

FORTITER ET SUAIVITER



# Brigidine College St Ives Annual Report 2022



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# Annual Report 2022

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# 1 MESSAGE FROM SCHOOL BODIES

## Chair's Report

The year 2022 began on a more positive note than 2021 due to the widespread vaccination against COVID-19 in the community, and a feeling that the world was moving on from the pandemic, lockdowns and disruptions to normal life. While there were definite hurdles along the way with continued widespread transmission, in general, we returned to life as we hoped. This has been the case at Brigidine College where school over the year returned largely to pre-Covid days.

From Year 7 to Year 12, students were back in the classroom with their teachers and cocurricular activities returned in strength over the year. Year 12 students, after such difficult years in Years 10 and 11, were able to complete their HSC and enjoy their special celebrations. Again, they and their teachers are to be congratulated on their excellent performance in the HSC and the Board's best wishes go with them as they move into their future endeavours.

Through 2021–2022 Kildare Ministries, Brigidine College's governing body, initiated a review of all the Boards they governed. The review was undertaken by Les Stahl who has conducted many such reviews in the not-for-profit sector. The review entailed an analysis of our documentation, interviews with Board members and discussions with the Board. It was a detailed and comprehensive process and one that was of excellent value in identifying the considerable strengths of the Board's operations as well as suggestions for further development.

One of the Board's key responsibilities is to ensure each Director continues to develop their knowledge and understanding of our mission as a Catholic school in the tradition of the Brigidine and Presentation Sisters who established Kildare Ministries to ensure their mission would be carried forward into the future. This occurs in many ways through prayer at the beginning of each of our meetings, regular engagement with the formation activities organised by Kildare Ministries and guest speakers at our Board Planning Days. This year we invited Sr Louise Cleary csb who was recently appointed as the Congregational Leader worldwide for the Brigidine Sisters to attend our Board Planning Day to share with us her deep knowledge and insight into the Brigidine tradition.

The key focus of the Board this year has been to revisit the Master Plan which was put on hold in 2020 at the start of the pandemic. This entailed an analysis of data we acquired from parents, students and staff to identify our most significant requirements in terms of our facilities and to identify gaps and areas where we needed to focus. From the data we determined that our greatest need was the lack of appropriate facilities for PDHPE and Sport. The Board appointed Mayoh Architects as our architects to work with us and Carmichael Tompkins Property Group (CPTG) to manage the project.

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At the end of 2022, most of the preliminary work had been undertaken in terms of design, planning and consultation with the community. At the beginning of 2023, it is hoped the Board will sign off on the project and plan for the construction to begin.

I thank the Directors of the College; Michelle Dixon (Deputy Chair and Chair of the Risk Committee), Dawn Carroll (Chair of the Property Committee), Anthony Rous (Chair of the Finance Committee) Sr Ailsa Mackinnon rsm, Bridget Griffen-Foley, Craig Tucker, Steven Graham and Tony Eyres for their support, guidance, expertise and commitment during the year. I thank, in particular, Tony Eyres and Anthony Rous who resigned from the Board during the year for their dedicated service over many years.

I thank the members of the School Leadership Team for their dedicated commitment and challenging work over the year. At the beginning of the year, we welcomed Leone Smyth as Deputy Principal Teaching and Learning, Sia Mastro as Director Student Wellbeing, Mandy Loomes as Director Community Engagement and Pamela Malone as Director Administration, and congratulate them on the way they have settled into their roles. At the end of the year, Liz May Director Staff Services was farewelled from the school after many years of dedicated service and commitment. I wish her well for her retirement.

Finally, I thank Teash Richmond for her continuing dedicated service as Principal of the College. Ms Richmond started at the College as the beginning of the Covid pandemic and she has led the College with distinction during these challenging times.

**Kitty Guerin**  
**Chair**  
**Brigidine College Board of Directors**



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## 2 MESSAGE FROM SCHOOL BODIES

# Principal's Report

### Introduction

While 2022 began with the effect of Covid-19 still impacting on our school community, Brigidine College St Ives maintained its strong position in the realm of Catholic and girls' education. Our new Strategic Plan 'Courage, Confidence and Compassion in a Changing World' was ready for implementation at the start of 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, Years 7- 10 Community Involvement program, 40 Hour Famine, Daffodil Day, St Vincent de Paul Winter Appeal, St Vincent de Paul Christmas Appeal, the Indigenous Literacy Foundation and more.

Prayer and spirituality are central to life at Brigidine and remain 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 – Feast of the Assumption
- Term 4 – Christmas

Covid-19 restrictions meant that 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 including the commencement of the year and the conclusion of the year where staff are welcomed and farewelled, respectively. Many of our celebrations in Term 1, 2022 were virtual and zoomed to students and their families. We were pleased to be able to hold live events at the College again beginning in Term 2 and to welcome our wider school community back onsite.

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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 paramount. This is introduced through the Year 7 Religious Education program and built upon throughout all other year groups in the Religious Education program.

## **College Leadership**

The Leadership Team consists of the Principal, Deputy Principal Teaching and Learning, Deputy Principal Faith and Mission, Business Manager, Director Staff, Director Administration, Director Cocurricular and Director Community Engagement. The new position of Director Student Wellbeing was added in 2022. Each of these positions is responsible for a team of staff.

## **Teaching and Learning**

2022 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 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 (Higher School Certificate).

