

BRIGIDINE COLLEGE ANNUAL REPORT

2021



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1 MESSAGE FROM SCHOOL BODIES

Chair's Report

In reading my Annual School Report for 2020, I noted the extraordinary impact COVID-19 had on the school community with lockdowns, restrictions and limited opportunities for student and staff interactions. However, little did we know that as we started 2021 that worse was to come. While there was general excitement at the discovery of a range of different vaccines, the slow roll out and the arrival of the Delta variant led to an extended lockdown from June to October and ongoing restrictions for some time.

This again required the school to return to an extended period of online learning with students unable to enjoy the normal school interactions with friends, staff and the cocurricular activities that are so valuable to the girls. Again, the pressure was particularly on the Year 12 students with a disrupted Trial HSC, a late start to the HSC and considerable impediments to the practical subjects. The staff were excellent in managing these challenges and supporting the girls through another disruptive year. Finally, with compulsory vaccinations for staff and an excellent take-up of students being vaccinated, the year ended on a far more positive note. Year 12 enjoyed their Graduation Liturgy and Dinner and their Formal and they achieved excellent results in the HSC.

Indeed, one of the significant challenges last year had been the difficulty of maintaining valuable contact with our Trustees at Kildare Ministries with lockdowns in Sydney and Melbourne. We were fortunate that some of the Trustees were able to join us at St Ives at the beginning of the year and at the AGM when the Co-Chairs Rosemary Copeland and Kathy McEvoy were able to join us as they were fortunately in Sydney at that time. Unfortunately, we were not able to attend in person the Kildare Ministries Conference held in regional Victoria. However, we were able to join by Zoom to listen to the speakers. Meetings with fellow Chairs, Principals and senior leaders were all conducted online!

One of the highlights of the year was that we could continue to work on the Strategic Plan 2021 – 2025. This involved the Board in a planning day with the senior staff early in the year followed by ongoing discussion and consultation to complete the plan which was launched online later in the year. This gives the Board and the senior leaders a clear blueprint for our work up to 2024. I would like to thank Mark Turkington, our consultant, Board members, the Principal Teash Richmond and all involved in the process for their contributions to such a successful outcome.

I thank the Directors of the College: Michelle Dixon, (Deputy Chair and Chair of the Risk Committee), Brett McLennan (Chair of the Property Committee), Anthony Rous (Chair of the Finance Committee) Dr Kerry-Ann O'Sullivan, Tony Ayres, Sr Ailsa Mackinnon rsm and Steven Graham for their support, guidance and commitment during a challenging year. I thank in particular, Brett McLennan and Dr Kerry Ann O'Sullivan who resigned from the Board during the year for their dedicated service over many years. At the end of the year, we welcomed Dawn Carroll incoming Chair of the Property Committee Dr Bridget Griffen Foley and Craig Tucker to the Board as new Directors.

Finally, I thank Teash Richmond and the members of the Leadership Team who led the school so expertly through a second year of disruption. They have managed to adapt and change to meet constant requirements determined by government to provide the best possible environment for our girls to thrive and achieve their potential. It has been an enormous challenge and they have succeeded! I acknowledge and thank two members of the Leadership Team who left the College at the end of 2021: Elizabeth Webster (Deputy Principal) who has taken up a new position at St Lucy's School Wahroonga as Head of Mission and Identity K-12 and Di Lawrence (Director Community Engagement) who has retired from working and is taking on consultancy roles.

Kitty Guerin

Chair

Brigidine College Board of Directors

2 MESSAGE FROM SCHOOL BODIES

Principal's Report

Introduction

Despite the continuing effect of COVID-19, Brigidine College continued its strong position in the realm of Catholic and girls' education. The creation of our new Strategic Plan - '*Courage, Confidence and Compassion in a Changing World*' reached its final stages during the latter part of the year ready for implementation in 2022.

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 instils and celebrates its faith life through class, year, and whole school liturgies, has an ongoing relationship with Corpus Christi - 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, among both 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. COVID-19 restrictions meant some of these Masses were altered for remote delivery. 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 2021 were virtual and zoomed to students and their families.

A key focus for Brigidine College is the nurturing in students of a contemporary understanding of the Brigidine Sisters and their role in the story of Australian Catholic education. For our College community an understanding of the College's development and how it has grown since 2014 to incorporate Kildare Ministries is important. For students this 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 Community Engagement. Each of these positions is responsible for a team of staff.

