland and opportunities for students to meet. The highlight of the year was the second Staff Conference which was held in Sydney. The theme of the Conference was "Awakening the Hope we share" and the first day was held at Brigidine with the Opening Liturgy held in the Chapel and an inspiring and challenging Opening Address given by Father Frank Brennan SJ AO.

Towards the end of 2017, fjmt after a thorough selection process was chosen as the architect firm to review the current Master Plan. The extensive process of consultation was carried out throughout 2018. We await, early in 2019, the final outcome of the review and a redraft of the Master Plan which will provide the College with a way forward in continuing to develop its physical resources in the years ahead.

The issue of school funding has been very much on the Board agenda in the past year and no school is fully cognisant of what its funding will be into the future. While the Board understands Brigidine will lose significant funding as it transitions to the new funding model of 80/20 between the Federal and State Governments, we do not know the impact of the changing way that each school's funding will be determined into the future. Instead of the old SES model, a new system of using parental tax data will be phased in from 2022. This does give the Board more time to plan for the future to ensure the very best outcomes for the students of the College.

Congratulations to the 2018 Higher School Certificate students who once again achieved at such a high level in the HSC. The HSC results were a credit to the students, the staff and their families. I would like to congratulate all staff across all years for their ongoing commitment and dedication. Success in the HSC does not come about from what the students did in Year 12; it is the culmination of their 13 years of school and the dedication and commitment of their teachers over that time.

This year we welcomed two new Directors to the Board: Tony Eyres and Alf Mazitelli. I thank Tony 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, Fiona Trussell, Michelle Dixon, Chair of the Risk Committee and Brett McLennan, Chair of the Property Committee for their many contributions over the year.

During the year two Directors retired from the Board: Brett Kimmorley, Deputy Chair and Chair of the Finance Committee and Koos Kruger, former Chair of the Property Committee. Both Brett and Koos have given many dedicated years of service which has been of enormous benefit to the College. Their many contributions, particularly to the development of the first Master Plan and its implementation, cannot be underestimated. Their legacy will live on well into the future and for that all of us at Brigidine are indeed very thankful.

Finally, I thank Jane Curran and the members of her Executive team for their excellent leadership of the College over the past year. This year there were two significant changes to the Team with the retirement of Sue Martin as Deputy Principal at the end of 2018 and Greg Smith as Business

Manager. Greg Smith has been outstanding in carrying out his role as Business Manager and in his support of the work of the Board and Board Committees. Richard Luxford came in as the new Business Manager in April and he has settled in extremely well. Sue Martin has been also outstanding in her role as Deputy with responsibility for Teaching and Learning and, at times, taking on the role as Acting Principal in the absence of the Principal. In 2019 we will welcome Elizabeth Webster to the position of Deputy Principal.

**Kitty Guerin**  
Board Chair

## **Principal's Report**

The year 2018 saw the College continue its strong position in the provision of Catholic education to girls. The Management and Operational Plans continue the intents of the Strategic Plan, *Towards 2020*.

### **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.

### **College Leadership**

2018 saw the commencement of a new Business Manager, Finance Manager and the resignation of the Deputy Principal Teaching and Learning. The new leadership structure which had its full first year of operation in 2018 allowed for every aspect of the school to be represented and to have a voice in decision-making. This has proved most beneficial and streamlined decision-making and communication. The Leadership Team consists of the Principal, Deputy Principal Teaching and Learning, Deputy Principal Faith and Wellbeing, Business Manager, Director Staff, Director Administration, Director Cocurricula, and Director Development and Community Relations.

## Teaching and Learning

2018 continued the focus on the teaching and learning programs in the school. 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 Philosophy and were developed in 2018 in STEM and Critical Thinking for implementation in 2019. 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 2018 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 Business Studies, Studies of Religion 2, and English Standard
- seven students were All Rounders having achieved at least ten units over 90%
- 89 students (63%) appeared on the Distinguished Achievers List
- the school was ranked in the top 57 schools in NSW
- Two students had an ATAR over 99 with 48 achieving an ATAR over 90
- 31 students were either nominated or selected for showcases in Drama, Dance, ArtExpress 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.

In 2018, the new system, Sentral, was rolled out in stages across the year commencing with curriculum modules, Parent/Teacher Meeting online bookings, Student Wellbeing, Attendance, and Awards.

## Projects arising from ALTitude

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.

The 2018 phase of the project focused on implementing a course in STEM, embedding literacy across the school with the English Department taking oversight and embedding leadership throughout Years 7-12 with explicit instruction on the skills of ethical leadership.

## **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 House Mentor groups with a teacher acting as the primary carer for a small group of students. A Year Coordinator oversees the whole year and the School 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 11 Parent Information Evening and Meet the Mentor, Year 7 Grandparents Day, Year 8 Mother/Daughter Afternoon Tea, Year 9 Mother and Daughter Afternoon, 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 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 also has a strong Centre for Excellence program that enhances student learning through lateral research and critical and creative engagement and problem solving. Clubs include astronomy, robotics, justice and democracy, environment, 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. All teachers were accredited at Proficient Teacher as required by NSW law. Teachers are undertaking the rigorous accreditation from Band 2 to Band 3 and this has occurred with excellent feedback from the independent assessment authority.



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. 2018 saw the school registered as a provider by NESA for some of the PD conducted onsite.

During 2018, 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.

### **Workplace Gender Equality Report**

As per Government requirements, the WGEA Report for 2017-2018 was submitted on 31 May to the Agency. This is the fifth 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 2018, the College prepared all policies and procedures pertaining to the changed legislation for the TAA, ready for its 2019 inspection.

**Jane Curran**  
College Principal



## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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. In 2019 close to 900 girls are enrolled from Years 7 to 12 who benefit from the dedication of a comprehensive team of teachers and specialised staff. Students are principally drawn from Sydney's North Shore, St Ives, Forest area and the Northern Beaches.

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.

Brigidine College St Ives operates within the policies of the NSW Education Standards Authority (NESA).

Further contextual information about the College can be found on the College website <https://www.brigidine.nsw.edu.au> and on the Federal Government's My School website <http://www.myschool.edu.au>



# STUDENT PERFORMANCE IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

## Higher School Certificate

### 2018 HSC Overview

School Ranking:

- Position among Catholic Schools: 7th
- Position of Brigidine College St Ives based on the number of entries in the Honour Roll: 57th

In 2018, 132 Year 12 students completed the HSC program and 7 students were placed on the All-Rounders List for students who achieved ten or more units at Band 6 level. In addition, 67% of students were placed on the 2018 Distinguished Achievers List which highlights students for scoring a Band 6 (90%) or more in a subject.