The College is proudly non-selective and continues its commitment to the education of girls across the full spectrum of abilities. Extension programs, in Critical Thinking and Honours, were continued in 2022. Accelerated programs occurred in Mathematics and Studies of Religion. Life Skills classes, TVet courses and modified programs continued to provide alternate pathways to students with diagnosed learning needs.

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## HSC Results

The HSC 2022 results were outstanding and represented a level of achievement that attracted positive attention and praise.

In summary:

- 1 student was placed 3rd the State for English Advanced
- 1 student placed 6th in the State for English Extension 2
- 1 student placed 9th in the state for Geography
- 1 student placed 10th in the state for Geography
- The top ATAR (Australian Tertiary Admissions Rank) was 99.80
- 13% of students received an ATAR over 95  
27% of students received an ATAR over 90  
60% of students received an ATAR over 80
- 8 students were top All Rounders having achieved at least ten units over 90%
- 85 students appeared on the Distinguished Achievers List with 158 mentions on the list across a broad range of courses
- The school was ranked 69th in the top 150 schools in NSW and 10th in Catholic Girls school rankings for NSW
- 1 student was awarded 'Best In Show' for TEXStyle 2023.

## 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 Director Student Wellbeing, 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 Retreat (Years 11 and 12) program continue to be an integral component in developing the wellbeing of students. These experiences build the students' capacity to learn to manage difficulties and cope with times of challenge in their future lives.

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The role of parents is vital to the positive development of our students and the College continues its emphasis on partnership. Due to the lifting of restrictions related to Covid-19, Year Group Information Nights with both an academic and pastoral focus, Years 7-12 Parent Information Evenings, Meet the Mentor, and the Year 12 Graduation Mass and Dinner were all able to be held in person again. We are pleased to be 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, STEM (Science, Technology, Engineering and Mathematics) and Creative and Performing Arts. Students participate in both the IGSA (Independent Girls Schools Association) and BBSSSA (Broken Bay Secondary Schools Sporting Association) competitions for sport. In addition to this the College prides itself on its cocurricular Music, Dance, Drama, Public Speaking, Mock Trial and Debating programs. 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 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 Strategic Plan, 'Courage, Confidence and Compassion in a Changing World' continues. Accreditation aligned with state and national standards has significantly raised accountability and expectations. Three 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 NESAs for some of the PD (Professional Development) conducted onsite. Remaining Covid-19 restrictions did hamper some aspects of professional development for staff, mostly in that there was a higher degree of remote delivery.

During 2022, 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).



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## **Workplace Gender Equality Report**

As per Government requirements, the WGEA (Workplace Gender Equality Agency) Report for 2021-2022 was submitted on 31 May to the Australian Government agency for WGEA. This is the ninth 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 2022, the College continued its review and adjustment as needed of all College policies ensuring we meet all government required mandates.

**Laetitia Richmond**  
**Principal**

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## 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, act with integrity being 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 2022 there were 899 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, 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 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](http://www.brigidine.nsw.edu.au) and on the Federal Government's My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

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## 4 SENIOR SECONDARY OUTCOMES RESULTS OF THE HIGHER SCHOOL CERTIFICATE

In 2022, 150 students completed the HSC program and were eligible for an Australian Tertiary Admissions Rank (ATAR). Seven students followed a non-ATAR pathway.

Of our Year 12 cohort 16% of students completed vocational trade training as part of their Higher School Certificate pattern of study. Courses studied by our students included: Design Fundamentals, Entertainment, Fitness, Hospitality – Kitchen Operations and Cookery, Human Services and Information and Digital Technology – Web and Software Applications.

Overall, student achievement is consistently above state level. This has been a trend over the last 10 years and a profile of excellence and improvement is evident in school achievement in the 2022 Higher School Certificate Examinations, particularly in relation to the students' ATAR scores.

### **Highlights:**

- Position among Independent NSW Catholic Girls' Schools: 9th
- An impressive 85 students were mentioned on the Distinguished Achievers list, with 158 mentions on the list across a broad range of courses
- Top Achievers:
  - 3rd in the state for English Advanced
  - 6th in the state for English Extension 1
  - 9th in the state for Geography
  - 10th in the state for Geography
- All-rounders: Eight students were named in the Sydney Morning Herald All-Rounders List for achieving 90 or above in 10 or more units
- Top ATAR was 99.80.

## Brigidine ATARS VS STATE

2022 ATAR	BRIGIDINE	STATE
0-50	1.4%	20.1%
50-60	4.2%	12.8%
60-70	12.6%	15.4%
70-80	22.4%	16.5%
80-90	32.9%	17.1%
90-100	26.6%	17.1%

## Top End ATARS – Trend

ATAR	2014	2015	2016	2017	2018	2019	2020	2021	2022
90-95	22	14	22	16	18	27	24	30	20
95-99	10	18	14	14	10	20	21	13	18
99+	1	1	6	1	3	0	3	0	3

### In 2022 students were selected for the following HSC Showcase events

- Callback – Dance
- TEXStyle – Textiles and Design
- ARTEXPRESS – Art
- OnSTAGE – Drama



## State Comparison

In 2022, 30 out of 35 HSC subjects offered at Brigidine College achieved a school mean that was above the State mean:

