

BRIGIDINE COLLEGE ANNUAL REPORT

2019



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1 MESSAGE FROM SCHOOL BODIES

Chair's Report

I am writing this report reflecting on the work of the College Board in 2019 at a time when our world has been completely disrupted by the impact of the coronavirus and nothing is as it was. In fact, in looking back to what happened in 2019, you could almost call them halcyon days. While life is never predictable and there were certainly great changes on the way, the normal ebb and flow of College life occurred with students in classes or involved in a range of cocurricular activities, teachers busy planning and teaching their classes and the Executive involved in planning for the future as well as managing the here and now.

Jane Curran, the principal of the College made the decision at the beginning of 2019 to resign from the College after ten highly successful years in the role. Mrs Curran has achieved much in her time as Principal. She has created an environment where the teaching and learning has been significantly enhanced with opportunities for students to excel at all levels. The range of cocurricular activities has increased and the number of students involved in those activities has done so also. Results in the HSC over the years have been excellent with the results in 2019 continuing this pattern of success.

During Mrs Curran's principalship, the facilities at the College have also been enhanced with the development of the first Master Plan and the building of the Anita Murray Centre and the refurbishment of the Convent and the McCammon Wing. A review and redevelopment of the Master Plan by the architects fjmt has taken place and the new Master Plan was adopted by the Board in 2019. Plans have been prepared for the building of a new Library, classrooms and staff offices with the intention of starting the work in 2020. Mrs Curran has much to be proud of, for what she has achieved, and the Board is indeed grateful for her fine leadership.

One of the most significant tasks that any Board is required to do is to appoint the CEO of an organisation. A Board committee was established for the purpose and the Board appointed an external recruitment company with strong experience in education to assist in the process. We were pleased with the number of applicants the position attracted and after a series of interviews Ms Laetitia Richmond was appointed by the Board as Principal of the College from 2020. The appointment of Ms Richmond was ratified by Kildare Ministries, the Trustees of the College.

Ms Richmond comes to the College after a very successful career in Catholic education. Her last role was as Principal of Catherine McAuley Westmead, a school in the Diocese of Parramatta, where she had been for five years. During 2019, she was, also, seconded to be the Acting Principal at Patrician Brothers, Blacktown.

Congratulations to the 2019 HSC 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. It is one example of the dedication and professionalism of the teaching staff who have worked so successfully with all our students.

At the end of 2019, the College was still uncertain about its ongoing funding and while it was hoped that the information would be available during the year, it proved to be not the case. While our funding is confirmed for 2020 and 2021, the ongoing funding which will be based on parental tax data is still uncertain although we do know that our government funding will decrease from 2022 to 2029. This has to be factored into our ongoing planning.

I thank the Directors of the College Board: Fiona Trussell, Deputy Chair and Chair of the Finance Committee, Michelle Dixon, Chair of the Risk Committee, Brett McLennan, Chair of the Property Committee, Sr Margaret Daniels csb, Dr Kerry-Ann O'Sullivan, Tony Eyres and Alf Mazitelli for their invaluable contributions over the year. At the end of the year, Sr Margaret Daniels who has provided prayers and reflections at Board meetings and Fiona Trussell who has contributed her considerable financial expertise, resigned from the Board. They have both given dedicated years of service to the Board which has been of enormous benefit to the College.

Finally, I thank Jane Curran who has given ten years of dedicated service to the College and the members of the Executive for their excellent leadership of the College. 2019 was a highly successful year for Brigidine and it is a credit to the strong leadership of the College and the efforts of staff, students and the parent community.

Kitty Guerin
Chair

2 MESSAGE FROM SCHOOL BODIES

Principal's Report

Introduction

2019 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 Central Australia 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, St Vincent de Paul Christmas 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, Remembrance Day 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 and has grown since 2014 to incorporate Kildare Ministries. This occurs mainly through the Year 7 Religious Education program.

College Leadership

2019 saw the commencement of a new Deputy Principal Teaching and Learning. The 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

2019 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, developed in 2018 in STEM and Critical Thinking, were implemented 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 2019 results were very pleasing and represented a level of achievement that attracted positive attention and praise. In summary:

Four students were Top Achievers in a Course:

3rd in the State in Modern Greek (external)

4th in the State in Dance

5th in the State in Textiles and Design

6th in the State in Drama

5 students were All Rounders having achieved at least ten units over 90%

106 students (75%) appeared on the Distinguished Achievers List

The school was ranked in the top 50 schools in NSW

The top ATAR was 98.60

31 students were nominated and 2 selected for showcases in Drama, Dance, Music, Textiles and Design, Design Technology, Industrial Technology and Visual Arts.

