

BRIGIDINE COLLEGE ANNUAL REPORT

2020



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Annual Report 2020

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1 MESSAGE FROM SCHOOL BODIES

Chair's Report

I wrote the Chair's Report for the 2019 Annual School Report in 2020 as we confronted the reality of COVID -19 and life was not the same as we predicted. We were about to confront our first lockdown with the closure of schools and a sudden switch to online learning. This process of confronting change, predicting risks, and managing those risks continued throughout the year as slowly the life at Brigidine College returned step by step to what counted as more or less normal life.

Through good management decisions by Federal and State governments, we were able to escape the horrors of many overseas countries where schools were closed for many months, if not the whole year and our students were able to resume a restricted but reasonably normal environment for most of the year. This did not occur without excellent leadership at the school in moving to online learning and then back to the students and staff returning to school with restrictions that slowly eased over the year.

While all students and staff coped with this well, there was still anxiety, disappointment, and a sense of loss at being unable to enjoy the full range of curricular and cocurricular offerings at the College such as the Musical, concerts, debates, sporting competitions, Year 12 Graduation, and other special events. In particular, our Year 12 students are to be congratulated on the way they rose above those challenges and disappointments to graduate with grace and dignity and to achieve at such a high level in the HSC.

At Board level, we became adept at Zoom meetings with additional Risk Committee meetings as we worked with the Leadership Team at managing the changing circumstances and planned for potential threats. Initially we had hoped that we would start Stage 1 of the Master Plan with the construction of the new Library building in 2020, but as the year progressed the Board made the decision to put the start on hold and reconsider our options as to whether this was our best way forward. After further consultation with parents and staff, we decided to step back and consider other options such as improved resources for sporting facilities. This is still a work in progress.

Ms Richmond, in her first year as Principal of Brigidine College, did experience a baptism of fire with the aftereffects of a storm early in the year causing the school to close for a few days while power was restored followed soon after by Covid 19. She and the Leadership Team with the support of the staff are to be congratulated on the sure, steady, competent, and professional way they led the school so effectively through the ups and downs of the pandemic.

Towards the end of the year when we could feel some optimism for the future, we started on the development of a new Strategic Plan 2021 – 2024 when the College will celebrate 70 years. Mark Turkington, a very experienced educator, was appointed to assist us with the process. The Trustees of Kildare Ministries, Board members, staff, students, and parents have been consulted and we are now in the final stages of finalising the Strategic Plan before presenting it to the community.

I thank the Board Directors of the College: Michelle Dixon (Deputy Chair and Chair of the Risk Committee), Brett McLennan (Chair of the Property Committee), Dr Kerry-Ann O’Sullivan, Tony Eyres, Sr Ailsa Mackinnon rsm, Steven Graham and Alf Mazzitelli (to May 2020) for their invaluable contributions over the year. I would like to particularly thank Alf Mazzitelli, who resigned during the year, for his dedicated years of service having served on both the Finance and Risk Committees.

Finally, I thank Laetitia Richmond and the members of the Leadership Team for their extraordinary commitment in 2020 as they led the school so competently and professionally through a year of challenge and unpredictability. I acknowledge and thank Belinda Moore for her work and commitment as Director Cocurricular who left the College at the end of 2020 to take up the role of Deputy Principal at Queenwood.

Kitty Guerin

Chair

Brigidine College Board of Directors

2 MESSAGE FROM SCHOOL BODIES

Principal's Report

Introduction

Despite the effect of COVID -19, Brigidine College continued its strong position in the provision of Catholic education to girls. The intents of the Strategic Plan, Towards 2020 were in their final stages as we moved to the creation of a new Strategic Plan during the later part of the year.

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 its faith life 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 involvement in a variety of initiatives, including -Project Compassion organised by Caritas Australia, the Year 11 Street Retreat program, Year 10 Community Involvement, 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. Many of our celebrations in 2020 were virtual and online to students and their families.

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 has grown since 2014 to incorporate Kildare Ministries and is introduced through the Year 7 Religious Education program and built upon throughout other Year groups.