Course	No. of students	Brigidine College Exam Mean	State Exam Mean	Variation
Ancient History 2 unit	3	88.27	71.98	16.29
Biology 2 unit	28	76.30	70.3	4.53
Business Studies 2 unit	46	80.69	73.95	6.74
Chemistry 2 unit	15	73.08	72.51	0.57
Community and Family Studies	10	83.68	74.79	8.89
Dance 2 unit	5	94	82.12	11.88
Drama 2 unit	28	92.10	80.71	11.39
Economics 2 unit	18	83.57	77.26	6.31
English Advanced 2 unit	89	83.03	81.53	1.5
English Extension 1 1 unit	8	43.43	41.79	1.64
English Extension 2 1 unit	5	42.96	39.89	3.07
English Standard 2 unit	56	77.71	69.88	7.83
Food Technology 2 unit	7	82.17	71.78	10.39
French Continuers 2 unit	3	85.60	80.38	5.22
Geography 2 unit	15	86.36	75.19	11.17
History Extension 1 unit	3	42	39.47	2.53
Hospitality Examination	4	84.05	76.89	7.16
Italian Continuers 1 unit	6	78.13	80.38	-2.25
Legal Studies 2 unit	21	84.65	73.78	10.87
Mathematics Advanced 2 unit	54	80.85	78.31	2.54
Mathematics Extension 1 2 unit	15	78.73	77.45	1.28
Mathematics Extension 2 2 unit	3	78.60	81.46	-2.83
Mathematics Standard 2 2 unit	73	79.69	70.87	8.82
Modern History 2 unit	22	80.16	73.67	6.49
Music 1 2 unit	3	87.73	81.88	5.85
Music 2 2 unit	5	86.04	86.40	-0.36
Music Extension 1 unit	3	41.37	45.75	-4.38
Personal Development, Health and Physical Education	30	79.38	69.75	9.63
Physics 2 unit	5	83	74.25	8.75
Science Extension 1 unit	1	29.70	37.50	-7.8
Society and Culture 2 unit	15	84.47	76.13	8.34
Studies of Religion I 1 unit	12	38.93	37.91	1.02
Studies of Religion II 2 unit	132	80.92	76.82	4.10
Textiles and Design 2 unit	5	88.96	78.05	10.91
Visual Arts 2 unit	24	87.23	81.36	5.87

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**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

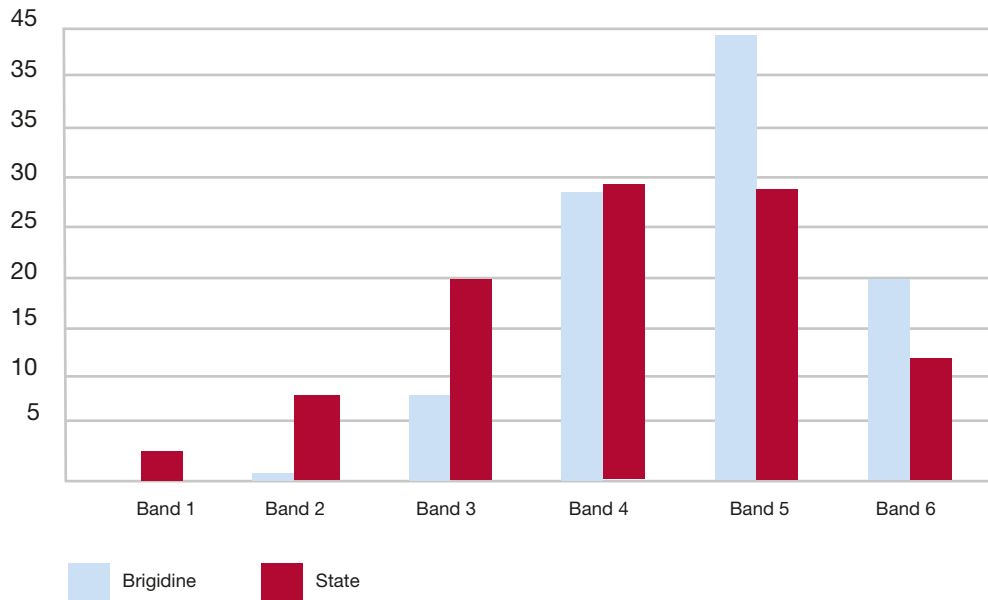
Band E4 represents the highest mark (45-50/50), Band E3 (40-45/50)

<b>Course</b>	<b>Band E4</b>	<b>Band E3</b>	<b>%</b>
English Extension 1	4	4	100
English Extension 2	2	3	100
History Extension	0	3	100
Mathematics Extension 1	4	8	80
Mathematics Extension 2	0	3	100
Science Extension	0	0	0

Name	No of Students	Band 6	Band 5	%
Ancient History	3	1	2	100
Biology	28	1	6	25
Business Studies	46	8	19	59
Chemistry	15	10	3	27
Community and Family Studies	10	2	4	60
Dance	5	5	0	100
Drama	28	20	8	100
Earth and Environmental Science	1	0	1	100
Economics	18	6	7	72
English Advanced	89	12	59	78
English Standard	52	1	20	37
Food Technology	7	2	2	57
French Continuers	3	1	1	67
Geography	15	6	6	80
Hospitality Examination (Kitchen Operations and Cookery)	4	0	3	75
Italian Continuers	6	0	2	33
Legal Studies	21	7	8	72
Mathematics Advanced	54	12	20	59
Mathematics Standard 2	73	13	28	46
Modern History	22	4	10	64
Music 1	3	1	2	100
Music 2	5	0	5	100
Personal Development, Health and Physical Education	30	4	12	53
Physics	5	1	2	60
Society and Culture	15	3	9	80
Studies of Religion I	12	2	5	58
Studies of Religion II	132	17	63	60
Textiles and Design	5	3	2	100
Visual Arts	24	7	16	96
<b>Band Total</b>		<b>149</b>	<b>325</b>	

## Brigidine VS State

### Aggregated Bands 1-6 2022



## Band Results

### All Courses Combined 2022

Band	Brigidine (Number)	Brigidine %	State %
1	0	0	2.6
2	4	0.5	7.7
3	57	7.6	20.4
4	207	27.7	29.5
5	325	43.6	28.3
6	149	20.0	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 our learning paradigm is one of possibility, growth and personal success.