Brigidine Students were among the Top Achievers rank, which acknowledges the top 20 students in the State in each HSC subject. This included a Year 11 accelerant who was ranked 8th in the State for 2 Unit Studies of Religion. Two Students also achieved this credential for Business Studies, while another student was a Top Achiever for English Standard.

In Creative and Performing Arts, a significant group of HSC students were nominated for HSC Showcase events:

- OnSTAGE: three group nominations (one was selected); four individual performances were nominated, while another student was selected for costume design.
- ArtExpress: two students were nominated.
- Callback: five students were nominated.
- TexStyle: two nominations; one was selected for TexStyle and one for Shape.

In general, student achievement was well above the State average, which has been a consistent trend in recent years.

### Number of students in Bands 5 and 6 in each subject studied at Brigidine College St Ives

Subject	Number studying subject	Brigidine Band 5 & 6%	State Band 5% 6%	Brigidine Exam Mean	State Exam Mean
Ancient History 2 Unit	14	64%	36%	81.13	72.76
Biology 2 Unit	47	51%	37%	78.45	74.09
Business Studies 2 Unit	27	70%	38%	82.40	73.62
Chemistry 2 Unit	27	48%	42%	78.16	74.82
Dance 2 Unit	8	100%	55%	87.90	78.89
Design and Technology 2 Unit	6	83%	46%	83.90	77.91
Drama	32	98%	40%	88.82	77.71
Economics 2 Unit	8	75%	47%	84.50	76.25
English (Standard) 2 Unit	41	44%	15%	76.58	68.66
English Advanced (2 Unit)	97	79%	62%	83.23	80.60
Food Technology 2 Unit	10	60%	33%	83.14	72.91
French Continuers 2 unit	5	65%	40%	81.88	81.75
Geography 2 Unit	14	86%	44%	83.41	74.71
Italian Continuers	5	60%	56%	81.28	78.93
Legal Studies 2 unit	18	72%	45%	81.97	75.05
Mathematics General 2 2 unit	61	68%	27%	83.21	69.92
Mathematics 2 unit	59	73%	52%	84.63	78.20
Modern History 2 unit	19	74%	42%	85.64	73.88
Music 1 2 unit	3	100%	65%	93	81.50
Music 2 2 unit	1	100%	91%	91.20	87.55
Personal Development, Health and P. E. 2 unit	27	78%	33%	83.32	72.29
Physics 2 unit	9	56%	33%	76.80	73.18
Society and Culture 2 unit	20	60%	47%	83.39	76.74
Studies of Religion II 2 unit	123	59%	42%	79.52	74.63
Textiles and Design 2 unit	15	87%	46%	86.52	77.06
Visual Arts 2 unit	16	75%	53%	84.86	79.80

### Number of students in Bands E3 and E4 in each subject studied at Brigidine College St Ives

Subject	Number studying subject	Brigidine Band E4/3	State Band E4/3	Brigidine Exam Mean	State Exam Mean
English Extension 1 1 unit	10	90%	96%	43.13	42.08
English Extension 2 1 unit	1	100%	71%	36.40	37.46
History Extension 1 unit	6	100%	79%	41.38	38.85
Italian Extension 1 unit	2	100%	93%	43.65	42.45
Music Extension 1 unit	1	100%	96%	47.80	44.78
Studies of Religion I 1 unit	12	75%	37%	40.80	37.03
Mathematics Extension 1*	18	89%	80%	80.99	79.29
Mathematics Extension 2*	2	50%	86%	66.80	81.36

- Mathematics Extension 1 and 2 averages are out of 100.

### Record of School Achievement (RoSA)

The Record of School Achievement or RoSA is a cumulative credential from NESA for students in Years 10 and 11. The RoSA lists all mandatory and additional Stage 5 courses and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed. NESA issues the formal RoSA credential to students who satisfy eligibility requirements when they leave school.

The tables below reflect the collaborative, professional judgement of teachers in awarding grades for the subjects taught in Year 10 and Year 11. The grade analysis from the Results Analysis Package reflects a consistent pattern with variations explained by preferred elective choices in Stage 5. This is especially true for the elective choices in Year 11 for the Preliminary Course. There may be changes to the students' study programs for the Higher School Certificate (HSC) in Year 12.

The pattern in Year 10 mirrors the past achievements in the external School Certificate tests whereas the pattern in Year 11 is not typical of the usual achievement at Stage 6 in the Higher School Certificate examinations, where most students receive Bands 4-6. However, 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.

### Key highlights from our Years 10 and 11 students' performance in their RoSA courses include:

- Two Year 10 students attained a Grade A in all of their courses; both mandatory and elective.
- 16 Year 10 students attained a combination of Grade A and Grade B in all Stage 5 courses.
- All Year 10 accelerated students received A Grades for their Year 11 subjects.
- Two Year 11 students attained a Grade A in all of their Preliminary Courses.
- 14 Year 11 students attained a combination of Grade A and B in all of their Preliminary Courses.



### Year 10 RoSA Grading Pattern for mandatory courses

Subject	A	B	C	D	E
English 200 Hours	30%	39%	30%	1%	0%
Maths 200 Hours	31%	40%	21%	9%	0%
Science 200 Hours	24%	32%	40%	4%	0%
Australian Geography 100 Hours	23%	47%	23%	7%	0%
History 100 Hours	22%	34%	27%	18%	0%
Personal Development Health & PE 100 Hours	32%	45%	19%	4%	0%

### Year 10 RoSA Grading Pattern for all 200 Hour elective courses

Subject	A	B	C	D	E
Catholic Studies	25%	46%	26%	4%	0%
Commerce	32%	37%	29%	2%	0%
Dance	46%	54%	0%	0%	0%
Drama	69%	29%	3%	0%	0%
Food Technology	17%	17%	67%	0%	0%
French	53%	37%	11%	0%	0%
Geography Elective	35%	35%	29%	0%	0%
History Elective	28%	33%	39%	0%	0%
Italian	13%	50%	31%	6%	0%
Music	40%	40%	20%	0%	0%
Philosophy	33%	67%	0%	0%	0%
Photography& Digital Media	14%	41%	41%	3%	0%
Physical Activity and Sports Studies	37%	39%	16%	8%	0%
Textiles Technology	44%	38%	19%	0%	0%
Visual Arts	29%	21%	36%	14%	0%