Student Management System

In 2019, the new system, Sentral, continued its roll out in stages across the year incorporating Admissions, Finance and Cocurricular Activities. These are still ongoing.

Projects arising from ALTitude

The 2019 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, Years 7- 12 Parent Information Evenings and Meet the Mentor, Year 7 Grandparents Day, Year 8 Mother/Daughter Afternoon Tea, Year 9 Mothers' Brunch and the Year 12 Graduation Mass and Dinner.

Cocurricular Activities

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, with one team placing first 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. One teachers successfully undertook 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. The school is a registered provider by NESA for some of the PD conducted onsite.

During 2019, the College Board and Leadership Team continued to undertake Professional Learning on governance through the AIS NSW and CSNSW to ensure that the College is responding to the legislated changes to the Education Act.

Jane Curran
Principal

Workplace Gender Equality Report

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

3 CONTEXTURAL 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, benefitting from the dedication of a comprehensive team of teachers and specialised staff. Students are principally drawn from Sydney's North Shore, St Ives, the 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 (NSEA).

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

4 RESULTS OF THE HIGHER SCHOOL CERTIFICATE

Senior Secondary Outcomes

In 2019, students completed the HSC program and were eligible for an Australian Tertiary Admissions Rank. Two students followed a non-ATAR pathway.

Of our Year 12 students, 15% of students completed vocational/trade training as part of their Higher School Certificate pattern of study. Courses studied by our students included: Business Services, Design Fundamentals, Entertainment Industry, Hospitality – Food and Beverage, Human Services Health Services Assistance, Hospitality, Applied Fashion Technology, Tourism: Travel and Events, Animal Studies and Fashion Design and Technology.

Overall, student achievement is generally above state level. This has been a consistent trend over the last ten years and a profile of excellence and improvement is evident in school achievement in the 2019 Higher School Certificate Examinations.

An estimated 31 students (22% of the cohort) achieved an ATAR of 95 and above; 57 students (40% of the cohort) achieved an ATAR of 90 and above and 120 students (86%) achieved an ATAR of 70 and above.

Highlights:

- Position among NSW Catholic Girls' Schools: 5th
- Position of Brigidine College St Ives based on the number of entries in the Honour Roll: 50th up 7 places
- The top ATAR was 98.60 (College Dux).
- Distinguished Achievers - 75% of the cohort were mentioned on the Distinguished Achievers list (those who score 90 marks or above in a subject). There were 106 students with 214 mentions across a broad range of courses. The number of students appearing on the Distinguished Achievers list continues to increase:

Metric	2019	2018	2017	2016	2015
Rank	50	57	70	49	82
DAs	214	179	155	226	129
Entries	764	767	751	912	751
Success Rate	28.01%	23.34%	20.64%	24.78%	17.18%

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- 5 students were named on the Sydney Morning Herald All-Rounders List for achieving 90 or above in 10 or more units.

Four students were Top Achievers in a Course:

- 3rd in the State in Modern Greek (external)
- 4th in the State in Dance
- 5th in the State in Textiles and Design
- 6th in the State in Drama

HSC Showcase events and exhibitions

In 2019 a record group of HSC students were nominated for HSC Showcase events

- OnSTAGE: Seventeen Nominations
- Encore: Three Nominations
- Callback: One Selected; Six Nominations
- ArtExpress: Two Nominations
- InTech: One Nomination
- Shape: Two Nominations
- TexStyle: One Selected

In 2019 - 97% of our HSC courses indicated a substantial improvement in their Z Score from 2018, some highlights:

- The Z Scores for Ancient History, Music 1, English Advanced and Dance doubled from 2018.
- Extension Science was examined for the first time in 2019, focusing on the authentic application of scientific research skills to produce a Scientific Research Report. This year, we had two students complete this course, and both achieved results in the top band for this course (an E4 Band 6 equivalent).

State Comparison

In 34 of 36 subjects offered at Brigidine College, the school mean was above the State mean, 13 were more than 10 marks over the State mean, 7 were more than 5 marks over the State mean and 11 were over the State mean.