Teaching and Learning

2021 continued the focus on the development of the teaching and learning programs in the school. There was continued emphasis on the analysis of available data to improve student performance and consequent greater accountability around using the data to inform future practice. This data typically includes NAPLAN (National Assessment Program Literacy and Numeracy) in Years 7 and 9, placement examinations in Year 7, aptitude testing in Year 9, 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 full spectrum of ability. Extension programs, developed in 2018 in STEM and Critical Thinking, were continued in 2021. 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 2021 results were outstanding and represented a level of achievement that attracted positive attention and praise. The Class of 2021 were able to sit for their HSC exams in Term 4 as organised by NESA (NSW Education Standards Authority). In summary:

- 1 student was placed 1st the State for Drama
- 1 student placed 4th for Information and Digital Technology
- 1 student placed 5th for Studies of Religion II
- Brigidine placed second amongst NSW schools for Legal Studies with 99% of students receiving a Band 6 in this subject
- Brigidine placed third amongst NSW schools for Drama with 91% of students receiving a Band 6 in this subject
- The top ATAR (Australian Tertiary Admissions Rank) was 98.95
- 34% of students received an ATAR over 90 and 60% of students received an ATAR over 80

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- 1 student was a top All Rounder having achieved at least ten units over 90%
 - 86 students appeared on the Distinguished Achievers List with 153 mentions on the list across a broad range of courses
 - The school was ranked 66 in the top 150 schools in NSW and 10th in Catholic Girls school rankings for NSW

Pastoral Care

The College continues its emphasis on a student's wellbeing as being central to personal growth and academic success. Students in each Year level are gathered in House Mentor groups with a teacher acting as the primary mentor for a small group of students. A Year Coordinator oversees each year cohort, 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 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 Camp (Years 7-10) and the Retreat (Years 11 and 12) program 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 and 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 continued well with growth in both Sport and Performing Arts. Students participate in both the IGSSA and CSSA (Catholic Secondary Schools Association) competitions for sport. In addition to this the College continues to pride itself on its cocurricular music, dance, drama, public speaking, mock trial and debating programs. Private speech tuition continued and saw 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 continues to have strong programs that enhance student learning through lateral research and critical and creative engagement and problem solving. Clubs include astronomy, robotics, honours, environment, science, languages, arts and textiles.

Staff

The commitment to quality recruitment and retention, in line with the strategic intent of the concluding Strategic Plan *Towards 2020*, continues. Accreditation aligned with state and national standards has significantly raised accountability and expectations. Two teachers successfully undertook the rigorous accreditation from Band 2 to Band 3 and this was met 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 (Professional Development) conducted onsite. COVID-19 restrictions did hamper some aspects of professional development for staff.

During 2021, the College Board and Leadership Team continued to undertake Professional Learning on governance through the AIS (Association of Independent Schools) NSW and CSNSW (Catholic Schools NSW).

Workplace Gender Equality Report

As per Government requirements, the WGEA (Workplace Gender Equality Agency) Report for 2020-2021 was submitted on 31 May to the Australian Government agency for WGEA. This is the eighth 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 2021, the College continued its review and adjustment as needed of all College policies ensuring that we met 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 great 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 2021 there were 894 girls enrolled at the College from Years 7 to 12 who benefitted from the dedication of a comprehensive team of teachers and specialist staff. Most students live on Sydney's North Shore, St Ives, The Northern Beaches and the Forest area.

A pastoral team working on 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 at local and state level. An active parent association provides support to the education of the students and the inclusive culture of that is Brigidine.

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

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

4 SENIOR SECONDARY OUTCOMES RESULTS OF THE HIGHER SCHOOL CERTIFICATE

In 2021, 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 cohort 15% of students completed vocational trade training as part of their Higher School Certificate pattern of study. Courses studied by our students included: Animal Studies, Hospitality – Kitchen Operations and Cookery, Human Services, Information and Digital Technology – Digital Animation and Information and Digital Technology – Web and Software Applications.

Overall, student achievement was 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 2021 Higher School Certificate Examinations, particularly in relation to the students' ATAR scores.