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

In Year 11, 155 students were awarded grades that could contribute to a RoSA. Of these students, six were awarded all Grade A in 12 or more units of HSC Preliminary Courses they studied. 10 students achieved Grade A in 10 units of HSC Preliminary Courses studied.

### Brigidine College 2022 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	9	51	33	7	0
Maths 200 Hours	28	34	26	10	2
Science 200 Hours	20	31	46	3	0
Geography 100 Hours	24	38	30	8	0
History 100 Hours	28	43	24	5	0
Personal Development Health and PE 100Hrs	40	45	13	2	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	43	44	12	1	0
Commerce	12	27	52	9	0
Dance	23	54	23	0	0
Design and Technology	20	40	33	7	0
Drama	84	11	3	3	0
Food Technology	51	40	7	2	0
French	56	44	0	0	0
Geography Elective	0	0	0	0	0
History Elective	30	50	15	5	0
Italian	63	13	13	13	0
Music	61	33	6	0	0
Philosophy	60	30	10	0	0
Physical Activity and Sports Studies	34	51	15	0	0
Textiles Technology	41	19	37	4	0
Visual Arts	26	26	48	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	26	13	42	17	0
Biology	27	31	42	0	0
Business Studies	15	46	31	8	0
Community and Family Studies	0	20	50	30	0
Chemistry	24	31	45	0	0
Dance	54	23	23	0	0
Drama	49	36	15	0	0
Economics	0	57	43	0	0
English Advanced	12	69	19	0	0
English Extension 1 Unit	64	27	9	0	0
English Standard	4	63	33	0	0
Food Technology	0	0	0	0	0
French Continuers	60	40	0	0	0
Geography	29	39	29	4	0
Italian Continuers	0	0	0	0	0
Legal Studies	26	26	26	22	0
Mathematics Advanced	47	26	23	4	0
Mathematics Extension 1 Unit	42	42	12	3	0
Mathematics Standard	45	23	17	13	3
Modern History	26	35	17	22	0
Music 1	33	67	0	0	0
Music 2	100	0	0	0	0
Personal Development and Health	13	34	44	9	0
Physics	42	25	33	0	0
Society and Culture	6	50	33	11	0
Studies of Religion 2 Unit	28	45	25	3	0
Textiles and Design	38	46	15	0	0
Visual Arts	24	48	29	0	0

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## 6 POST SCHOOL DESTINATIONS

Most students who leave at the end of Year 10 generally do so because they seek a change of environment for the final years of their schooling. 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 150 girls in Year 12 2022, the majority were offered places in institutions through the University Admissions Centre (UAC). Eight students took a non-ATAR pathway. There were 77 students who received early entry offers to Macquarie University under their Leaders and Achievers Program. Students elected to study courses in a wide range of disciplines across approximately 19 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), University of Sydney, Macquarie University, University of New South Wales, Australian Catholic University, University of Newcastle, University of Wollongong, University of Notre Dame Sydney and International College of Management, Sydney (ICMS).

### **Preferred courses of study**

Starting in 2023, the top five fields of tertiary study for Year 12 graduates are: Society and Culture, Creative Arts, Health, Management and Commerce and Natural and Physical Sciences.

Most of the 2022 cohort were looking towards tertiary studies at universities participating in UAC. Some of the 150 (ATAR) students would also have applied to private (direct entry) institutions as their only choice for university study. There were 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 taking a GAP year and/or going straight into full time employment.



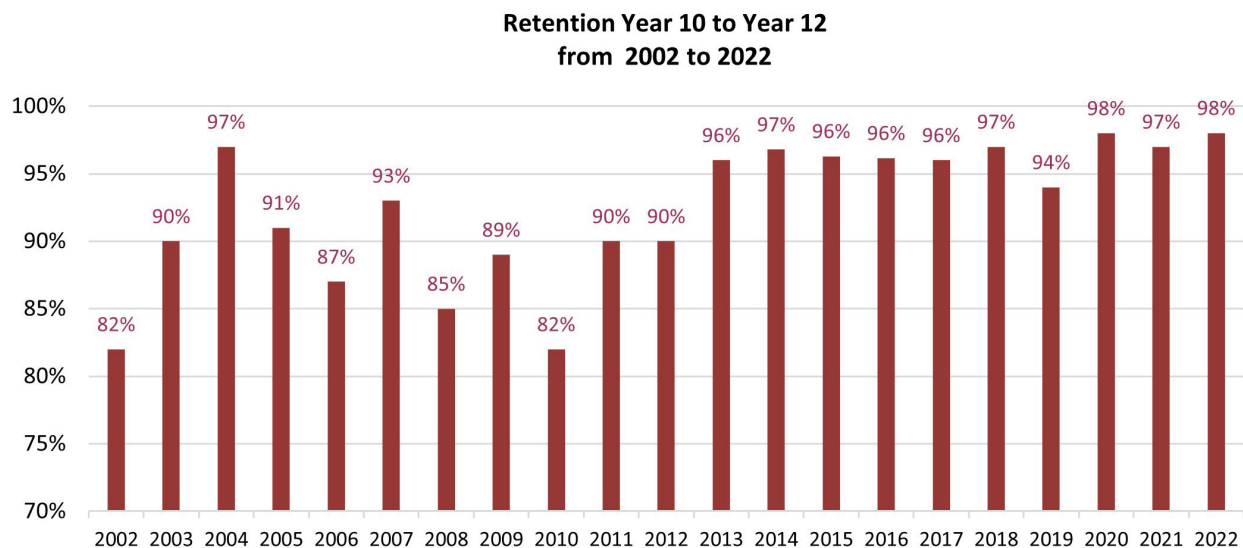
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# 7 STUDENT RETENTION