Course	No. of students	Brigidine College Mean	State Mean	Variation
Ancient History 2 unit	5	87.44	72.62	+14.82
Biology 2 unit	31	80.56	71.93	+8.63
Business Studies 2 unit	27	83.61	72.18	+11.43
Chemistry 2 unit	23	76.06	75.38	+0.68
Dance 2 unit	7	93.86	78.44	+15.42
Design and Technology 2 unit	3	82.8	77.82	+4.98
Drama 2 unit	39	88.7	78.31	+10.39
Economics 2 unit	6	87.8	77.34	+10.46
English Advanced 2 unit	95	84.4	80.73	+3.67
English Extension 1 1 unit	6	43.7	41.68	+2.02
English Extension 2 1 unit	2	41.65	39.14	+2.51
English Standard 2 unit	45	75.24	69.16	+6.08
Food Technology 2 unit	9	84.27	73.84	+10.43
French Continuers 2 unit	8	84.4	82.29	+2.11
French Extension 1 unit	4	41.13	40.23	+0.9
Geography 2 unit	12	84.33	74.66	+9.67
History Extension 1 unit	8	42.16	38.92	+3.24
Hospitality Examination (Food and Beverage)	16	78.84	72.55	+6.29
Italian Continuers 2 unit	2	89.7	78.67	+11.03
Italian Extension 1 unit	1	44.2	43.67	+0.53
Legal Studies 2 unit	17	80.58	73.66	+6.92

Course	No. of students	Brigidine College Mean	State Mean	Variation
Mathematics Extension 1 2 unit	19	80.56	79.98	+0.58
Mathematics Extension 2 2 unit	4	78.8	81.59	-2.79
Mathematics Standard 2 2 unit	64	84.02	70.68	+13.34
Mathematics 2 unit	49	82.11	78.01	+4.1
Modern History 2 unit	22	85.8	73.44	+12.36
Music Extension 1 unit	3	40	44.98	-4.98
Music 1 2 unit	10	92.54	81.85	+10.69
Music 2 2 unit	4	88.35	87.67	+0.68
Personal Development, Health and Physical Education	29	83.26	72.57	+10.69
Physics 2 unit	11	75.69	73.2	+2.49
Science Extension 1 unit	2	45.45	36.28	+9.17
Society and Culture 2 unit	18	82.8	76.72	+6.08
Studies of Religion I 1 unit	8	40.83	38.24	+2.59
Studies of Religion II 2 unit	131	81.81	76.58	+5.23
Textiles and Design 2 unit	7	90.2	78.49	+11.71
Visual Arts 2 unit	17	89.35	80.77	+8.58

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

Course	6	5	Total percentage
Ancient History 2 unit	40	60	100
Biology 2 unit	6.45	52	58
Business Studies 2 unit	33	33	66
Chemistry 2 unit	0	21.73	21
Dance 2 unit	100		100
Design and Technology 2 unit	0	67	67
Drama 2 unit	54	37	91
Economics 2 unit	50	50	100
English Advanced 2 unit	26	55	81
English Extension 2 1 unit	50	50	100
English Standard 2 unit	4	22	26
Food Technology 2 unit	22	67	89
French Continuers 2 unit	50	13	63
Geography 2 unit	42	33	75
Hospitality Examination (Food and Beverage)	44	56	100
Italian Continuers 2 unit	50	50	100
Legal Studies 2 unit	35	41	76
Mathematics Standard 2 2 unit	34	44	78
Mathematics 2 unit	24	39	63
Modern History 2 unit	41	50	91
Music 1 2 unit	80	20	100
Music 2 2 unit	50	50	100
Personal Development, Health and Physical Education	28	45	73
Physics 2 unit		45	45
Science Extension 1 unit	100		100
Society and Culture 2 unit	22	44	66
Studies of Religion I 1 unit	13	50	63
Studies of Religion II 2 unit	21	47	68
Textiles and Design 2 unit	57	43	100
Visual Arts 2 unit	59	41	100

HSC Band 4 and E 3 Summaries

Band E4 represents the highest mark (45-50/50), Band E3 (40-45/50)

Course	4	3	3/4 %
English Extension 1	20	80	100
English Extension 2	50	50	100
History Extension 1	50	50	100
Mathematics Extension 1	32	68	100
Mathematics Extension 2		100	100
Music Extension 1		31	31
French Extension 1 unit		100	100
Italian Extension 1 unit		100	100
Science Extension 1 Unit	100		100

Some notable HSC subject rankings: HSC Subject Ranks

The HSC Subject Rank calculation includes all schools with 20 or more students completing the listed subject. At least 10 such schools need to be identified before rankings for the subject are published. The Subject Success Rate Percentile is calculated by dividing the School Rank by the Number of Schools Ranked and subtracting this value from 100%. The higher the Subject Success Rate Percentile the stronger relative performance. Subjects which have a smaller candidature (such as Dance) are not included in the list.