Highlights:

- Position among NSW Catholic Girls' Schools: 10th
- An impressive 86 students were mentioned on the Distinguished Achievers list, with 152 mentions on the list across a broad range of courses.
- Top Achiever:
 - 1st in the state for Drama
 - 4th in the state for Information and Digital Technology (Web and Software Applications)
 - 5th in the state for Studies of Religion II
- All-rounders: One student was named in the Sydney Morning Herald All-Rounders List for achieving 90 or above in 10 or more units
- Top ATAR was 98.95

Brigidine ATARS VS STATE

2021 ATAR	BRIGIDINE	STATE
0-50	3.3%	20.1%
50-60	8.9%	12.8%
60-70	13.0%	15.4%
70-80	14.6%	16.5%
80-90	25.2%	17.1%
90-100	35.0%	17.1%

Top End ATARS – Trend

ATAR	2013	2014	2015	2016	2017	2018	2019	2020	2021
90-95	15	22	14	22	16	18	27	24	30
95-99	9	10	18	14	14	10	20	21	13
99+	1	1	1	6	1	3	0	3	0

In 2021 students were selected for the following HSC Showcase events

- Callback – Dance
- TexStyle – Textiles and Design

State Comparison

In 2021, 30 out of 34 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	6	77.90	71.06	6.84
Biology 2 unit	38	76.30	73.38	2.92
Business Studies 2 unit	23	84.84	73.32	11.52
Chemistry 2 unit	10	73.08	74.37	- 1.29
Dance 2 unit	6	81.80	79.42	2.38
Design and Technology 2 unit	4	88.85	79.11	9.74
Drama 2 unit	27	89.04	78.70	10.34
Economics 2 unit	7	82.49	77.66	4.83
English Advanced 2 unit	82	82.65	81.92	0.73
English Extension 1 1 unit	16	43.20	42.07	1.13
English Extension 2 1 unit	8	40.76	39.56	1.20
English Standard 2 unit	42	75.75	70.47	5.28
Food Technology 2 unit	10	87.92	73.36	14.56
French Continuers 2 unit	4	88.10	82.05	6.05
Geography 2 unit	6	84.87	75.75	9.12
History Extension 1 unit	4	40.80	38.69	2.11
Hospitality Examination	15	79.28	74.07	5.21
IDT Examination (web/software)	9	85.51	73.16	12.35
Legal Studies 2 unit	20	90.17	74.72	15.45
Mathematics Extension 1 2 unit	14	75.27	78.21	- 2.94
Mathematics Extension 2 2 unit	4	85.85	83.07	2.78
Mathematics Standard 2 2 unit	53	78.48	69.15	9.33
Mathematics Advanced 2 unit	72	81.78	78.41	3.37
Modern History 2 unit	29	81.08	72.85	8.23
Music 1 2 unit	7	89.37	81.34	8.03
Music 2 2 unit	2	88.50	87.57	0.93
Personal Development, Health and Physical Education	24	82.02	72.19	9.83
Physics 2 unit	8	74.13	75.34	- 1.21
Science Extension 1 unit	8	36.96	37.05	- 0.9
Society and Culture 2 unit	13	80.92	76.88	4.04
Studies of Religion I 1 unit	11	37.88	37.38	0.50
Studies of Religion II 2 unit	113	80.53	75.86	4.67
Textiles and Design 2 unit	7	83.97	78.39	5.58
Visual Arts 2 unit	16	84.75	80.99	3.76