## Retention Year 10 into Year 12

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

**In 2022, the retention rate at Brigidine College was 98% which remains slightly higher than the past 3-years' average.**



## Post-School Destinations

Most students who leave at the end of Years 10 or 11 generally do so because they seek a change of environment for the final years of their schooling with a minority seeking employment. Of the 157 girls in Year 12 last year, the majority were offered places by the University Admissions Centre. Students elected courses in a wide range of disciplines, including: Early Childhood, Biotechnology, Law, Occupational Therapy, Business, Medicine, Town Planning, Fine Arts and Engineering, or they were going straight into full time employment.

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## 8 STUDENT ATTENDANCE, MANAGEMENT OF NON-ATTENDANCE

### Student Attendance

Average attendance across all Year Groups for 2022 was 91.8%.

Year Group	Percentage Attendance Per Day
Year 7	92.7%
Year 8	90.9%
Year 9	91.2%
Year 10	89.6%
Year 11	92.2%
Year 12	94.3%

### Management of Non-attendance

Brigidine College is committed to ensuring the daily monitoring and managing of student attendance, as it recognises the crucial role it plays in supporting the learning and wellbeing of all students. In partnership with parents, it is a core responsibility of Brigidine College to promote the regular attendance of all students throughout the entire year.

The College procedure to manage non-attendance is for parents to report their daughter's absence via the following options:

- Record details through the Parent Portal in Sentral
- Phone call to Student Office (or Year Coordinator)
- Email to Student Office ( or Year Coordinator)

Important information and College procedures are communicated by the Director Student Wellbeing to staff, students and parents at the beginning of the school year and clearly outline and clarify the College's attendance requirements. The Parent Portal also has information regarding exemption forms and absence requirements in excess of one day.

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- At the commencement of Mentor group each morning, electronic rolls are marked, including in every lesson to capture any absences. The teacher simply marks a student absent which remains 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 the end of period 2) on the day of absence.
  - Families are expected to holiday or travel during school vacation periods.
  - 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 students' 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 recorded to an applicant for an exemption. Exceptions are granted for students engaged in employment in approved entertainment industry activities and in elite arts or sporting events (national or international).

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# 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). The College is a supportive and inclusive school and all students are welcome to apply. 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 to defer or withhold the offer of a place at 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.

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## Students with Disabilities

Catering for a broad range of abilities, Brigidine College St Ives accepts girls who have special needs and disabilities. The Learning Support unit is specifically designed to assist girls with needs, however, the resources of the unit and the College are finite and a current formal assessment of each student's application 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.

### 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.

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## 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 agree to 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, Student Handbook and Student Diary 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 Handbook, Student Diary and Parent 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 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.

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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. 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
  10. Parents or guardians acknowledge that the student's personal property is not insured by the College, which does not accept any responsibility for loss
  11. 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
  12. Where relevant, parents or guardians agree to provide to the College all current Family Court or other court orders relating to themselves and the student. They note that the College has a Privacy Policy dealing with the confidentiality of such information
  13. 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 are provided with an order of a court or an agreement which provides that reports are to be sent to one parent
  14. 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, if enrolled, terminate the enrolment without notice
  15. Parents or guardians agree to complete the student's medical form accurately and provide annual updates on request
  16. Parents or guardians have read and understand the College's Privacy Policy which is accessible on the Brigidine College Website [www.brigidine.nsw.edu.au/privacy-policy](http://www.brigidine.nsw.edu.au/privacy-policy)

### **Overseas students**

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



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## 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.

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:

- received electronically through the College's CRM Digistorm Funnel
- 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. Emailed requests for information to be updated is sent by Enrolments Office for all relevant files. Parishes, schools and the Brigidine community are advised that 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

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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 by email to the Enrolments office. 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’s office is acknowledged by email and uploaded to the Students’ file in Digistorm Funnel and Sentral.

### **Maintenance of register**

The Digistorm Funnel CRM holds records for future students and the Sentral database holds records for future and current students, families and past students. The register for future and current students and families is maintained by the Enrolments office, the register for past students is maintained by the Community Relations Coordinator based on information received.

### **Withdrawal by current student**

A full term’s notice is requested in writing to the Principal, including the destination school that the student is transferring to. This confirmation will be formally acknowledged by the Principal.