College Leadership

The Leadership Team consists of the Principal, Deputy Principal Teaching and Learning, Deputy Principal Faith and Wellbeing, Business Manager, Director Staff, Director Administration, Director Cocurricular, and Director Development and Community Relations.

Teaching and Learning

2020 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 continued in 2020. 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 2020 results were outstanding and represented a level of achievement that attracted positive attention and praise. In summary:

- 1 student was placed 4th in the State for Standard English
- 6 students were All Rounders having achieved at least ten units over 90%
- 84 students appeared on the Distinguished Achievers List with 164 mentions on the list across a broad range of courses
- the school was ranked 62 in the top 150 schools in NSW
- the top ATAR was 99.65
- 30 students were nominated and 1 selected for showcases in Drama, Dance, Music, Textiles and Design, Design Technology and Visual Arts.

Student Management System

In 2020 Sentral, continued its roll out in stages across the year incorporating Admissions, Finance and Cocurricular Activities. These are still ongoing.

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 each year cohort, and the College Psychologists, Mentors and Year Coordinators work collaboratively to ensure the wellbeing of students.

The College continues Positive Education principles as the framework to enable students to focus on team building, understanding of self and others and understanding of faith 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. Due to the restrictions of COVID -19, Year Group Information Nights with both an academic and pastoral focus, 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 were all either virtual events or postponed. Despite this change we were able to maintain positive and strong connections with our parent body.

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 also has strong programs that enhance student learning through lateral research and critical and creative engagement and problem solving. Clubs include astronomy, drama, book club, robotics, honours, 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 teacher 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 virtually by guest presenters. The school is a registered provider by NESA for some of the PD conducted onsite.

During 2020, the College Board and Leadership Team continued to undertake Professional Learning on governance through the AIS NSW and CSNSW.

Workplace Gender Equality Report

As per Government requirements, the WGEA Report for 2019-2020 was submitted on 31 May to the Agency. This is the seventh 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 2020, the College continued its review and adjustment as needed of all College policies ensuring that we meet all government required mandates.

Laetitia Richmond
Principal

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 2020 close to 900 girls were 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 wellbeing, 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 SENIOR SECONDARY OUTCOMES RESULTS OF THE HIGHER SCHOOL CERTIFICATE

In 2020, 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 16% 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 consistently above state level. This has been a trend over the last ten years and a profile of excellence and improvement is evident in school achievement in the 2020 Higher School Certificate Examinations, particularly in relation to the students' ATAR scores.

Highlights:

- Position among NSW Catholic Girls' Schools: 9th
- An impressive 84 students were mentioned on the Distinguished Achievers list, with 164 mentions on the list across a broad range of courses.
- Top Achiever: 4th in the state for Standard English.
- All-rounders: 6 students were named on the Sydney Morning Herald All-Rounders List for achieving 90 or above in 10 or more units.
- Top ATAR was 99.65 (Dual Dux).

Brigidine ATARS VS STATE

2020 ATAR	BRIGIDINE	STATE
0-50	0.7%	20.8%
50-60	9.2%	13.6%
60-70	13.7%	15.3%
70-80	14.5%	16.4%
80-90	25.3%	16.9%
90-100	36.6%	17.0%

Top End ATARS – Trend

ATAR	2013	2014	2015	2016	2017	2018	2019	2020
90-95	15	22	14	22	16	18	27	24
95-99	9	10	18	14	14	10	20	21
99+	1	1	1	6	1	3	0	3

In 2020 a record group of 30 HSC students were nominated for HSC Showcase events

- ENCORE – 3 Nominations
- ARTEXPRESS – 6 Nominations, one Selected
- Callback – 4 Nominations
- Shape/Textstyle – 4 Nominations, one Selected
- OnSTAGE – 13 Nominations

State Comparison

In 2020, 31 out of 32 HSC subjects offered at Brigidine College; the school mean was above the State mean:

Course	No. of students	Brigidine College Exam Mean	State Exam Mean	Variation
Ancient History 2 unit	14	79.44	72.1	7.34
Biology 2 unit	32	80.68	72.39	8.29
Business Studies 2 unit	38	83.68	71.99	11.69
Chemistry 2 unit	13	81.02	75.52	5.5
Dance 2 unit	9	86.16	79.71	+15.42
Drama 2 unit	32	88.49	79.62	8.87
Economics 2 unit	14	82.24	77.02	5.22
English Advanced 2 unit	77	85.15	81.33	3.82
English Extension 1 1 unit	4	45.13	41.66	3.47
English Extension 2 1 unit	2	45.1	39.43	5.67
English Standard 2 unit	58	77.88	69.93	7.95
Food Technology 2 unit	6	87.23	72.15	15.08
French Continuers 2 unit	2	84.3	81.92	2.38
Geography 2 unit	14	84.46	74.45	10.01
History Extension 1 unit	1	43.00	38.36	4.64
Hospitality Examination (Food	14	79.10	75.09	4.01
Italian Continuers 2 unit	5	69.00	80.40	-11.4
Legal Studies 2 unit	10	89.56	74.97	14.59
Mathematics Extension 1 2 unit	20	79.83	78.49	0.08
Mathematics Extension 2 2 unit	6	86.70	81.46	5.24
Mathematics Standard 2 2 unit	74	77.52	68.40	9.12
Mathematics Advanced 2 unit	47	84.91	79.20	5.71
Modern History 2 unit	13	82.68	72.53	10.15
Music 1 2 unit	8	90.75	81.56	9.19
Personal Development, Health and Physical Education	26	81.32	72.46	8.86
Physics 2 unit	8	76.28	73.99	2.29
Science Extension 1 unit	2	41.25	37.04	4.21
Society and Culture 2 unit	10	80.28	76.78	3.5
Studies of Religion I 1 unit	4	39.95	37.69	2.26
Studies of Religion II 2 unit	129	80.14	75.50	4.64
Textiles and Design 2 unit	13	84.14	79.78	4.36
Visual Arts 2 unit	17	87.42	81.02	6.4

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

HSC BAND E4 AND E3 SUMMARIES

Extension Courses

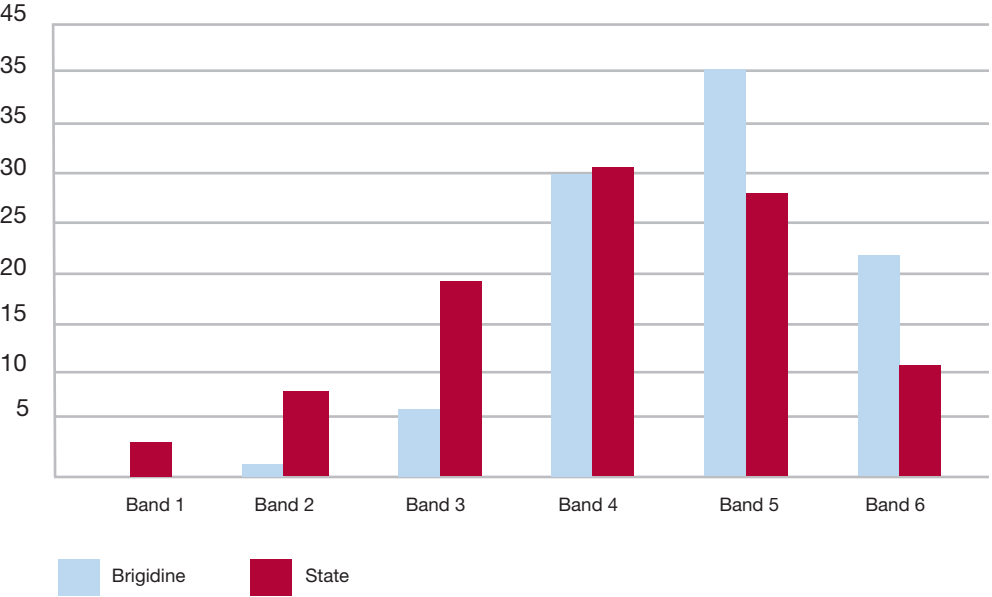
Band E4 represents the highest mark (45-50/50), Band E3 (40-45/50)