Brigidine St Ives Ranking in Subject by HSC Success Rate, 2019

Course name	School Rank	#of Schools Ranked	DAs	Entries	Subject-Success Ratio	Subject Success Rate Percentile
Mathematics Standard 2	6	312	22	64	34.4%	98.1%
Personal Development, Health and Physical Education	13	211	8	29	27.6%	93.8%
Modern History	11	150	9	22	40.9%	92.7%
Business Studies	24	232	9	27	33.3%	89.7%
Studies of Religion II	10	65	27	131	20.6%	84.6%
English Advanced	45	270	25	95	26.3%	83.3%
English Standard	16	77	2	45	4.4%	79.2%
Drama	5	15	21	39	53.9%	66.7%

Trends in Academic Performance (HSC Results 2009-2019)

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Band 6 Results per 100 students.	64	134	82	77	54	68	96	134	116	130	153

The data listed above reflects a learning culture which optimises student learning and focuses on quality differentiated practice. Our commitment to using data to inform learning design has helped us ensure that the learning paradigm is one of possibility, growth and personal success.

5 RECORD OF SCHOOL ACHIEVEMENTS (RoSA)

The Record of School Achievement or RoSA is a cumulative credential from NESAs for students in Years 10, 11 and 12. 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 by not completed. NESAs issue 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 Years 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.

In Year 10, 150 students were awarded grades that could contribute to a RoSA. Of these 34 students, were awarded all Grade A in every subject they studied and 25 of these students were students who were also studying an accelerated course. 78 students achieved an As and Bs for ever subject.

In Year 11, 138 students were awarded grades that could contribute to a RoSA. Of these students, 31 were awarded all Grade A in 12 or more units of HSC Preliminary Courses they studied and 26 of these students were also undertaking either one or more accelerated course. 85 students achieved Grade A in ten units of HSC Preliminary Courses studied.

Year 10 RoSA Grading Pattern for mandatory courses

Subject	A	B	C	D	E
English 200 Hours	28	36	36	0	0
Maths 200 Hours	33	40	24	3	0
Science 200 Hours	24	34	40	2	0
Australian Geography 100 Hours	39	26	27	9	0
History 100 Hours	31	35	21	12	1
Personal Development Health & PE 100Hrs	37	44	19	0	0

Year 10 RoSA Grading Pattern for all 200 Hour elective courses

Subject	A	B	C	D	E
Catholic Studies 100Hrs	41	50	6	3	0
Commerce	30	24	35	11	0
Dance	50	50	0	0	0
Design & Technology	25	63	13	0	0
Drama	78	22	0	0	0
Food Technology	38	46	17	0	0
French	29	47	24	0	0
Geography Elective	0	0	0	0	0
History Elective	40	40	20	0	0
Italian	11	53	26	11	0
Music	81	13	6	0	0
Philosophy	43	52	5	0	0
Photography & Digital Media	8	50	42	0	0
Physical Activity & Sports Studies	30	41	19	11	0
Textiles Technology	36	52	12	0	0
Visual Arts	30	35	30	4	0

Year 11 RoSA Grading Pattern for all courses

Subject	A	B	C	D	E
Ancient History	12.5	18.75	56.25	12.5	0
Biology	5	38.46	34.62	1.92	0
Chemistry	30	25	45	0	0
Dance	77.78	22.22	0	0	0
Drama	50	44.12	5.88	0	0
Economics	15.38	46.15	38.46	0	0
English Advanced	21.43	41.67	36.9	0	0
English Extension	75	25	0	0	0
English Standard	9.62	40.38	50	0	0
Food Technology	33.33	33.33	33.33	0	0
French Continuers	66.67	0	33.33	0	0
Geography	29.41	52.94	17.65	0	0
Legal Studies	25	31.25	25	18.75	0
Mathematics	38.24	33.82	17.65	10.29	2
Mathematics Extension	51.85	33.33	14.81	0	0
Mathematics Standard	42.86	34.92	20.63	1.59	0
Modern History	27.78	50	16.67	5.56	0
Music 1	67	22	11	0	0
Personal Development & Health	5.56	61.11	25	8.33	0
Physics	27.27	36.36	36.36	0	0
Society & Culture	5	45	45	5	0
Studies of Religion 2 Unit	25.74	47.06	25.74	1.47	0
Textiles and Design	23.08	38.46	38.46	0	0
Visual Arts	22.22	33.33	38.89	5.56	0

6 RECORD OF SCHOOL ACHIEVEMENTS

Student Outcomes

Brigidine College St Ives is committed to fostering a dynamic and inclusive educational environment, where young women achieve their academic potential and acquire learning dispositions which will equip them to thrive in our global society.