### Year 11 RoSA Grading Pattern for all courses

Subject	A	B	C	D	E
<b>Ancient History</b>	17%	33%	33%	17%	0%
<b>Biology</b>	23%	28%	48%	3%	0%
<b>Chemistry</b>	27%	33%	33%	7%	0%
<b>Dance</b>	71%	29%	0%	0%	0%
<b>Design &amp; Technology</b>	0%	50%	50%	0%	0%
<b>Drama</b>	47%	53%	0%	0%	0%
<b>Economics</b>	20%	60%	20%	0%	0%
<b>English Advanced</b>	14%	53%	31%	2%	0%
<b>English Extension</b>	57%	29%	14%	0%	0%
<b>English Standard</b>	7.31%	44%	46%	2%	0%
<b>Food Technology</b>	25%	44%	25%	6%	0%
<b>French Continuers</b>	38%	38%	25%	0%	0%
<b>Geography</b>	30%	25%	45%	0%	0%
<b>Legal Studies</b>	20%	50%	20%	10%	0%
<b>Mathematics</b>	42%	38%	15%	4%	2%
<b>Mathematics Extension</b>	38%	34%	24%	3%	0%
<b>Mathematics Standard</b>	39%	31%	25%	5%	0%
<b>Modern History</b>	44%	26%	19%	11%	0%
<b>Music 1</b>	45%	45%	10%	0%	0%
<b>Music 2</b>	60%	40%	0%	0%	0%
<b>Personal Development &amp; Health</b>	17%	34%	20%	2%	0%
<b>Physics</b>	25%	33%	42%	0%	0%
<b>Society &amp; Culture</b>	32%	37%	27%	5%	0%
<b>Studies of Religion 2 Unit</b>	22%	39%	36%	3%	0%
<b>Textiles and Design</b>	34%	33%	33%	0%	0%
<b>Visual Arts</b>	48%	30%	22%	0%	0%

## Literacy and Numeracy Testing

### Student Outcomes in Standardised Literacy and Numeracy Testing

In 2018, Brigidine students enrolled in Years 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The NAPLAN program assesses the school's literacy and numeracy learning of all students in Australian schools.

A full comparison of Brigidine's performance against state and national averages can be accessed on the *My School* Website. NAPLAN results for a selected group can be compared to the average results of a group of schools with similar students, and to the average results with all Australian schools.

Available data and graphs indicate 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. In addition, 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 2017.

In 2018 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 results for all areas of testing.

### NAPLAN Results at Years 7 and 9

#### Year 7 Number of Students

*S= State      B = Brigidine*

BANDS	Grammar & Punctuation		Reading		Spelling		Writing		Numeracy	
	S	B	S	B	S	B	S	B	S	B
10	1.2	0	0.7	0	0.6	0	1.2	3.7	0.6	0
9	16.2	24.1	12.2	21.0	12.9	20.4	4.7	6.8	10.9	15.5
8	16.6	27.2	19.7	31.5	25.7	30.9	18.2	26.5	16.8	31.1
7	28.0	30.2	29.1	32.7	28.0	29.0	23.9	34.0	30.1	30.4
6	21.7	14.3	24.8	13.0	21.0	14.2	27.4	19.8	27.4	19.3
5	11.9	3.7	10.4	1.2	7.6	4.3	19.1	8.0	12.0	3.1
4 and below	4.1	0.6	3.0	0.6	3.9	1.2	3.9	1.2	2.2	0.6

#### Year 9 Number of Students

BANDS	Grammar & Punctuation		Reading		Spelling		Writing		Numeracy	
	S	B	S	B	S	B	s	B	S	B
10	10.3	13.9	8.9	14.6	8.5	11.4	6.7	10.8	10.9	18.6
9	19.6	28.5	16.9	24.1	20.9	27.8	11.9	18.4	16.5	23.7
8	31.0	35.4	31.3	41.1	32.0	38.6	28.3	46.2	26.8	37.2
7	19.1	15.8	26.3	14.6	24.2	17.7	22.8	17.1	29.3	18.6
6	15.1	5.7	13.1	5.1	8.6	4.4	17.9	5.1	14.0	1.3
5	4.6	0.6	3.4	0.6	5.5	0	9.9	1.9	2.4	0.6
4 and below	0.2	0	0.1	0	0.2	0	1.6	0.6	0.1	0

## STUDENT SECONDARY OUTCOMES

In 2018, 132 students completed the HSC program and were eligible for an Australian Tertiary Admissions Rank. Of our Year 12 students, 11% completed vocational/trade training as part of their Higher School Certificate pattern of study. The VET courses studied by our students included: Design Fundamentals, Human Services Health Services Assistance, Hospitality, Applies Fashion Technology, Tourism: Travel and Events, Animal Studies and Fashion Design and Technology.

## 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.

During 2018 Brigidine College employed 108 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.	108
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

*\* This table excludes those teachers on extended leave and includes casual teachers and those on short term temporary blocks.*

The total number of teachers translates to a Full Time Equivalent of 81.9 (see My School website for explanation).

### Teacher Accreditation

Teacher accreditation requirements with NESAs have been met in 2018. From the beginning of 2018 all pre-2004 teachers that met the NESAs criteria were accredited at Proficient Teacher. In 2018 the majority of the teaching staff were accredited at Proficient Teacher with one teacher accredited at Highly Accomplished Teacher and eight teachers, including some on temporary employment, at Provisional/Conditional status.

All teachers are encouraged and supported to explore accreditation at a higher level. Professional development is made available to those seeking higher levels of accreditation.

## Professional Development

Throughout 2018 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, compliance and leadership. Professional learning sessions were held in-school by visiting speakers and using the expertise of our own staff. Staff were also given the opportunity to attend sessions externally through providers such as the Association of Independent Schools.

From the beginning of 2018 Brigidine College became a NESA Endorsed PD Provider, enabling the College to provide PD opportunities to teaching staff that are recognised by NESA and contribute to their required PD hours for maintenance of teacher accreditation. This allowed us to develop courses relevant to the needs of the College and to directly benefit the teaching staff, in response to identified professional learning goals.

2018 saw the continued focus on changing curriculum and the need for teaching staff to access PD relevant to their subject areas. This was provided both internally and externally.

Throughout 2018 two teams continued with their specific PD in the areas of STEM and Critical Thinking, with the outcome of developing curriculum programs in these areas to begin in 2019.

Understanding student wellbeing informed some whole staff PD in 2018, linking to our continuing focus on Positive Education.





## WORKFORCE COMPOSITION

The composition of the Brigidine College workforce in 2018 is as follows:

Category of staff	Number
Teaching staff (not including casuals and short-term temporary blocks)	90
Full-time equivalent of teaching staff	81.9
Non-teaching staff	57
Full-time equivalent of non-teaching staff	47.6

Brigidine College St Ives did not employ anyone in 2018 who indicated that they were of Aboriginal or Torres Islander descent.



# STUDENT ATTENDANCE, MANAGEMENT OF NON-ATTENDANCE AND SECONDARY RETENTION

## Student Attendance

Average attendance across all Year Groups for 2018 was 95.5% compared with 93.7% in 2017.