Course	Band E4	Band E3	%
English Extension 1	2	2	100
English Extension 2	2	0	100
History Extension	0	1	100
Mathematics Extension 1	8	8	80
Mathematics Extension 2	1	5	100
Science Extension	0	2	100

Name	No of Students	Band 6	Band 5	%
Ancient History	14	3	3	42
Biology	32	7	13	63
Business Studies	38	9	20	76
Chemistry	13	2	6	62
Dance	9	2	7	100
Drama	32	17	8	78
Economics	14	4	5	64
English Advanced	77	20	44	83
English Standard	58	1	25	44
Food Technology	6	3	2	83
French Continuers	2	0	2	100
Geography	14	5	4	64
Hospitality Examination (Kitchen Operations and Cookery)	14	1	8	64
Italian Continuers	5	0	0	0
Legal Studies	10	8	0	80
Mathematics Advanced	47	13	25	84
Mathematics Standard 2	74	11	21	43
Modern History	13	5	4	69
Music 1	8	6	2	100
Personal Development, Health and Physical Education	26	3	13	62
Physics	8	1	2	38
Society and Culture	10	2	2	40
Studies of Religion I	4	0	2	50
Studies of Religion II	129	13	60	57
Textiles and Design	13	5	4	69
Visual Arts	17	9	6	88
Band Total		150	288	

Brigidine VS State

Aggregated Bands 1 - 6 2020



Band Results

All Courses Combined 2020

BAND	BRIGIDINE (Number)	BRIGIDINE %	STATE %
1	0	0%	2.9%
2	9	1.2%	8.2%
3	47	6.2%	19.3%
4	226	30.0%	30.7%
5	308	40.8%	28.0%
6	164	21.8%	10.9%

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 our learning paradigm is one of possibility, growth and personal success.

5 RECORD OF SCHOOL ACHIEVEMENTS (RoSA)

The Record of School Achievement (RoSA) is a cumulative credential for Years 10, 11 and 12 students leaving school prior to the Higher School Certificate.

In Year 10, 146 students were awarded grades that could contribute to a RoSA. Of these students, 13 were awarded all Grade A in every subject they studied while 2 achieved Grade A in all but one of their core subjects.

In Year 11, 125 students were awarded grades that could contribute to a RoSA. Of these students, 9 were awarded all Grade A in 12 or more units of HSC Preliminary Courses they studied. Five students achieved Grade A in ten units of HSC Preliminary Courses studied

Brigidine College 2020 Year 10 RoSA Grading Pattern for mandatory courses

***the percentage of students achieving each grade is displayed in the table.**

Subject	A	B	C	D	E
English 200 Hours	27	68	5	0	0
Maths 200 Hours	35	38	22	5	0
Science 200 Hours	21	31	46	2	0
Australian Geography 100 Hours	28	42	24	6	0
History 100 Hours	27	49	20	4	0
Personal Development Health & PE 100Hrs	35	53	11	1	0

Brigidine College Year 10 RoSA Grading Pattern for all 200 Hour elective courses

*the percentage of students achieving each grade is displayed in the table.

Subject	A	B	C	D	E
Catholic Studies	28	43	28	1	0
Commerce	18	46	34	2	0
Dance	27	73	0	0	0
Design & Technology	20	40	40	0	0
Drama	77	21	2	0	0
Food Technology	31	43	26	0	0
French	20	50	30	0	0
Geography Elective	67	33	0	0	0
History Elective	40	30	30	0	0
Italian	30	35	25	10	0
Music	59	29	12	0	0
Philosophy	29	57	14	0	0
Photography & Digital Media	16	68	16	0	0
Physical Activity & Sports Studies	41	41	18	0	0
Textiles Technology	46	31	23	0	0
Visual Arts	57	30	13	0	0

Year 11 RoSA Grading Pattern for all courses

*the percentage of students achieving each grade is displayed in the table.