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

HSC BAND E4 AND E3 SUMMARIES

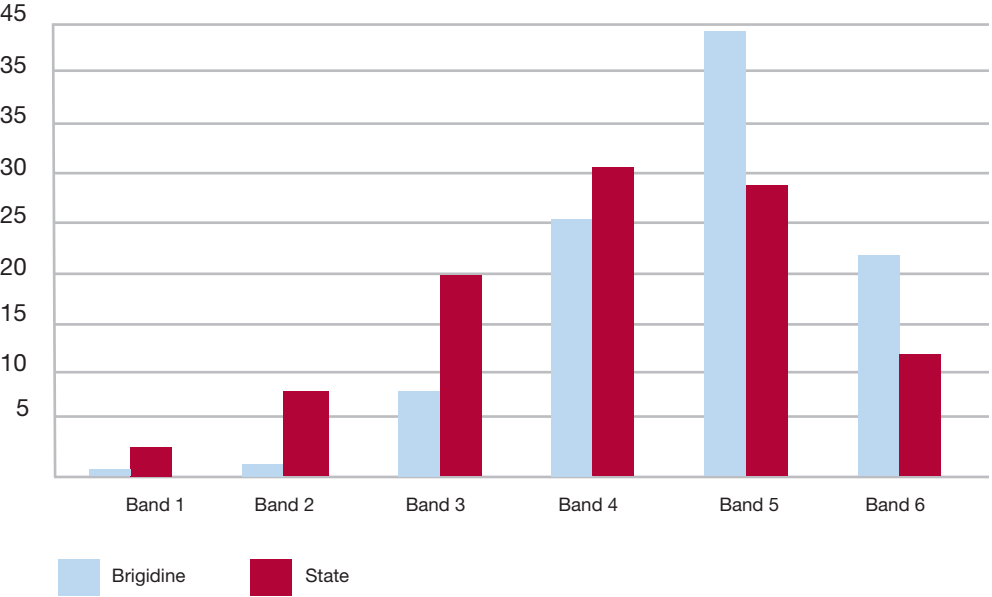
Extension Courses

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

Course	Band E4	Band E3	%
English Extension 1	7	9	100
English Extension 2	2	4	75
History Extension	1	3	100
Mathematics Extension 1	4	5	64
Mathematics Extension 2	1	3	100
Science Extension	0	6	75

Name	No of Students	Band 6	Band 5	%
Ancient History	6	0	3	50
Biology	38	3	14	45
Business Studies	23	5	13	78
Chemistry	10	0	4	40
Dance	6	0	4	67
Design and Technology	4	2	2	100
Drama	27	17	8	93
Economics	7	2	3	71
English Advanced	82	4	60	78
English Standard	43	1	15	37
Food Technology	10	6	2	80
French Continuers	4	2	2	100
Geography	6	2	3	83
Hospitality Examination (Kitchen Operations and Cookery)	15	2	5	47
IDT Examination (Web and Software)	9	2	5	78
Legal Studies	20	15	5	100
Mathematics Advanced	72	16	26	58
Mathematics Standard 2	54	6	21	50
Modern History	29	2	17	66
Music 1	7	3	4	100
Music 2	2	1	1	100
Personal Development, Health and Physical Education	24	5	10	63
Physics	8	0	1	13
Society and Culture	13	4	3	54
Studies of Religion I	11	3	3	55
Studies of Religion II	114	28	48	66
Textiles and Design	7	1	6	100
Visual Arts	16	6	7	81
Band Total		138	295	

Brigidine VS State Aggregated Bands 1 - 6 2021



Band Results All Courses Combined 2021

Band	Brigidine (Number)	Brigidine %	State %
1	1	0.1	2.6
2	12	1.7	7.7
3	56	7.8	20.4
4	175	24.3	29.5
5	342	45.0	28.3
6	152	21.1	11.4

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, 162 students were awarded grades that could contribute to a RoSA. Of these students, six were awarded all Grade A in every subject they studied while ten achieved Grade A in all but one of their core subjects.

In Year 11, 151 students were awarded grades that could contribute to a RoSA. Of these students, five 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 2021 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	14	61	25	0	0
Maths 200 Hours	32	41	21	4	2
Science 200 Hours	20	30	48	2	0
Geography 100 Hours	34	33	27	6	0
History 100 Hours	34	41	22	3	0
Personal Development Health and PE 100Hrs	39	49	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	34	41	25	0	0
Commerce	31	43	26	0	0
Dance	35	48	17	0	0
Design and Technology	38	38	24	0	0
Drama	78	19	3	0	0
Food Technology	46	41	13	0	0
French	40	60	0	0	0
Geography Elective	29	21	36	14	0
History Elective	25	46	21	8	0
Italian	64	27	8	1	0
Music	58	42	0	0	0
Philosophy	60	30	10	0	0
Physical Activity and Sports Studies	30	46	19	5	0
Textiles Technology	40	12	45	3	0
Visual Arts	35	19	35	11	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	67	33	0	0	0
Biology	30	32	38	0	0
Business Studies	11	37	48	4	0
Community and Family Studies	6	25	69	0	0
Chemistry	24	33	43	0	0
Dance	80	20	0	0	0
Drama	62	38	0	0	0
Economics	18	50	14	18	0
English Advanced	22	74	4	0	0
English Extension 1 Unit	40	50	10	0	0
English Standard	29	69	2	0	0
Food Technology	27	37	36	0	0
French Continuers	100	0	0	0	0
Geography	25	60	15	0	0
Italian Continuers	32	36	32	0	0
Legal Studies	14	43	40	3	0
Mathematics Advanced	40	31	22	7	0
Mathematics Extension 1 Unit	46	29	25	0	0
Mathematics Standard	49	25	21	5	0
Modern History	48	45	7	0	0
Music 1	0	100	0	0	0
Music 2	80	20	0	0	0
Personal Development and Health	46	42	10	2	0
Physics	42	25	33	0	0
Society and Culture	15	40	40	5	0
Studies of Religion 2 Unit	20	46	31	3	0
Textiles and Design	14	71	15	0	0
Visual Arts	17	66	17	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 126 girls in Year 12 2021, the majority were offered places in institutions through the University Admissions Centre. Students elected to study courses in a wide range of disciplines across approximately 15 institutions. One student will be studying in the USA.