Senior Secondary Outcomes (Student Achievement)

in 2019, Brigidine College again achieved excellent results in the Higher School Certificate and all external examinations including Year 10 and Year 11 ROSA, and NAPLAN in Years 7 and 9.

Student Outcomes in Standardised Literacy and Numeracy Testing

In 2019, 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 2018.

In 2019 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 Year 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	2.0	6.5	1.5	2.2	1.5	3.6	0.5	3.6	3.4	5.8
9	13.6	18.0	10.2	18.0	12.1	9.4	3.9	9.4	14.6	17.3
8	17.2	26.6	20.4	34.5	21.6	36.0	14.7	25.9	19.7	37.4
7	26.6	32.4	29.9	30.9	29.4	33.1	23.5	31.7	26.2	26.6
6	19.1	12.9	22.3	10.8	21.6	15.8	31.0	23.7	21.3	8.6
5	14.5	3.6	11.3	3.6	8.9	1.4	18.4	5.0	10.9	2.2
4 and below	7.2	1.4	4.3	0.6	4.9	0.7	8.1	0.7	3.8	2.2

Year 9 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	7.5	6.8	7.1	10.1	7.8	2.0	4.4	16.2	11.5	12.2
9	14.6	23.0	18.4	27.0	17.9	29.7	9.4	20.3	17.2	22.3
8	24.4	33.1	29.4	38.5	30.2	35.8	24.7	35.1	27.2	36.5
7	27.4	26.4	25.9	18.2	27.6	27.7	25.3	16.9	28.6	25.0
6	17.3	8.1	12.7	2.7	10.6	2.0	21.3	9.5	14.0	2.7
5	7.1	0.7	5.7	2.0	4.5	1.2	12.3	1.4	1.3	1.4
4 and below	1.5	2.0	0.9	1.4	1.4	2.7	2.6	0.7	0.1	0.0

7 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. Information regarding post school destinations may not be entirely accurate as it is gathered by a variety of sources. Some students remain in contact after leaving the College, while others do not, whether due to a change in location, decision to move forward without close ties to the college, or simply being uncontactable for other reasons, such as changes in contact details on file. Information on the final choice of degree a Year 12 graduate accepts is not always available.

Of the 142 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.

UAC Applications

Most students chose to attend university in Sydney rather than move to a regional university for tertiary studies. University offers indicate in the following order of preference - Macquarie University, University of Technology, University of Sydney, Australian Catholic University, University of New South Wales, Notre Dame University (Sydney), University of Newcastle, Western Sydney University, Charles Sturt University, National Art School, University of Wollongong, International College of Management (Sydney), Latrobe University, Macleay College.

Offers to students (after final round of offers)

Preferred courses of study in 2020

The top 5 areas of tertiary study for Year 12 graduates are Accounting and Business, Applied Science (Sports & Exercise) and Health Sciences, Arts, Science, and Nursing.

There has been a shift from previous years where Communications and Media courses would have appeared as a top preference. Anecdotally, in careers interviews, many students in 2019 expressed a desire to study a course that will eventually lead to a career which would help and support others, whether through business/commerce, science, or health focused study.

Starting 2020, the top 5 areas of tertiary study for Year 12 graduates are Accounting and Business, Applied Science (Sports & Exercise) and Health Sciences, Arts, Science, and Nursing.

Final Offers by Courses

Bachelors Course	No. Student Offers	Grouping
Accounting	1	Acc & Finance
Advanced Science	1	Science)
Advanced Science and Crtlnln	1	Science)
Advanced Studies (Politics& Int.Rel) /Arts	2	Arts Comb
Applied Science (Speech)	1	Health & Applied Science
Applied Science (Sports) and Sport & Exercise Science	9	Health & Applied Science
Arts	6	Arts
Arts (Psychology) /Law	1	Arts Comb
Arts and Advanced Studies	2	Arts Comb
Arts(Psychology)	1	Arts Speciality
Arts/Advanced Studies (Int & Global Stds)	1	Arts Comb
Arts/Commerce	1	Arts Comb
Arts/Education (Primary)	1	Arts Comb
Arts/Law	2	Arts Comb
Arts/Science	2	Arts Comb
Biomedical Science	1	Science (speciality)
Biotechnology	1	Science (speciality)
Business	5	Bus
Business Admin/Arts	1	Bus Com
Business Admin/Law	1	Bus Com
Business Admin/Psychology	1	Bus Com
Business Administration	1	Bus Admin
Business and Business Innovation & Entrepreneurship	1	Bus Com
Business and Crtlnln	1	Bus Com
Business and Interior Design	1	Bus Specialty
Business Management (Fashion)	1	Bus Management
Chiropractic Science	1	Allied Health
Clinical Science	2	Health & Applied Science
Commerce	8	Commerce
Commerce/Advanced Studies	1	Commerce Com
Commerce/International Studies	2	Commerce Com
Commerce/Law	4	Commerce Com
Communication	7	Comms