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.

### **Change of details**

Details are changed through the Sentral portal by parents. Once notification is received, the database is maintained by the Reception staff and Enrolments office.

## **Incoming Year 7**

### **Communication**

All communication to future families is executed through the Digistorm Funnel. The following events take place for the incoming Year 7:

- 
- Invitation to Welcome Day: Email dates in July followed by invitation by email in September
  - Invitation to Assessment Day: Email dates in July followed by invitation by email in September
  - Invitation to Parent Information Evening: Email dates in July followed by invitation by email in September
  - Information Package: distributed electronically after Parent Information Evening.

### **Events**

- Welcome Day: students
- Assessment Day: students
- Information Evening: parents

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

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

- Completion of Application for Enrolment
- Interview with Principal
- Interview with Deputy Principal Teaching and Learning if applicable
- Interview with Year Coordinator if applicable
- Liaison by Enrolments Manager with
  1. Deputy Principal Teaching and Learning to prepare subject selections and timetable
  2. Year Coordinator for allocation to 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 for 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.

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- 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:

- c) the student's disability
- d) 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.
- e) the effect of the adjustment on the student, including the effect on the student's:
  - i) ability to achieve learning outcomes
  - ii) ability to participate in courses or programs
  - iii) independence.
- f) the effect of the particular measure or action on anyone else effected, including the College, its staff and other students
- g) the costs and benefits of taking the particular measure or action. The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College.

In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:

- 
- a) the nature of the benefit of detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the student, the family of the student, and the College community)
- i) the effect of the disability of the student
  - ii) the College's financial circumstances and the estimated amount of expenditure required to be made by the College
  - iii) 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 [www.brigidine.nsw.edu.au](http://www.brigidine.nsw.edu.au) and on My School website [www.myschool.edu.au](http://www.myschool.edu.au)

### **Student Catchment Area**

At the start of 2022 the College enrolled 894 students coming from the major catchment areas the North Shore, Northern Beaches, Terrey Hills/Forest, Hornsby and Ryde.

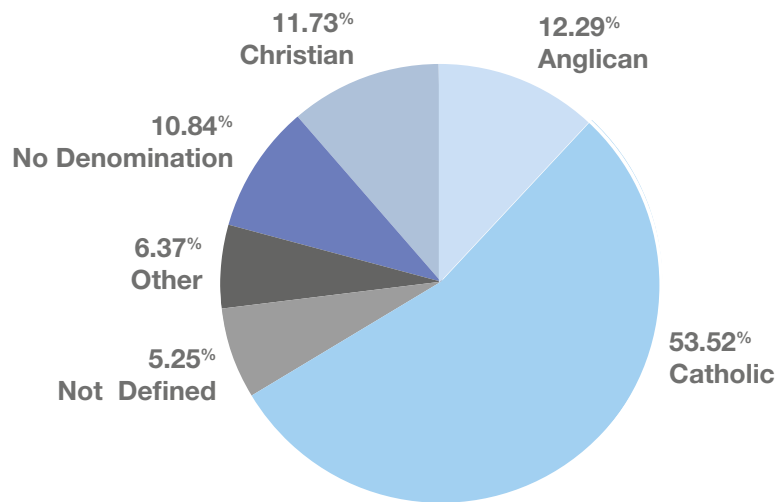
Trends for future enrolments would suggest that the main areas for attracting enrolments will remain the North Shore, St Ives, Northern Beaches and Terrey Hills and Forest Area.

### **2022 Student Faith Background**

Catholic students comprised 54% of the College and 24% of all students belong to a Christian faith such as Anglican, Uniting or Presbyterian. Other religions such as Judaism, Armenian Apostolic, Greek Orthodox, Islam, Hindu and Buddhism comprise 6% with the remaining 16% are of an unknown religious background.

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## Student Religion Distribution



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# 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 designated 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.

In 2022, the following policies and procedures were also implemented to continue to support the importance of students feeling safe and supported within the Brigidine College community. These included:

- I. Student Behaviour Management flowchart
- II. Mobile Device Use Policy.

## **Student Behaviour Policy**

Students and staff are aware that bullying behaviours are unacceptable through awareness of the College's policy on Student Behaviour as part of their Wellbeing 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 playground supervision are also alerted to bullying behaviours and intervene if they witness any situations.

Parents are aware that bullying behaviours are unacceptable via the Student Handbook, Student Diary, Parent Communication Handbook and the College fortnightly newsletter, *Matters*. Parents have access to our policies on the College website and are encouraged to report incidences of alleged bullying behaviours to their daughter's Year Coordinator and the Director Student Wellbeing. Students who are reasonably thought to have been involved in an incident of bullying will be interviewed by

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the Year Coordinator. Serious incidences, however, shall be brought to the attention of the Director Student Wellbeing and the College Principal. Interviews will be conducted with the alleged student(s) and their parents onsite, for parties involved in an incident of bullying. Following the investigation, students found guilty of bullying will be either internally or externally suspended from the College at the discretion of the Principal. Repeat 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.

This year, students had a presentation from keynote speaker Susan McLean (leading specialist in cybersafety) and explored the issues relating to appropriate and inappropriate use of technology and best practice to keep students safe whilst online. She also highlighted the current trends and dangers with specific apps and educated students on the updated details of NSW legislation to continue to inform them of the changing landscape of the digital world and its impact. Our parent community was also provided with the same opportunity to update their learning of the current legislation and evidence-based practice to keep their children safe from the dangers of online misuse.