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 (Sydney), University of Sydney, University of New South Wales, Australian Catholic University, University of Newcastle, University of Notre Dame Sydney, Western Sydney University, Charles Sturt University, ICMS, Australian National University, University of Tasmania, University of New England.

Preferred courses of study

Starting 2022, the top five areas of tertiary study for Year 12 graduates are: Law and Psychology, Business and Accounting, Health and other Sciences, Communications and Education.

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.

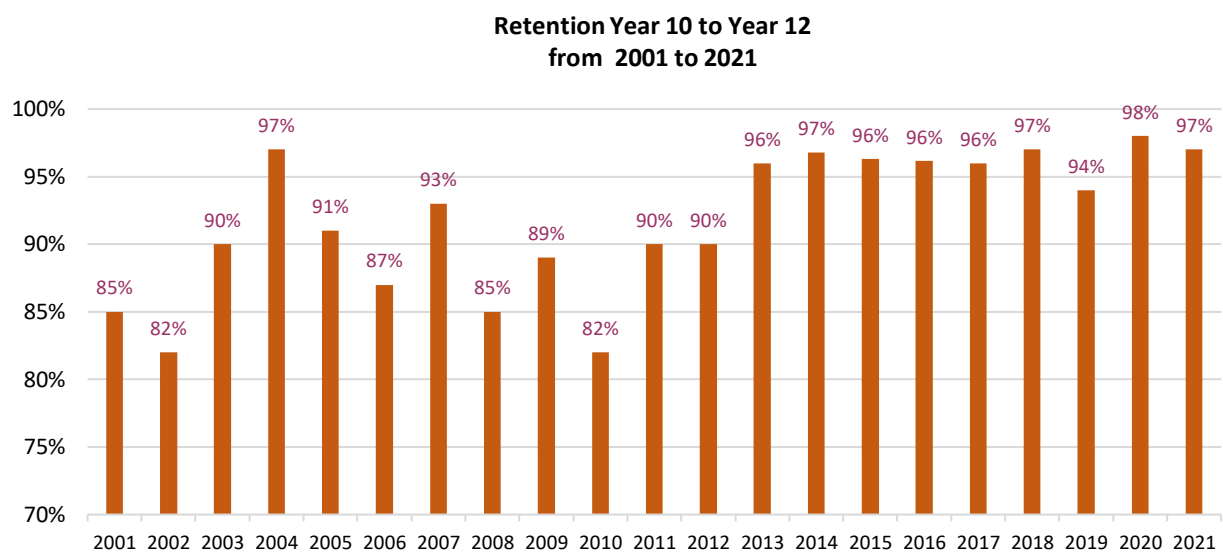
Most, approximately 90%, of the 2021 cohort were looking towards tertiary studies at universities participating in UAC. Some of the 126 students would also have applied to private (direct entry) institutions as their only choice for university study. There would be a smaller number of students opting 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. A small number of students mentioned going straight into full time employment or 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 20 years.

In 2021, the retention rate at Brigidine College was 97%.



8 STUDENT ATTENDANCE, MANAGEMENT OF NON-ATTENDANCE

Student Attendance

Average attendance across all Year Groups for 2021 was 95.8%.

Year Group	Percentage Attendance Per Day
Year 7	97.2%
Year 8	95.7%
Year 9	94.0%
Year 10	95.6%
Year 11	96.1%
Year 12	96.5%

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 the office and the 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.