Criminology and Criminal Justice
 Design
 Design Architecture
 Dip Science
 Dual Law
 Early Childhood (Birth - 5years)
 Education (Primary)
 Education (Primary)/Psychology
 Engineering (Aeronautical)
 Engineering (Civil and Environmental)
 Engineering (Civil)
 Engineering (Mechanical and Mechatronic)
 Engineering /CrInIn
 Engineering/Arts or Science
 Engineering/Science
 Event Management
 Fashion Design & Textiles
 Fine Art
 Food Science and Human Nutrition and Business
 Health Science/Nursing
 Human Sciences
 Humanitarian and Development Studies
 International Business
 International Program
 International Studies
 International Studies/Law
 Law
 Laws/Global Studies
 Liberal Arts
 Management (Sport and Exercise)
 Mechanical Engineering
 Media
 Media/Laws
 Medical Sciences/
 Medical Sciences/Doc Med
 Natural History Illustration
 Nursing
 Occupational Therapy

1	Criminology and Justice
2	Design
1	Design Speciality
1	Diploma
1	Double Law
1	Edu
3	Edu
1	Edu Comb
1	Eng (spec)
1	Eng (spec)
1	Eng (spec)
1	Eng (spec)
1	Eng Comb
1	Eng Comb
1	Eng Comb
3	Event Management
2	Design
2	Vis Art
3	Nut Sci
1	Nursing Comb
1	Human Sci
1	Humanitarian and Dev
1	Int Bus
1	Int Bus
2	Int Stu
1	Int Stu Comb
1	Law
1	Law Comb
1	Lib Arts
2	Management (Spec)
1	Eng (spec)
6	Media
1	Media Comb
2	Med Sci
2	Medicine
1	
12	Nursing
2	Allied Health Applied Sci

Paramedicine
 Physiotherapy
 Policing
 Psychology
 Psychology/Ex Sport Science
 Science
 Science and Advanced Studies
 Science (Applied Physics)
 Science/Law
 Social Science
 Social Work
 Veterinary Bioscience/Vet Med
 Veterinary Technology

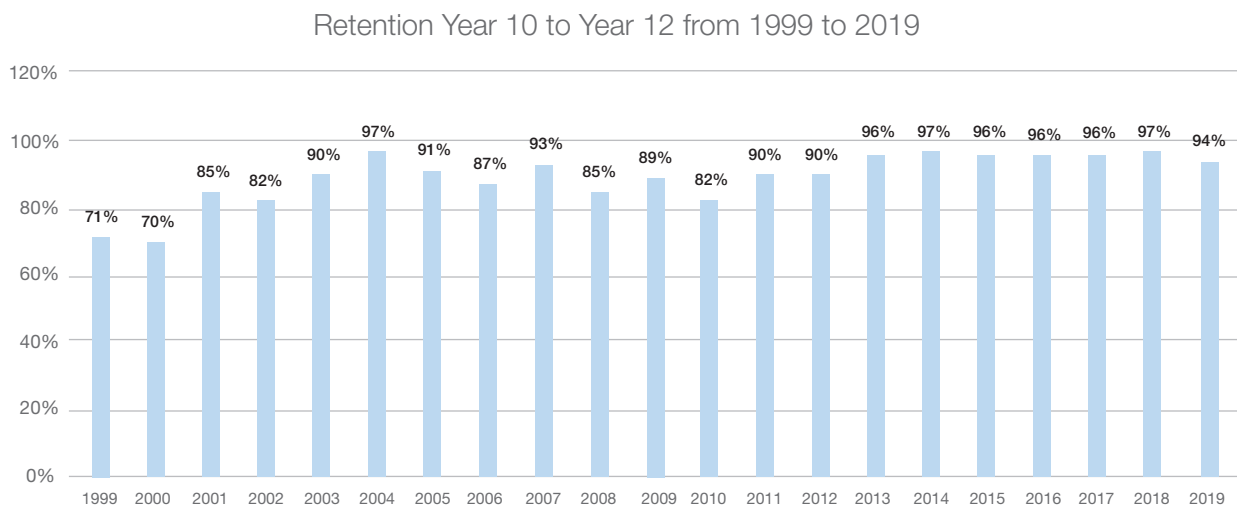
2	Allied Health Appled Sci
3	Allied Health Appled Sci
1	Criminology and Justice
2	Psychology
1	Psychology Comb
8	Science
1	Sci Comb
1	Sci (Speciality)
1	Sci Comb
2	Social Science
1	Social Work
1	Veterinary
1	Veterinary

8 SECONDARY RETENTION

Retention Year 10 into Year 12

This graph shows the retention rate for the College for Year 10 into Year 12 over the past ten years.