At the commencement of the year the College committed to a week of supporting the whole school awareness campaign, *No Way to Bullying – National Day of Action*, led by the student leaders. This involved all students being engaged in an array of activities, learning opportunities and discussions in understanding the various forms of bullying including cyber-bullying. Year Coordinators also regularly remind students in their meetings times of their obligation around cyber-safety and cyber-bullying. 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.



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## **Mobile Device Use Policy**

The implementation of the Mobile Device Use Policy specifically identifies acceptable patterns of mobile device use aimed at supporting student wellbeing whilst creating an optimal learning environment within our Brigidine College community. The goal is to provide a safe environment with improved student interpersonal skills and engagement in learning. Our policy supports removing the use of mobile devices from the commencement of the day at 8.25am until the final bell at 3:27pm.

Staff, students and parents are aware that in the event that a student needs to make contact with home or parent during the course of the school day, students should attend the Reception Office to use the College phone or seek permission to use their mobile device. Staff and students are also aware of the College's expectations surrounding taking photographs, filming or sharing any information without the consent of the College and or relevant staff or student. This policy aligns with the NSW Privacy Act and the Online Safety Act.

## **Student Management Policy**

The management and discipline of the students at Brigidine College is designed to assist them to develop as strong and gentle woman 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. As young adolescents, we aim to provide a scaffold of clear expectations and boundaries to help them in their holistic development as Brigidine women.

The student and her wellbeing 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.

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 approach to College life. Building and supporting effective relationships is critical for effective pastoral care of students in the College. All students have a right to learn in a safe supportive environment to enable them to flourish as human beings.

## **Student Behaviour Management Flowchart**

The implementation and purpose of the Student Behaviour Management procedural flowchart is intended to support the Student Behaviour Policy currently in place. The flowchart demonstrates five levels of intervention and appropriate actions of managing unacceptable student behaviours from minor infringements to escalated levels of highly unacceptable behaviours. The student behaviour management flowchart also aligns appropriate levels of staff intervention according to their role and level of responsibility.

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## 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. 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 capacity of each student to live a full and happy life.

Earlier this year, the Student Wellbeing Policy was reviewed and currently aligns with the Australian Student Wellbeing Framework which is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing:

1. leadership
2. inclusion
3. student voice
4. partnerships
5. support.

All relevant documents of the College's Student Management, Child Protection, Anti-Bullying and Complaints and Grievance policies are provided on the staff and parent portals, the Student Handbook, the College website [www.brigidine.nsw.edu.au/policies](http://www.brigidine.nsw.edu.au/policies) and by request in hard copy from the Publications Coordinator.

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# 11 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College continues to emphasise the importance of student wellbeing as crucial to their holistic growth and academic success. Our pastoral program embraces the approach that students at each Year level, gather in house mentor groups with the teacher acting as the primary carer for a small group of students. A Year Coordinator oversees the whole year group and the College Counsellors, Mentors, Year Coordinator and Director Student Wellbeing, work collaboratively to ensure the wellbeing of students.

Positive Education principles form the foundation of our Wellbeing program to enable students to focus on team building, understanding of self and others, whilst learning to optimise their resilience skill set and self-worth. The programs are incremental and developmental to ensure a staged program of wellbeing that is age appropriate. The Camp (Year 7-10) and Retreat (Years 11 and 12) program continue to be an integral component in developing the wellbeing of students. This year for Year 10 we included a program that combined two days of wellbeing and two days of retreat as a segue into senior years. Overall, these challenges build their capacity for managing difficulties and learning to regulate coping strategies when feeling challenged and overwhelmed.

This year, the College continued to build upon the importance of educating our students in the area of respectful relationships specifically within the Year 10 and Year 11 Wellbeing programs. The keynote presenter was Dannielle Miller OAM, who is regularly called upon as an expert in the field of respectful relationships, and has written for several online and print publications. Dannielle Miller is also featured in education journals and is a popular speaker at youth and education conferences and forums. More recently her programs have been endorsed by NESAs and she has also consulted with the NSW government regarding her extensive expertise in this specific field.

The College strongly endorses a shared partnership with the role of the parents in promoting the positive development of students. Throughout the year, various opportunities were planned to congregate and share information for:

- Year Group Information Nights with both a learning and wellbeing focus
- Year 12 Parent, Student and Staff Breakfast
- Year 11 Parent Information Evening
- Year 10 Subject Selection Evening
- Year 12 Graduation.

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In addition the College hosted three parent evenings that specifically focused on wellbeing. These evenings included keynote presentations from the following specialists in:

- Susan McLean – *Growing up Online* (Cybersafety)
- Lorraine Cushing Kleber (psychologist) – *Raising Resilient Adolescents*
- Dannielle Miller OAM – *Respectful Relationships*

## **Wellbeing Structures**

### **Mentor Group**

Each morning students attend Mentor group where 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 in horizontal year groups and consist of approximately 13-16 students per group. Students are expected to be punctual to Mentor and contribute to building connections within the group. Celebrating birthdays and special achievements are often recognised 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 wellbeing 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 throughout the calendar year.