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- 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 or 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 and guardians when they accept an offer of a place for a student at the College.

1. Financial Obligations

1. Parents or 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, parents or guardians agree to pay one full term's fees.
4. Parents or 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 or guardians understand that permission must be given by the Principal for any student leave of absence.
6. Parents or guardians authorise the College to incur expenditure on their behalf such as purchases of books, stationery and equipment.
7. 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 or 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 we 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 Handbook and Student Diary 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 or 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 or guardians acknowledge that the Principal may exclude a student if she considers that a mutually beneficial relationship of trust and cooperation between a parent or 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 or guardians understand that students must follow conventional standards of dress and appearance in accordance with the expectation of the College community.

7. Parents or guardians accept the College's student management policy contained in the Student Diary and Parent Handbook. They agree to support the administration of the College's discipline policy. In particular, we accept that the Principal may in accordance with College Policy, dismiss the student for breaches of rules or discipline.

8. Parents or guardians acknowledge that the College seeks to maintain an environment that is safe for all students and in which learning can take place. They 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 or 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 or 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 reception.

11. Parents or guardians acknowledge that the student's personal property is not insured by the College, which does not accept any responsibility for loss.

12. Parents or 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 or guardians agree to provide to the College all current Family Court or other court orders relating to us and the student. They note that the College has a Privacy Policy dealing with the confidentiality of such information.

14. Parents or guardians understand that Academic reports will be sent to the address notified by the parents or guardians. When parents are separated or divorced, reports will be sent to both parents on request to the address notified by each parent unless we provide an order of a court or an agreement which provides that reports are to be sent to one parent.

15. Parents or 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, they 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 withdraw the offer or terminate the enrolment without notice.

16. Parents or guardians also agree to complete the student's medical form accurately and provide annual updates on request.

17. Parents or guardians 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 Contract
- 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 the 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 further details emailed in September
- Invitation to Assessment Day: date emailed in July followed by further details emailed in September
- Invitation to Parent Information Evening: date emailed in July followed by further details emailed in September
- Information Package: distributed via email after Parent Information Evening

Events

Welcome Day: students

Assessment Day: students

Information Evening: online for 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
- 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

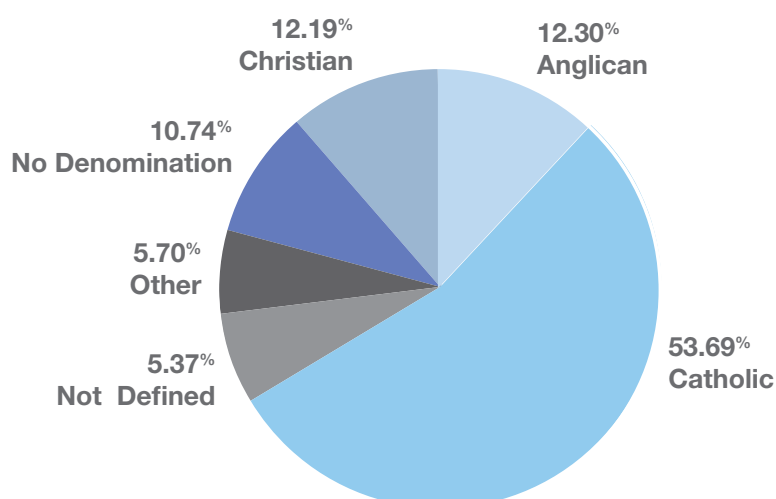
At the start of 2021 the College enrolled 881 students coming from the major catchment areas the North Shore, Northern Beaches, Terrey Hills, Forest, Hornsby and Ryde.

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

2021 Student Faith Background

Catholic students comprised 54% of the College population and 24% of all students belong to a Christian faith including Anglican, Uniting or Presbyterian. Other religions such as Judaism, Armenian Apostolic, Greek Orthodox, Islam, Hindu and Buddhism comprise 6%, with the remaining 16% of an 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 full copy of the policy 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) and keynote presentations from Cyber safety experts, that explore the issues relating to appropriate and inappropriate cyber usage and the impact on self and others. Cyber safety experts also 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 has 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.