In 2019, the retention rate at Brigidine College was 94% which is a little down over the last three years.



9 STUDENT ATTENDANCE, MANAGEMENT OF NON-ATTENDANCE

Average attendance across all Year Groups for 2019 was 95.5% which was the same as 2018.

Year Group	Percentage Attendance Per Day
Year 7	96.0%
Year 8	95.4%
Year 9	95.4%
Year 10	93.9%
Year 11	95.4%
Year 12	96.9%
Whole School	95.5%

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.

10 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.

Both Parents will be jointly and severally responsible for all school fees.

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. Parents have read and understand the College's Privacy Policy which is accessible on the Brigidine College Website. <https://www.brigidine.nsw.edu.au/privacy-policy/>

Overseas students

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

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 directly to Enrolments Office. Database is updated. The files are archived by year of proposed entry.

Updates to files

Any update to an Application for Enrolment that is received by the Enrolment Office is added to the Applicant’s file.

Maintenance of register

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

Withdrawal by current student

Confirmation is requested in writing to the Principal and acknowledged in writing, 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

Families can update any changes to details via the Sentral Portal. Family Update Forms are given to the family when there has been a change of residential structure. The database is maintained by the Enrolments Office.

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.

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 Enrolments Manager 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.

Enrolments Manager sends notification of new arrivals to staff via Student Movement Notice.
Enrolments Manager sends Advice to AHISA schools where relevant.
Follow up by Enrolments Manager 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:

- i. 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
- ii. the effect of the disability of the student; and
- iii. the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
- iiii. 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

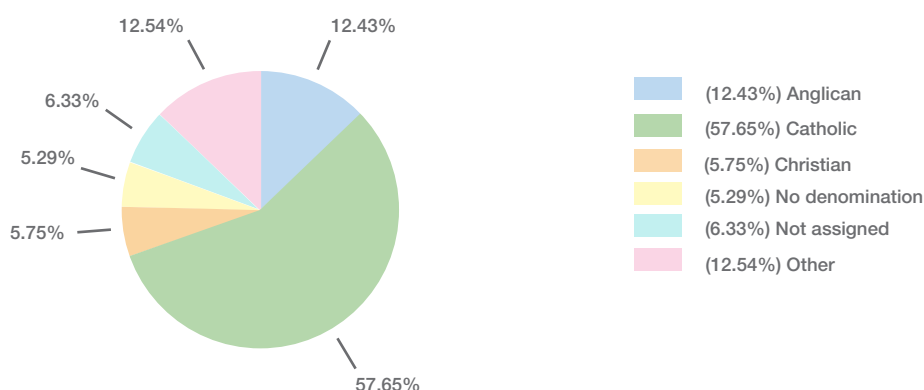
At the start of 2019 the College enrolled 882 students coming from the major catchment areas the North Shore, Northern Beaches, Terrey Hills/Forest, Hornsby and Ryde.

Trends for future enrolments would suggest that the main areas for attracting enrolments will remain the North Shore, St Ives, Northern Beaches and Terrey Hills and Forest Area.

2019 Student Faith Background

Catholic students comprised 58% of the College and 18% of all students belong to a Christian faith such as Anglican, Uniting or Presbyterian. Orthodox, Jewish or other religions comprise 13% with the remaining 11% are of other or unknown religious background.

Student Religion Distribution



11 SCHOOL POLICIES

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.

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)

The full text of the College's Student Management, Child Protection, Anti-Bullying and Complaints and Grievances Policies are provided on the College website <https://www.brigidine.nsw.edu.au/policies/>, staff and parent portals, the Student Handbook and by request in hard copy from the Publications Coordinator.

12 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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. These experiences foster the development of respect and responsibility.

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 Subject selection Evening and the Year 12 Graduation Mass and Dinner.

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.

Psychologists

Students will sometimes utilise the College Psychologists for personal and family issues and related matters. The Psychologists 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. The Deputy also oversees the faith and mission life of the College in this role.

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.

13 STRATEGIC PLAN - TOWARDS 2020

The six areas which frame school improvement in 2019 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 cultural 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 prayer, involvement in liturgies, sacramental programs, Eucharistic celebrations, retreats and reflections
- encouraging girls to immerse themselves in 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 College and the Brigidine Charism.