Subject	A	B	C	D	E
Ancient History	14	58	14	14	0
Biology	20	38	40	2	0
Business Studies	32	49	19	0	0
Chemistry	22	28	50	0	0
Dance	50	50	0	0	0
Design and Technology	50	50	0	0	0
Drama	41	56	3	0	0
Economics	10	60	20	10	0
English Advanced	37	54	9	0	0
English Extension	50	50	0	0	0
English Standard	10	69	21	0	0
Food Technology	28	36	36	0	0
French Continuers	75	25	0	0	0
Geography	38	25	37	0	0
Legal Studies	24	50	26	0	0
Mathematics Advanced	40	30	24	6	0
Mathematics Extension 1 Unit	38	23	38	0	0
Mathematics Standard	41	31	26	1	0
Modern History	28	47	14	11	0
Music 1	40	60	0	0	0
Music 2	34	66	0	0	0
Personal Development & Health	21	35	27	17	0
Physics	30	40	30	0	0
Society & Culture	24	29	29	18	0
Studies of Religion 2 Unit	37	42	19	2	0
Textiles and Design	29	43	28	0	0
Visual Arts	35	35	30	0	0

6 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. Information on the final choice of degree a Year 12 graduate accepts is not always available.

Of the 136 girls in Year 12 2020, the majority, 123, were offered places in institutions through the University Admissions Centre. Students elected to study courses in a wide range of disciplines across 17 institutions.

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 – University of Technology (Sydney), Macquarie University, University of New South Wales, Australian Catholic University, University of Newcastle, University of Wollongong, Western Sydney University, Charles Sturt University, Torrens University, ICMS, Australian National University, University of Canberra, University of New England, Southern Cross University, and SIBT (University College).

Preferred courses of study in 2020

The top 5 areas of tertiary study for Year 12 graduates are: Accounting and Business, Applied Science (Allied Health and Sports & Exercise), Media and Communications, Design, Architecture and Visual Art, and Nursing and Midwifery.

Anecdotally, many students expressed a desire to study a course that will eventually lead to a career which would help and support others, whether through business/commerce, education, science, or health focused study.

Starting 2021, the top 5 areas of tertiary study for Year 12 graduates are Actuarial, Accounting and Business/Commerce and Management, Applied Science (Allied Health and Sports and Exercise) and Media and Communications, Design, Nursing and Education.

Most, 90.4%, of the 2020 cohort were looking towards tertiary studies at universities participating in UAC. Some of the 136 students would also have applied to private (direct entry) institutions or as their only choice for university study. There would be a smaller number of students opting for TAFE courses rather than university as their only institution of choice to suit their needs and goals, or just their first stage in tertiary education. Few students mentioned any thoughts of taking a GAP year.