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 group 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 Camp (Years 7-10) and the Retreat (Years 11 and 12) program 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-19 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 Principal Faith and Wellbeing 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 2021

The six areas which framed school improvement in 2021 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 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 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 achievement 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 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 2021 Brigidine College employed 97 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.	97
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 78.7 (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 2021 this comprised two teachers at Provisional/Conditional accreditation (with one completing their Proficient Teacher accreditation at the end of 2021) 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

2021 again posed challenges due to COVID-19 and an extended remote learning period for schools. Throughout 2021 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, risk and compliance, cocurricular risk, administration, finance and leadership. Access to external professional learning opportunities was restricted to availability of online learning for the majority of the year. Brigidine College continued to provide professional learning to enhance remote learning/online teaching practices using integration of ICT throughout the year. A new Learning Management System was introduced late 2021 and significant professional development was directed to ensuring teaching staff could utilise this system to good effect. This will be a continuing focus over the next year. 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.

A continued focus of professional learning throughout 2021 was understanding student wellbeing in general and the link to academic wellbeing, with a targeted focus on adjustment and differentiated practices to support students with identified individualised learning and mental health needs. Professional development in the effective collection and use of data to inform analysis of student needs and best teaching practice is ongoing.

14 WORKFORCE COMPOSITION

The composition of the Brigidine College workforce in 2021 is as follows:

Category of staff	Number
Teaching staff (not including casuals and short term temporary blocks)	84
Full-time equivalent of teaching staff	78.7
Non-teaching staff	59
Full-time equivalent of non-teaching staff	50

Brigidine College St Ives did not employ anyone in 2021 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 7,000 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 ago. We encourage them to return to the College to be guest speakers in various forums, in the classroom and to the College community to impart their knowledge, skills and experience to our students, staff and families. 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 (P&F) operates with the help, support and guidance of the Director Community Engagement, 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 and 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 initiatives enabling them to fund a range of items from the school's '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 at forums 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 this 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 both 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 a social dimension to working at the College. A Staff Induction program assists all 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 sub-committees. The Principal and 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 distributed 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 Community Engagement 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 throughout 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 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 2021 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 continued impact of COVID-19 on the function of the College and need to implement remote learning.

Community Relations

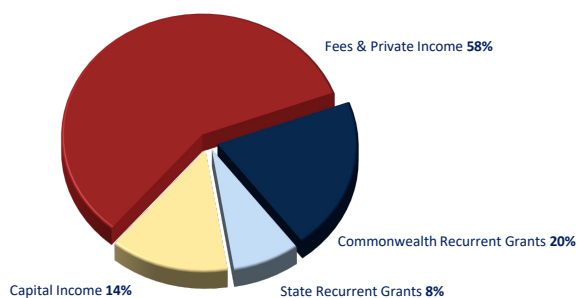
A sense of community is fostered and encouraged at Brigidine College in many ways. One key strategy is to organise and encourage social activities for both parents and students. These activities were particularly disrupted in 2021 due to COVID-19. In 2021 we were able to conduct the Welcome Cocktail Party for parents and staff, however most other events were cancelled or provided in an online format.

18 FINANCIAL DATA

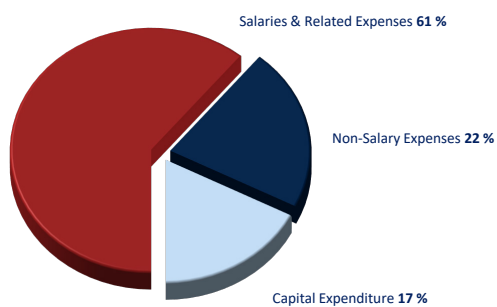
Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 28% of the College's total income. This level of support is expected to continue to decline in the medium term with the Commonwealth Department of Education's Recurrent Funding plans.

Total Recurrent Expenditure is overall less than the previous year, with continued constraints placed upon activities due to COVID-19. Capital Expenditure included the strategic acquisition of a property adjacent to the College which will support future developments of the College Master Plan.

2021 Recurrent and Capital Income



2021 Recurrent and Capital Expenditure





"WE INSPIRE GIRLS TO VALUE LEARNING,
TO BE TRUE TO THEMSELVES
AND TO HONOUR THEIR SPIRITUAL HERITAGE.
WE CHALLENGE YOUNG WOMEN TO ACT IN THE WORLD
WITH STRENGTH AND GENTLENESS."

FORTITER ET SUAVITER



BRIGIDINE COLLEGE ANNUAL REPORT

2021