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 achievements 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 stage of learning, cultural knowledge, interests, aspirations and capability
- ensuring programs provide opportunities to develop each girls' full potential
- maintaining current and investigating new partnerships to learning in a real world context.

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 a learning and wellbeing 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 achievements strategies 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 and visibility
- 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 achievements in ensuring that goals are achieved are through:

- ensuring the teaching environment is responsive to the needs of contemporary 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 achievements 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.

14 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. During 2019 Brigidine College employed 105 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.	105
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 80.1 (see My School website for explanation).

Teacher Accreditation

All teachers at Brigidine College St Ives have Teacher Accreditation with NESAs as per the Teacher Accreditation Act 2004 (the Act) and the Education Standards Authority Act 2013. In 2019 this comprised 1 teacher accredited at Highly Accomplished, 3 at Provisional/Conditional (with all completing their Proficient Teacher accreditation during 2019) and the remainder at Proficient Teacher.

Required maintenance of accreditation is being met through ongoing professional learning opportunities.

Professional Development

Throughout 2019 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, compliance, administration, finance 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.

Brigidine College St Ives is 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 priorities and to directly benefit the teaching staff, in response to identified professional learning goals.

2019 saw the continued focus on meeting the demands of curriculum change and current pedagogical trends, together with the need for teaching staff to access PD relevant to their subject areas. This was provided both internally and externally.

Evaluating and expanding the programs in STEM and Critical Thinking was also a focus in 2019.

Understanding student wellbeing in general and the link to academic wellbeing informed some whole staff PD in 2019, with a targeted focus on adjustment and differentiated practices to support students with identified individualised learning needs.

15 WORKFORCE COMPOSITION

The composition of the Brigidine College workforce in 2019 is as follows:

Category of staff	Number
Teaching staff (not including casuals and short term temporary blocks)	88
Full-time equivalent of teaching staff	80.1
Non-teaching staff	58
Full-time equivalent of non-teaching staff	48.6

Brigidine College St Ives did not employ anyone in 2019 who indicated that they were of Aboriginal or Torres Islander descent.

16 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 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. An SMS system is available for urgent matters. 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. Students are also involved in Student Forums with the College Leadership team present and interactive in responding to suggestions from students.

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

From feedback gathered from parents through email messages and interactions there is genuine satisfaction with much of what the school was doing. There is a perception that the staff are committed to the academic and wellbeing of students, that the values are evident in the culture of the College among both staff and students and that the processes in the College are able to bring out the best in students. Communication is noted as good and the range and diversity of cocurricular offerings are appreciated. Parents also indicate that there is a valuing of the facilities, grounds and inclusive environment.

Community Relations

A sense of community is fostered and encouraged at Brigidine College in many ways. One key strategy is to organise and encourage social activities for both parents and students. Such activities that took place in 2019 included Welcome Cocktail Party, Mothers and Fathers Day Mass and breakfasts, Grandparents Morning, Year 8 Mother and Daughter Afternoon Tea, Year 12 Graduation events and Founders Day.

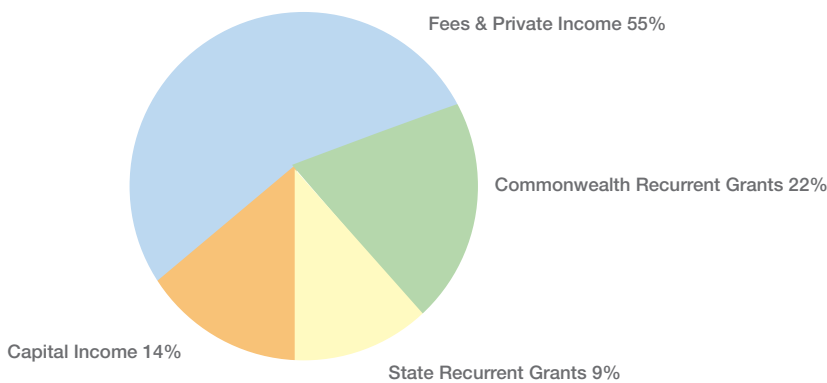
The Community Relations Office also works closely with the Parents and Friends Association (P&F) to support their major event, the P&F Trivia Night. In 2019 the Community Relations staff again worked with the P&F on the “P&F Presents” program for parents which included the “2018 HSC Results presentation” and Cyber Safety information sessions for parents.

17 FINANCIAL DATA

Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 31% of the College's total income. This level of support is expected to continue 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.

2019 Recurrent and Capital Income



2019 Recurrent and Capital Expenditure