Year Group	Percentage Attendance Per Day
Year 7	95.8%
Year 8	95.7%
Year 9	95.0%
Year 10	93.9%
Year 11	95.8%
Year 12	97.1%
<b>Whole School</b>	<b>95.5%</b>

## Management of Non-attendance

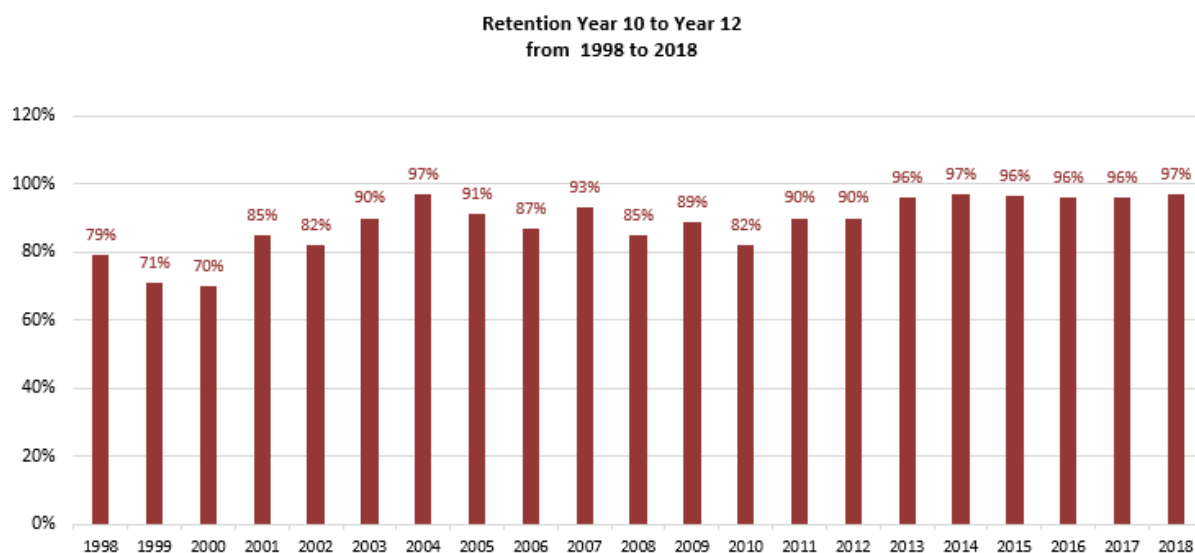
Brigidine College acknowledges that regular attendance at school is essential to maximise the potential of students. In partnership with parents, it is a core responsibility of Brigidine College to promote the regular attendance of students. The College procedure to manage non-attendance is:

- Parents make phone calls to an absence line each day reporting their daughter's illness or absence from the College.
- Clear information is made available to both students and parents regarding attendance requirements and the consequences of unsatisfactory attendance in a parent letter at the start of the year from the Deputy Principal Faith and Wellbeing. The Parent Portal has information regarding Exemption forms and absence requirements.
- An electronic roll is marked at the start of each day in Mentor time. In addition, a roll is taken during each lesson to capture any absence. Teachers simply mark students as absent. This absence remains as unexplained until an explanation is received by Student Services at which point the appropriate absence code is entered against this student. The codes used are those designated by the NSW government.
- All reasonable measures are taken to contact parents promptly of an unexplained absence occurring via SMS by 11am (or end of Period 2) on the day of absence.
- Families are encouraged to holiday or travel during school vacations.
- Exemption from the compulsory education requirements of the Education Act may be granted by the Principal when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered. Exemptions granted by the Principal cannot total more than 100 days in a 12-month period. Exemptions of more than 100 days must be referred to the Minister. Procedural fairness must be accorded to an applicant for an exemption. Exceptions are granted for students engaged in employment in approved entertainment industry activities, in elite arts or sporting events (national and international);
- Records are kept ensuring that 'leave granted' does not exceed that which is allowable.
- Students absent on consecutive days without any contact are followed up by the Year Coordinator or Student Services. Any prolonged unexplained absence requires a parent meeting with the Year Coordinator and Deputy Principal Faith and Wellbeing to manage the student concerns and health issues.

## Retention Year 10 into Year 12

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

In 2018, the retention rate at Brigidine College was 97.64% which is remaining steady over the last three years.



## 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 132 girls in Year 12 last year, the majority were offered places by the University Admissions Centre. Students elected courses in a wide range of disciplines, including: Early Childhood, Biotechnology, Law, Occupational Therapy, Business, Medicine, Town Planning, Fine Arts and Engineering.

# ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

## Enrolment Policy

The mission of Brigidine College is to provide a holistic Catholic education for girls that challenges “young women to act in the world with strength and gentleness” (Mission Statement). In processing enrolments, 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
- In the case of sisters of existing or past students with sound financial standing with the College
- Discretion of the Principal.

The College reserves the right not to offer a place at the College or to defer the offer of a place in its discretion, particularly when the parents, having been aware of their daughter’s specific educational needs, decline to declare those needs or to withhold information pertinent to their application. The College also reserves the right to terminate an enrolment where there are not sufficient resources to adequately deal with a student’s needs and /or where the parents have withheld knowledge or information pertinent to these needs.

## Guiding Principles

- In all cases, the College will seek to achieve a congruence of values between the applicant’s family and the school based on respectful relationships.
- 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.
- Withdrawal of a student enrolment will reside with the Principal.
- 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.

## Students with Disabilities

Catering for a broad range of abilities, Brigidine College St Ives accepts girls who have special needs and disabilities. The Learning Support unit is specifically designed to assist girls with special education needs, however, the resources of the unit and the College are finite and a current formal assessment of each student’s application (See Appendix 1) needs to be made in context of school capacity at the time of interview. Notwithstanding this, all students have equal access to the education opportunities provided by the College.

## Conditions of Enrolment

*(Note these are in the Letter of Acceptance of Offer)*

These Conditions are to be agreed to by parents or guardians when they accept an offer of a place for a student at the College.

### 1. Financial Obligations

1. Parents/Guardians agree to pay the College all fees for tuition, extra subjects, excursions, camps and the supply of goods and services to the student as determined by the College Board and as published from time to time.
2. The College may refuse entry to, or terminate the enrolment of, a student whose fees are in arrears.
3. All fees are payable in advance and one full term's notice in writing must be given to the Principal before any student is removed. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, we agree to pay one full term's fees.
4. Parents/Guardians understand that no remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension.
5. Parents/Guardians authorise the College to incur expenditure on their behalf such as purchases of books, stationery and equipment.