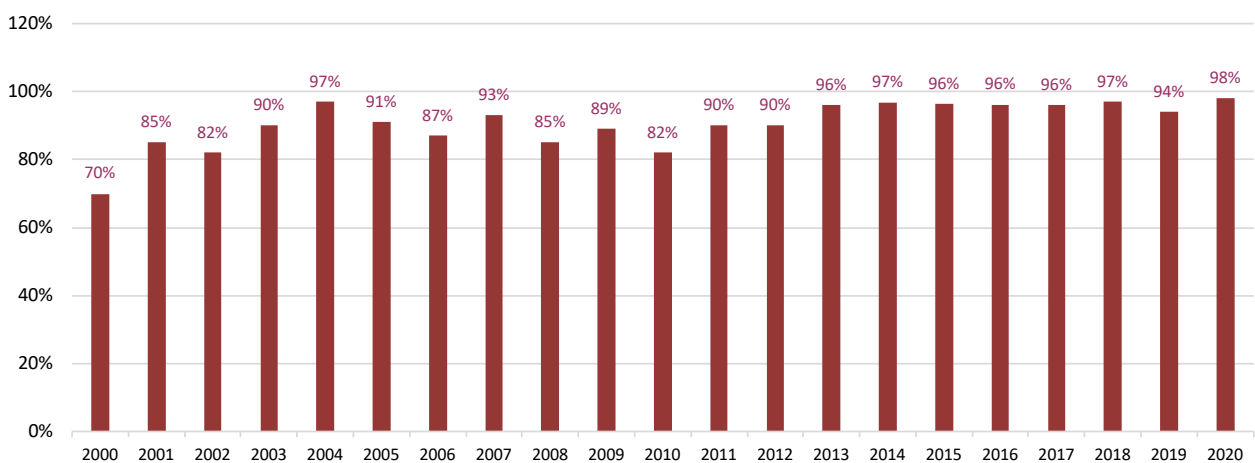
7 STUDENT RETENTION

Retention Year 10 into Year 12

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

In 2020, the retention rate at Brigidine College was 98% which was up 4% on 2019

Retention Year 10 to Year 12 from 2000 to 2020



8 STUDENT ATTENDANCE, MANAGEMENT OF NON-ATTENDANCE

Student Attendance

Average attendance across all Year Groups for 2020 was 95.5%.

Year Group	Percentage Attendance Per Day
Year 7	95.9%
Year 8	94.6%
Year 9	95.9%
Year 10	95.6%
Year 11	95.9%
Year 12	97.3%
Whole School	95.7%

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 can report absences via the Parent Portal, make a phone call to the absence line or email office/Year Coordinator 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 away with illness 3 days or more must obtain a medical certificate and hand into Student Services.
 - 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.

9 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 Diverse Learning 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.
6. 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 Applicants 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 Welcome Day: date emailed in July followed by invitation by email
- Invitation to Assessment Day: date emailed in July followed by invitation by email
- Invitation to Parent Information Evening: date emailed in July followed by invitation by email
- Information Package: distributed electronically

Events

Welcome Day: students

Assessment Day: students

Information Evening: online for parents

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
- iv. 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

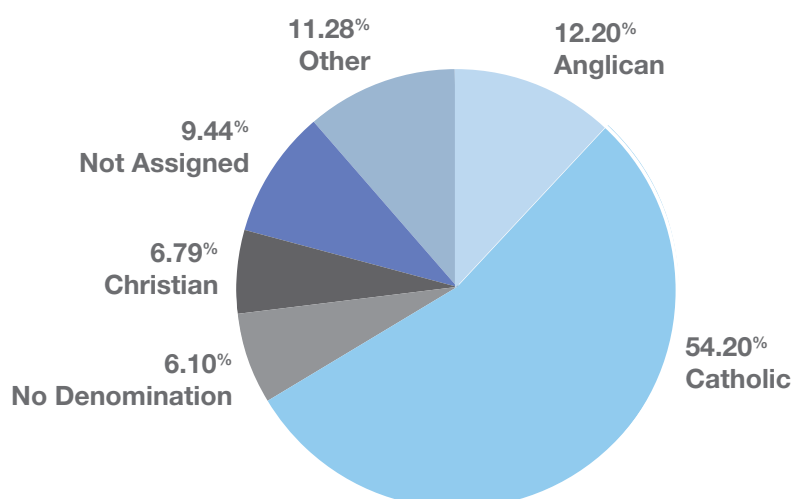
At the start of 2020 the College enrolled 870 students coming from the major catchment areas the North Shore, Northern Beaches, Terrey Hills/Forest, Hornsby and Ryde.

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

2020 Student Faith Background

Catholic students comprised 54% of the College and 19% of all students belong to a Christian faith such as Anglican, Uniting or Presbyterian. Orthodox, Jewish or other religions comprise 11% with the remaining 16% of other or unknown religious background.

Student Religion Distribution



10 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.

11 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 were planned though some were modified due to COVID restrictions. Some of these events were able to take place remotely to accommodate restrictions but allow communication: Year Group Information Nights with both an academic and pastoral focus, Year 12 Parent/Staff/Daughter Breakfast, Year 11 Parent Information Evening, Year 10 Subject selection Evening and the Year 12 Graduation Mass.

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

Mentor groups are 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 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 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.