### 2. General Conditions

1. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if Parents/Guardians are not readily available to authorise such treatment, they authorise the Principal or, in her absence, a responsible member of the College staff to give the necessary authority for such treatment and agree to pay all medical and ambulance expenses incurred on behalf of the student.
2. All students are to support the ethos and to abide by the rules of the College as set out in the appropriate publications such as the Parent Portal and Student Handbook and as published from time to time at the Principal's discretion. The attention of students and parents is particularly drawn to the College's requirements for discipline, home study, attendance and leave.
3. Parents/Guardians accept that the College may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Principal:
  - (a) Sports Carnivals
  - (b) Year Camps and Retreats
  - (c) College Community events
  - (d) Liturgical events.
4. Parents/Guardians acknowledge that the Principal may exclude a student if she considers that a mutually beneficial relationship of trust and cooperation between a parent/guardian and the College has broken down.



5. Requests for leave from College activities, including academic and cocurricular programs, and at the end of term and/or late return from breaks are considered only in the most exceptional cases and must be applied for in writing to the Principal.
6. Parents/Guardians understand that students must follow conventional standards of dress and appearance in accordance with the expectation of the College community.
7. Parents/Guardians accept the College's student management policy contained in the Student Handbook. They agree to support the administration of the College's discipline policy. In particular, they accept that the Principal may in accordance with College Policy, dismiss the student for breaches of rules or discipline.
8. Parents/Guardians acknowledge that the College seeks to maintain an environment that is safe for all students and in which learning can take place. Parents/Guardians also acknowledge that to this end the Principal or her nominee may search the student's bag, locker or other possessions when there are reasonable grounds to do so.
9. Parents/Guardians understand that the College requires parents to be actively involved in the College through attendance at parent-teacher interviews and parent forums; and encourages participation in courses offered by the College relevant to students' education and assistance to the College in a voluntary capacity from time to time.
10. Parents/Guardians understand that the College requires parents to observe College security procedures for the protection of students from direct contact with those outside the College during school hours and that they are only to make contact through the College Student Services.
11. Parents/Guardians acknowledge that the student's personal property is not insured by the College, which does not accept any responsibility for loss.
12. Parents/Guardians acknowledge that the College may from time to time collect personal information about parents and students which may be necessary for the College's function or activities. They authorise the College to use and disclose information in such a manner as the Principal may deem appropriate for the purpose of the student's education, health, care, welfare or development.
13. Where relevant, Parents/Guardians agree to provide to the College all current Family Court or other court orders relating to them and the student. They note that the College has a Privacy Policy dealing with the confidentiality of such information.
14. Parents/Guardians understand that Academic reports will be available to parents on the Parent Portal. When parents are separated or divorced, reports will be available to both parents on request unless they provide an order of a court or an agreement which provides that reports are to be sent to one parent.
15. Parents/Guardians acknowledge that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has. Where any disclosed special needs change or where any special needs arise, Parents/Guardians agree to notify the College immediately. They understand that if they have failed to disclose or not fully disclosed any material matter, either in the application form or subsequently, the College may, if the student is not enrolled, withdraw the offer or, if enrolled, terminate the enrolment without notice.

16. Parents/Guardians also agree to complete the student's medical form accurately and provide updates on request.

17. These conditions may be changed by the College by giving not less than two terms' notice.

### **Overseas students**

Brigidine College does not currently accept Full Fee Paying Overseas Students.

### **Related Documents**

BCSI Enrolment Procedures

### **Person Responsible**

BCSI College Board through the Principal (Director Development and Community Relations as the delegate)

## **Enrolment Procedures**

### **Initial Applications for Admission**

Applications can be made at any time by completion of an Application for Enrolment form, supporting documentation and payment of a non-refundable Application Fee. A covering letter should be included, with the application, indicating reasons for seeking to enrol one's daughter at Brigidine College St Ives.

The supporting documentation required will be:

- the completed application including a passport photo of the student
- a copy of the Birth Certificate
- NAPLAN results if applicable
- a copy of the most recent school report if applicable
- any sacramental certificates
- any court orders that exist pertaining to the guardianship arrangements for the child
- an explanation to explain the reason for transfer from another school for any student seeking entry in Years 8-12.

All applications are:

- acknowledged in writing
- entered in Enrolments database
- prioritised – ER (Existing Relationship), FS (Feeder School), BC (Baptised Catholic), W (Wait)
- filed in year order.

### **Application and Offer of Enrolment for Year 7 Entry**

Prior to the date of enrolment all applications are reviewed. This usually occurs two years prior to commencement but may vary at the discretion of the College. Written requests for information to be updated are sent by the Registrar for all relevant files. Parishes, schools and the Brigidine community are advised that the extension of offer process is commencing. Applicants are invited to attend an Enrolment Interview with a member of the Leadership Team or an authorised delegate and offers are extended based on the priorities as listed.

Offers include:

- Letter of offer
- Acceptance of Offer Form
- Schedule of current fees.

As offers are extended, the database is updated.

An Offer is confirmed upon receipt of the Acceptance of Offer form, signed by both parents as appropriate, and the non-refundable Enrolment Fee payment.

Once the Acceptance of Offer is confirmed in writing, the database is updated and files are re-filed as “confirmed”.

Students with disabilities: see Appendix 1

### **Withdrawals of applications**

Any parent withdrawing an offer of enrolment of application for a future student is requested to submit confirmation in writing or electronically. The database is updated with the application re-prioritised to ‘X’ to signify a withdrawal. The files are archived by year of proposed entry.

### **Updates to files**

Any update to an Application for Enrolment that is received by the Registrar’s office is acknowledged in writing by the Registrar.

### **Maintenance of register**

The SAS database holds records for students, families, past students and staff. This register is maintained by the Registrar based on information received.

### **Withdrawal by current student**

Confirmation is requested in writing and acknowledged, including the destination school that the student is transferring to.

The database is updated to reflect this change, and a Student Movement Notice is issued to staff and the physical file goes to archives where it is filed alphabetically.

Where applicable AHISA schools are notified.

### **Change of details**

Student Update Forms are given to the student for completion. The database is maintained by the Registrar.

## **Incoming Year 7**

### **Communication**

- Invitation to Open Day: letterbox drop two weeks prior; invitation also sent via email to all who have registered
- Invitation to Welcome Day: date emailed in July followed by invitation by mail in September
- Invitation to Assessment Day: date emailed in July followed by invitation by mail in September
- Invitation to Parent Information Evening: date emailed in July followed by invitation by mail in September
- Information Package: distributed at Information Evening

## **Events**

Welcome Day: students

Assessment Day: students

Information Evening: parents

In addition, students and families are invited to key events such as the College musical, Music Gala concert and Dance Spectacular.

## **“Wait List”**

Request to remain on “Wait List” for incoming year mailed to relevant students in August/September of year prior.

## **Mid-year applications Years 7-12**

- Completion of Application for Enrolment
- Interview with Principal
- Interview with Deputy Principal Teaching and Learning if applicable.
- Interview with Year Coordinator if applicable.

Liaison by Registrar with:

- Deputy Principal Teaching and Learning to prepare subject selections and timetable
- Year Coordinator re Mentor Group and House, as well as arrangements for commencement day.

Registrar sends notification of new arrivals to staff via Student Movement Notice.

Registrar sends Advice to AHISA schools where relevant.

Follow up by Registrar two weeks after commencement; identification of any outstanding issues with parents and communicated to Year Coordinator.

## **Appendix 1 – Disability**

Where a student has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the student to participate in the College’s courses or programs or to use the College’s facilities or services, the College will make an initial assessment of the student’s needs. This will include consultation with the student and the student’s parents. In addition, the Principal may:

- a) require the parents to provide medical, psychological or other reports from specialists outside the College. These reports to be current at the time of interview.
- b) obtain an independent assessment of the student. Where information obtained by the College indicates that the student has a disability, the Principal will seek to identify the exact nature of the student’s needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require some measure or actions to assist the student to participate in the College’s courses or programs or to use the College’s facilities or services that are not required by students who do not have the student’s disability. Where the Principal determines that the student would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is

reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- a) the student's disability;
- b) the views of the student or the student's parents about:
  - i. whether the particular measure or action is reasonable;
  - ii. the extent to which the particular measure or action would ensure that the student was able to participate in the College's courses or programs or to use the College's facilities or services on the same basis as a student without the disability;
- c) the effect of the adjustment on the student, including the effect on the student's:
  - i. ability to achieve learning outcomes; and
  - ii. ability to participate in courses or programs; and
  - iii. independence;
- d) the effect of the particular measure or action on anyone else effected, including the College, its staff and other students;
- e) the costs and benefits of taking the particular measure or action. The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:
  - a) the nature of the benefit of detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the student, the family of the student, and the College community); and
  - b) the effect of the disability of the student; and
  - c) the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
  - d) the availability of financial and other assistance to the College. Where the Principal determines that the enrolment of the student would require the College to take unreasonable measures or actions to ensure that the student is able to participate in the College's courses or programs, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.



## Characteristics of the Student Body

The student population is comprised of girls from Years 7 to 12 who are day students and are largely drawn from the North Shore, Forest and Northern Beaches areas including strong representation from the local area of St Ives.

Brigidine College St Ives operates within the policies of the NSW Education Standards Authority (NESA) and offers the Higher School Certificate.

More information about the College is located on the College website

<http://www.brigidine.nsw.edu.au> and on My School website <http://myschool.edu.au>

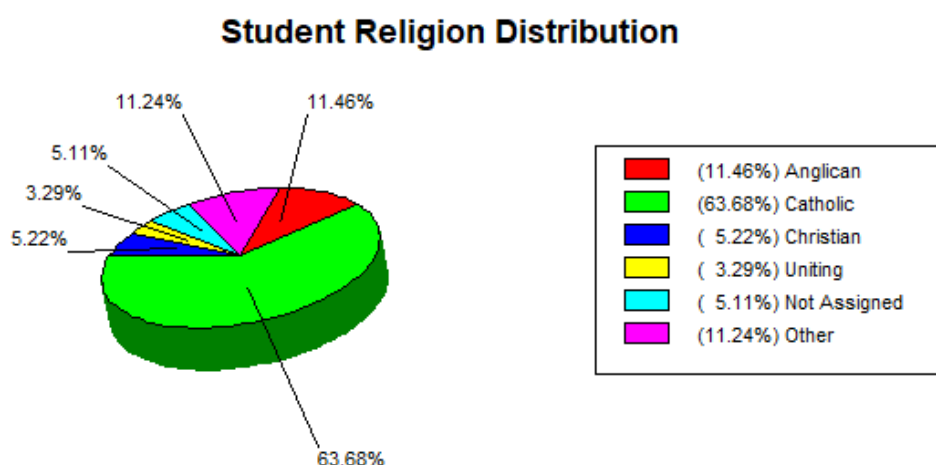
## Student Catchment Area

At the start of 2018 the College enrolled 907 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.

## 2018 Student Faith Background

Catholic students comprised 64% of the College and 19% 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.



# SCHOOL POLICIES

The full text of the College's Student Management, Child Protection, Anti-Bullying and Complaints and Grievances Policies are provided on the College website, staff and parent portals, the Student Handbook and by request in hard copy from the Publications Coordinator.

## Wellbeing Policy

Our Strategic intent for student wellbeing is to ensure we know, listen and value each girl to promote personal growth and wellbeing. Our contemporary and forward focused wellbeing policy is centred on relationships based on respect and inclusiveness. Our policy is supported by the Christian ethos of seeing Christ in others and loving your neighbour as yourself. Each Brigidine student and staff member have an inherent dignity and worth that enables us to work in right relationships to foster a positive outlook and to enhance the potential and capacity of each student to live a full and happy life. (Jn10:10)

## Wellbeing 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. Mentor groups are organised horizontally with between 9-14 groups in each Year cohort. Students are expected to be punctual to Mentor and contribute to the group. Birthdays and special achievements are often celebrated in Mentor and a Pastoral report is written each semester by the Mentor teacher in regard to the holistic development of each student in the group.

### Year Coordinator

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

### Counsellors

Students will sometimes utilise the College counsellors for personal and family issues and related matters. The counsellors liaise with the Year Coordinators and Deputy Principal 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.

### Deputy Principal Faith and Wellbeing

This Deputy 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 Deputy Principal 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.

## Anti-Bullying and Harassment Policy

It is the right of all members of the Brigidine College community to feel safe and to experience school as a non-violent place. Bullying behaviours are therefore treated with the utmost seriousness. The policy is designed to create a safe and supportive community based on Christian principles and fair and just treatment for all in the community. The policy is designed to identify patterns of bullying behaviours, especially those more common in a girls' school, to enable staff to respond effectively to any incident of bullying and to process student grievances. Our aim is always to achieve restorative justice and conflict resolution in this Brigidine community.

Students and staff are aware that bullying behaviours are unacceptable through awareness of the College's policy on Student Behaviour as part of their Pastoral Care program. Staff encourage those in their care to disclose bullying behaviours which they have witnessed or to which they have been subjected, so that a culture of disclosure is accepted. Staff on playground duty are alert to bullying behaviours and intervene if they witness such a situation.

Parents are aware that bullying behaviours are unacceptable via the Student Handbook and the College weekly newsletter, *Matters*. A copy of the policy in full is available to parents on the website. Parents are encouraged to report to the Year Coordinator incidences of alleged bullying behaviours to which their daughter may have been subjected. In protecting bullied students Staff will take seriously any reported incident of bullying. Year Coordinators and the Deputy Principal Faith and Wellbeing will be made aware of any such reports and will take appropriate action, including counselling, for all involved. Students who are reasonably thought to have been involved in an incident of bullying will be interviewed by their Year Coordinator. Serious incidents shall be brought to the attention of the Deputy Principal Faith and Wellbeing and/or the College Principal. After preliminary investigations take place, students who are suspected of bullying can be suspended from the College. Parents of students who are thought to be involved in incidents of bullying shall be interviewed at school. Repeated episodes of bullying could result in the termination of enrolment for those found to be intimidating others.