12 TOWARDS 2020

The six areas which framed school improvement in 2020 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 and social justice
- ensuring that our students experience leadership in the liturgical program
- celebrating and developing our connection to Kildare Ministries
- providing opportunities for students to understand and experience their faith through prayer, involvement in liturgies, sacramental programs, Eucharistic celebrations, retreats and reflection days
- encouraging girls to immerse themselves in community celebrations of their faith
- promoting an understanding of the Catholic Church and the 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 wider community 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
- 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
- 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.

13 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 2020 Brigidine College employed 101 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
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.	101
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 79.3 (see My School website for explanation).

Teacher Accreditation

All teachers at Brigidine College St Ives have Teacher Accreditation with NESA as per the Teacher Accreditation Act 2004 (the Act) and the Education Standards Authority Act 2013. In 2020 this comprised 5 teachers at Provisional/Conditional (with 2 completing their Proficient Teacher accreditation during 2020) and the remainder at Proficient Teacher. There are currently no teachers accredited at Highly Accomplished or Lead Teacher.

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

Professional Development

Due to COVID-19 restrictions, opportunities to attend external professional learning was limited. As the year progressed a range of online professional learning became available. Much of the professional learning undertaken by teachers was enabled internally and the focus involved integrating ICT to allow for effective remote learning and to support those students and staff who were required to be off-site for any time even once face to face learning recommenced. Throughout 2020 professional development was attended by both teaching and non-teaching staff. As available, professional learning opportunities were provided in whole-school seminars and in individual learning based on areas involving curriculum, pastoral care/wellbeing, compliance, administration, finance and leadership. Professional learning sessions were held in-school using the expertise of our own staff and externally via webinars through associations 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. During 2020 our courses were also generally run via webinar.

Understanding student wellbeing in general and the link to academic wellbeing informed some whole staff PD in 2020, with a targeted focus on adjustment and differentiated practices to support students with identified individualised learning and mental health needs.

14 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)	86
Full-time equivalent of teaching staff	79.3
Non-teaching staff	58
Full-time equivalent of non-teaching staff	49.2

Brigidine College St Ives did not employ anyone in 2020 who indicated that they were of Aboriginal or Torres Islander descent.

15 ALUMNI ANNUAL REPORT STATEMENT

Since the first pupils of the school graduated in 1957, Brigidine College St Ives Alumni has been a place where memories are shared, friendships maintained and enriched and support for the College given.

The alumni today are a group of over 7000 women, all of whom share the common experience of having attended Brigidine College St Ives. They are outstanding examples of the generations of strong and gentle women the College has helped to shape and they play an important role in our community.

Each year we recognise our alumni Pioneers and Golden girls, hold an Alumni Day in October to celebrate those who graduated 5, 10, 20, 30, 40 & 50 years before, and encourage them all to return to the College to be guest speakers and impart their knowledge and experience to our students. They receive the biannual College magazine, the Bridge and regular communications from the Alumni and Community Relations Coordinator. All of this is done with the aim to help them feel connected with the College and with each other.

16 PARENTS AND FRIENDS ANNUAL REPORT STATEMENT

The Brigidine College St Ives Parents and Friends Committee operates with the help, support and guidance of the Director Development and Community Relations, Alumni and Community Relations Coordinator and the College Board of Directors as part of the College Community.

Its purpose is to promote social contact and involvement of parents/carers in the College community and to develop collaborations between them and College staff. As well as 'friend raising' the P&F activities also contribute to the College with fundraising enabling them to fund a range of items from the school 'wish list'.

They host a variety of events throughout the year, including the Welcome Cocktail Party, where our parent community can reconnect with old friends and form new friendships and later in the year the extremely popular annual Trivia Night. They also organise for guest speakers to present to the parents during the year on topics and issues relating to the wellbeing of their daughters.

Community lies at the heart of the College and we encourage parents to be part of that Community by getting involved in these events, volunteering to assist at other events and getting to know each other.

17 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, held twice each term, and through committees established within the College.