## Cyber Bullying Policy

Brigidine College never condones the use of technology to bully or harass another student. The response to students involved in cyber bullying activity is consistent with the policy relating to any form of bullying in the College.

Students are presented with Pastoral Plays (eg *Cyberia*) that explore the issues relating to appropriate and inappropriate cyber usage and the impact on self and others. Cyber safety experts present information to parents, staff and students on correct and best practice procedures for the safety and wellbeing of the community. Students are regularly reminded through Year Meetings and the Pastoral Program of their obligations around cyber bullying and cyber safety. Cyber safety matters are swiftly dealt with and students are sanctioned for inappropriate behaviour and instructed on appropriate usage to avoid further bullying and safety concerns. Students are constantly reminded to use technology well and to build 'right relationships' through their use of technology.

## **Student Management Policy**

The management and discipline of the students at Brigidine College is designed to assist them to develop as strong and gentle women who make a difference in the world. Students are encouraged to be Christian disciples whose words and actions help build a community that honours dignity, respect and care for all. Our students are growing as adolescents and young adults so clear expectations and boundaries are needed to help them in their holistic development as Brigidine women.

The student and her welfare are at the centre of all of our actions and practices. The discipline measures and responses are based on the principles of restorative justice and forgiveness. Procedural fairness and natural justice are afforded to all students and in all disciplinary situations.

No corporal punishment is ever used in the management and discipline of students in the College. This policy is inclusive of all non-school persons and parents in the enforcement of discipline at the College. Positive Education concepts and consistent affirmation of good behaviour will enable students to develop a positive self-image and assist in the positive approaches to College life. Building and supporting effective relationships is critical for effective pastoral care of students in the College. All students have the right to learn in a safe and supportive environment to enable them to flourish as human beings.

## **Complaints and Grievances**

The College seeks to resolve difficulties, grievances and complaints in a prompt, impartial and just manner. Brigidine College St Ives recognises that at times there may be deficiencies in policy or behaviour that require action.

Complaints are addressed in a timely and confidential manner at the appropriate management level to prevent minor problems or concerns from escalating. The dignity of each person involved will be recognised in the process. All parties should act respectfully and maintain confidentiality on the matter.

The full text of the Complaints and Grievances policies and processes for resolution for parents is available on the College website and for students and staff on the College Portal.

# SCHOOL DETERMINED IMPROVEMENT TARGETS

The six areas which frame school improvement in 2018 were:

## Faith

### Strategic Intent

Live our Catholic faith and Brigidine identity in response to the spiritual needs of the girls in a changing world.

### Goals

- ensure opportunities for girls and staff to grow in understanding of Christ's mission to love and serve humanity
- provide spiritual formation for girls, staff and parents
- embed an understanding of St Brigid and Brigidine within the daily life of the College
- engage with the wider community including the Catholic Church, other schools and networks.

### Achievements

Our achievements in living our Catholic faith and Brigidine identity are through:

- promoting an informed culture of advocacy through outreach, social justice and immersion
- ensuring that the girls have the opportunity to experience leadership in the liturgical program
- celebrating, maintaining and developing our connection to Kildare Ministries
- providing opportunities for girls to understand and experience their faith through involvement in liturgies, sacramental programs, eucharistic celebrations, retreats and reflections
- encouraging girls to see themselves as integral to the celebrations of their faith
- promoting an understanding of their faith and their Brigidine heritage in both its traditional and contemporary contexts
- recognising St Brigid as a model for young women in a contemporary world
- providing opportunities for staff and parents to understand and experience their faith through their connection to Brigidine.

## Learning

### Strategic Intent

Ensure the learning paradigm is one of possibility, growth and success.

### Goals

- enable each girl to reach her potential
- deliver an engaging curriculum that meets current and future needs
- create opportunities that build capacity for the future
- instil in each girl the courage and confidence to transform learning into action.

### Achievements

Our achievement in ensuring the learning paradigm is one of possibility, growth and success are through:

- researching and planning rich, relevant learning
- investigating and embedding pedagogies that will enable girls in their learning
- encouraging flexibility and adaptability in the curriculum, its delivery and the spaces in which this occurs
- continuing to identify each girl's place on the learning continuum to determine learning needs
- knowing each girl in terms of her background knowledge, cultural knowledge, interests, aspirations and capability
- ensuring programs provide opportunities to develop girls' potential
- maintaining current and investigating new partnerships to learning.

## **Wellbeing**

### **Strategic Intent**

Ensure that we know, listen to and value each girl to promote personal growth and wellbeing.

### **Goals**

- recognise the holistic nature of the development of girls and create opportunities which foster health and wellbeing
- provide an environment which allows girls to develop and affirm their strength as young women
- encourage and promote an effective partnership between parents and the College in support of the girls
- create a safe and supportive environment which nurtures the potential of each girl.

### **Achievements**

Our achievement in ensuring that each girl is known, heard and valued are through:

- providing a system of care which recognises the whole person and her individual needs
- celebrating each girl's gifts and strengths across the breadth of her life within the College
- enabling girls to experience and model effective leadership
- providing opportunities and embedding programs for building personal capacity and resilience
- ensuring effective and timely communication with parents
- maintaining policies and procedures which support a safe environment.

## **Community**

### **Strategic Intent**

Strengthen connections to support and further our shared purpose.

### **Goals**

- promote an understanding and appreciation of Brigidine tradition and Kildare Ministries
- recognise the value of community relationships in achieving the College's Mission
- cultivate and maintain quality reciprocal relationships with the community
- encourage lifelong connections which bring mutually beneficial outcomes to the College and community members.

### **Achievements**

Our achievements in strengthening connections are through:



- maintaining the excellent reputation of the College in the public arena through enhanced communication
- researching and implementing best practice in the use of technologies to maintain quality communication
- growing and maintaining connections to the various stakeholders within the College community through networks and opportunities for interaction
- strengthening connections to past students, staff and families
- enabling an understanding and experience of the College as a member of the local and global community.

## Resourcing

### Strategic Intent

Develop and maintain current and future resources ensuring educational goals and community wellbeing are consistently and sustainably achieved.

### Goals

- maintain Brigidine as a school of choice for learners and educators
- ensure that the College is responsive to the expectations of community and changing contexts
- maintain strong financial stewardship to ensure the viability of the College
- ensure the recruitment and retention of quality staff.