A very active Staff Common Room and Social committee continues to ensure connection and social dimension to working at the College. A Staff Induction program assists new staff to be familiarised with the processes and structures of the College and its policies.

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 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. Various initiatives have been implemented as a result of these Forums.

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 is doing. There is an acknowledgement 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.

A survey was conducted in 2020 as part of a regular survey of parent perceptions providing useful longitudinal information for College management. Results from this survey were particularly pleasing given the impact of COVID -19 on the function of the College and need to implement remote learning.

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. These activities were particularly disrupted in 2020 due to COVID -19. In 2020 we were able to conduct the Welcome Cocktail Party for parents and staff, however most other events had to be cancelled or switched to online format. Parents indicated their appreciation for the College's ability to facilitate online versions of events and services such as Parent/Teacher/Student interviews, Information nights and performances.

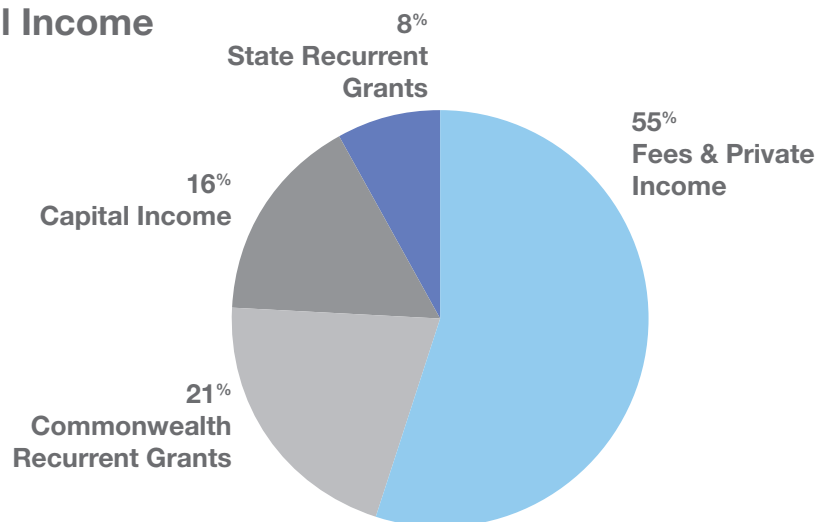
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FINANCIAL DATA

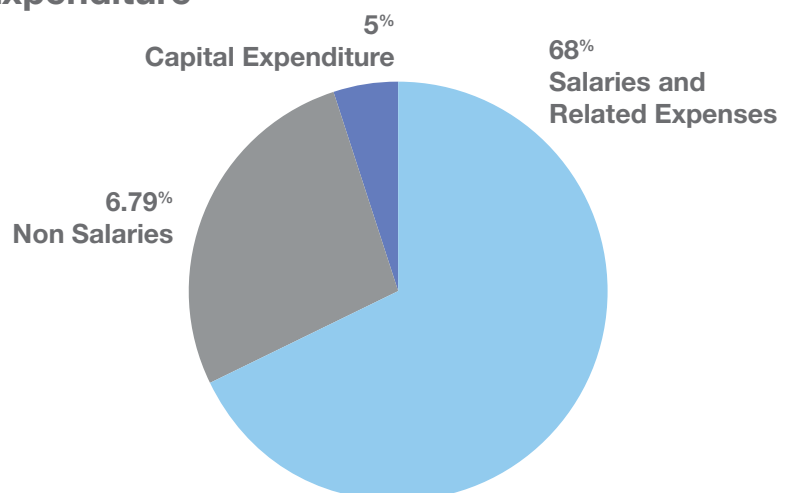
Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 29% of the College's total income. This level of support is expected to continue to decline in the medium term with the Commonwealth Department of Education's Recurrent Funding plans.

Total Recurrent and Capital Expenditure is overall less than the previous year, particularly with constraints placed upon activities due to COVID -19. This allowed for more residual Capital Income to be accumulated to support developments of the College Master Plan.

2020 Recurrent and Capital Income



2020 Recurrent and Capital Expenditure





BRIGIDINE COLLEGE ANNUAL REPORT

2020