### Achievements

Our achievement in ensuring that goals are achieved are through:

- ensuring the teaching environment is responsive to the needs of 21stC learning through the maintenance and development of flexible and adaptable teaching spaces, quality technologies and the provision of quality teaching
- assessing and mitigating the risks associated with all activities and operations
- providing both internal and external evaluation of business practices and decision making for sustainable planning
- providing opportunities for philanthropic support for capital projects
- ensuring recruitment practices attract quality staff
- recognising and developing the skills and attributes of staff through regular review.

## Governance

### Strategic Intent

Oversee the development of Brigidine College so that it is faithful to its Mission, retains its authenticity, meets its legal obligations and transparently engages with its community.

### Goals

- maintain commitment to the Catholic faith, Brigidine heritage and Kildare Ministries as integral to the College's identity
- ensure the long-term viability of the College through strong corporate governance and ethical and transparent decision-making
- develop and support strategies for organisational sustainability
- effectively managing risk for the College.

## Achievements

Our achievement in ensuring that Brigidine College is faithful to its Mission, retains its authenticity, meets its legal obligations and engages with its community are through:

- maintaining effective financial management, planning and adherence to its regulatory obligations
- maintaining an open and effective relationship with the Principal for the shared purpose of promoting the College
- supporting and fostering programs for the wellbeing of staff and students
- analysing and evaluating the impact of Government legislation on the College
- maintaining open and transparent communication with the Trustees of the College, Kildare Ministries.



# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

## 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 Framework 2018

### Strategic Intent

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

#### 1. Positive Accomplishment

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

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

Opportunities for Student Leadership were evident throughout the Year groups with the appointment of Year Leaders and House Leaders. These roles were organised and new roles were appointed 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 2018 were:

<b>Year 7</b>	St Vincent De Paul – Christmas Hampers
<b>Year 8</b>	St Vincent de Paul - Winter Appeal
<b>Year 9</b>	Daffodil and Pink Days for Cancer Awareness
<b>Year 10</b>	Indigenous Awareness
<b>Year 11</b>	Caritas Project Compassion
<b>Year 12</b>	Foster Care Angels

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

In their final year, the senior students were responsible for organising activities on Founders Day, a celebration of our history and an opportunity to raise funds for the Year 12 Charity. In 2018 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 2018, 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 sleep awareness, and classes for 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 2018, 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. A Flourishing Survey completed by all students informed them of their own character strengths and areas where they may need extra focus and development.

In 2018 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 fundraising initiatives and developing the self-esteem and pastoral care of students.

## Restorative Justice

The principles of restorative justice underpin all disciplinary actions within the College. These principles focus on being responsible and developing and maintaining right relationships with others.



# PARENT, STUDENT AND TEACHER 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 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 and Executive staff also contribute editorials 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 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.

In 2018 Brigidine College St Ives conducted a satisfaction survey for parents. In this year the College provided educational services to students from 790 families. Survey responses were received from 667 out of a total of 1481 eligible respondents. This equates to a response rate of 45% - a similar rate to the previous survey held in 2015.

Brigidine College St Ives recorded an overall satisfaction score of 81%, identical to the 2015 score.

From the 2018 survey parents identified that the **perceived areas of strength (Best practice)** include: Cocurriculum, Values and Culture, Learning Environment, Leadership and Direction, Reporting, Resources and Facilities, Pastoral Care/Wellbeing, School Communication, Curriculum, Parent Engagement and General.

In summary, there was genuine satisfaction with much of what the school was doing. There was a perception that the staff were committed to the academic wellbeing of students, that the values were evident in the culture of the College among both staff and students and that the processes in the College were able to bring out the best in students. Communication was noted as good and the range and diversity of cocurricular offerings were appreciated. Also, a valuing of the facilities, grounds and inclusive environment were evident in many responses.

## 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 2018 included Welcome Cocktail Party, Mother's and Father's Day Masses and breakfasts, Grandparents Morning, Year 8 Mother and Daughter Afternoon Tea, 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 major event, the P&F Trivia Night. In 2018 the Community Relations staff again worked with the P&F on the “P&F Presents” program for parents which included the “2017 HSC Results presentation”.

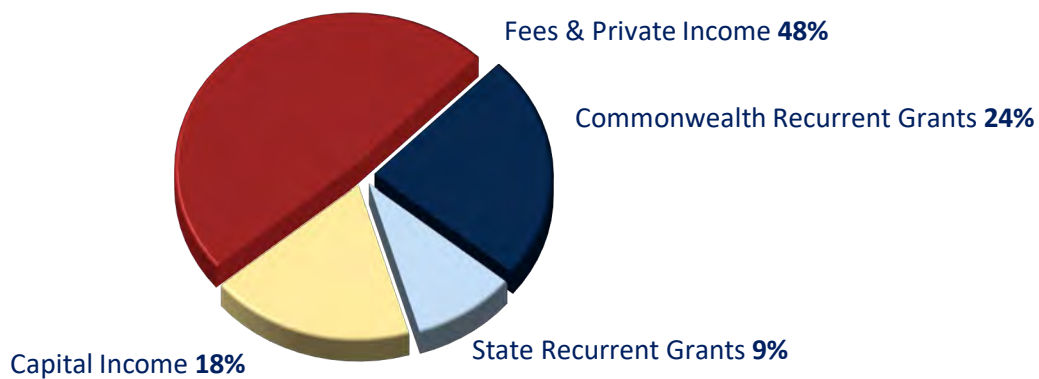


## SUMMARY OF FINANCIAL INFORMATION

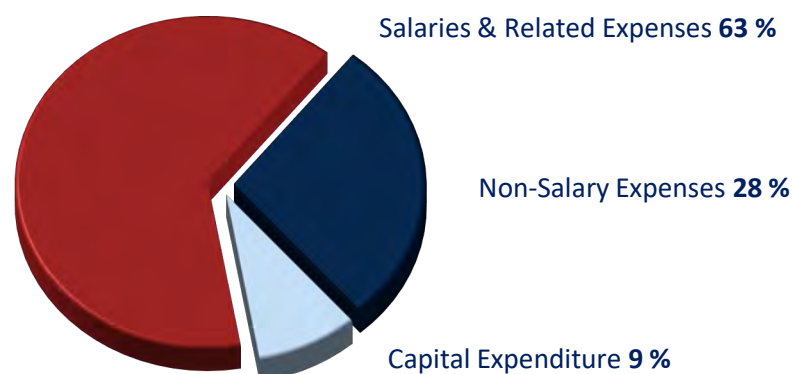
Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 33% of the College's total income. This level of support is expected to decline in the medium term with the Commonwealth Department of Education's Recurrent Funding plans.

Total Recurrent and Capital Expenditure is overall less than the previous year, allowing for more residual Capital Income to be accumulated to support developments of the College Master Plan.

### 2018 Recurrent and Capital Income



### 2018 Recurrent and Capital Expenditure







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