### **Counsellors**

Students are encouraged to engage with the College Counsellors for personal and family issues, as well as for social and emotional reasons. The referral process supports referrals to come directly from the Director Student Wellbeing, Year Coordinator, staff member as well as the parent, however, students are also encouraged to self-refer where possible. To continue to support the young person's needs, the Counsellors liaise with the Year Coordinator and the Director Student Wellbeing on a regular basis to discuss the progress of the individual students. The role of the Mentor and classroom teachers is equally important especially for students who have specific wellbeing plans with strategies that have been suggested to help social and emotional regulation.

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## **Director Student Wellbeing**

The Director Student Wellbeing primarily oversees the Pastoral Care system in the school and ensures students can learn and develop a strong sense of connection and belonging within a safe and supportive environment. Year Coordinators meet fortnightly with the Director Student Wellbeing to discuss student wellbeing matters and student management issues. In addition, the College Counsellors meet fortnightly with the Director Student Wellbeing to discuss the specific social and emotional needs of the individual students and where possible, will liaise with external agents and work collaboratively for the purpose of the student. Meetings are regularly scheduled with parents, the case management team and external clinicians to ensure that communication is transparent and plans are effectively implemented to meet the students' needs.

The Director Student Wellbeing is also responsible for implementing professional learning opportunities for whole staff, leadership team, combined middle leaders (Wellbeing Team and Heads of Department) and small teams of teachers to support most current evidence-based learning in wellbeing or diagnoses.

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# 12 SCHOOL IMPROVEMENT TARGETS

**The five areas which framed school improvement in 2022 from our Strategic Plan – Courage, Confidence and Compassion in a Changing World, were:**

## 1. Faith

### **Strategic Intent**

Enriching and enlivening our Brigidine community in faith and service.

### **Goals**

- strengthening Spiritual life of students
- nurturing connection with the wider Church community
- developing deeper student empathy and advocacy for others.

### **Achievements**

Our achievements in enriching and enlivening our Brigidine community in faith and service 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.

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## 2. Learning

### Strategic Intent

Developing confident, creative and successful learners.

### Goals

- utilising comprehensive data analysis to inform and evaluate the learning growth of each student
- engaging both students and parents in the learning journey through sound communication of student performance and areas for growth.

### Achievements

Our achievements in developing confident, creative, and successful learners are through:

- building the capacity of all staff, particularly middle leaders, in accessing, interpreting, and utilising the range of data available to inform teaching and learning activities for individuals and groups of students. Our aim is to improve the academic care of all students.
- integrating student goal setting and reflection on performance more consistently across year groups and subject areas to develop resilience and self-efficacy earlier on in a student's learning journey
- reviewing and refining assessment task feedback mechanisms for both students and parents
- reviewing and refining reporting processes.

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### 3. Wellbeing

#### **Strategic Intent**

Nurturing Wellbeing through care, connection and compassion.

#### **Goals**

- resource and support College Wellbeing and Pastoral Programs to build positive mental and resilience
- enhance staff wellbeing through collaboration, consultation, and empowerment.

#### **Achievements**

Our achievement strategies in nurturing Wellbeing through care, connection, and compassion are through:

- developing an overarching Learning and Wellbeing Framework that aims to enhance each students' capacity to integrate personal skills: deep social and emotional awareness in understanding and supporting their wellbeing
- initiate the understanding of contemporary meaning and practice of staff wellbeing
- explore staff suggested strategies to improve the staff wellbeing culture at the College.



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## 4. Community

### Strategic Intent

Embracing the power of community and partnership to create opportunity.

### 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 embracing the power of community and partnership to create opportunity 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.

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## 5. Governance

### Strategic Intent

Managing our resources and sustainability.

### Goals

- governance best practice in risk and compliance management
- developing and implementing a sustainable, long term Master Plan that addresses the curricular and cocurricular strategic priorities of the College for the next 10 years.

### Achievements

Achievements in managing our resources and sustainability are through:

- improved permission information and risk assessments for excursions
- reviewing and developing a policy of student supervision for before and after school cocurricular activities
- reviewing and developing accident reporting processes
- developing and maintaining long term master plan 2022-2031
- implement multi-factor security standard EFTsure
- establishing the Scholarship and Bursary Committee inaugural meeting and processes.

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# 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 2022 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
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	108
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

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

The total number of teachers translates to a Full Time Equivalent of 82.0 (see *My School* website for explanation).

### Teacher Accreditation

All teachers at Brigidine College St Ives have Teacher Accreditation with NESAs as per the Teacher Accreditation Act 2004 (the Act) and the Education Standards Authority Act 2013. In 2022 this comprised seven teachers at Provisional/Conditional accreditation (with four completing their Proficient Teacher accreditation by the end of 2022) 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.

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## Professional Development

During 2022 a greater range of professional development opportunities opened following previous Covid-19 restrictions. By choice, many providers utilised online options in deference to advantages discovered during the Covid-19 period. However, more enriching face-to-face sessions were also available, providing professional networking associations and a broader range of workshops.

Throughout the year professional development was attended by both teaching and non-teaching staff, based on the needs identified in each area. As available, professional learning opportunities were provided in whole-school seminars and in individual learning based on areas involving curriculum, pastoral care and wellbeing, risk and compliance, cocurricular risk, administration, finance and leadership. The College has engaged expert external providers where available and appropriate, either at the College or through groups such as CER, AHISA, AIS, TTA etc.

In 2022 there has been whole staff professional development focusing on staff wellbeing, with a forward focus of continuing with this in 2023 and including student wellbeing as an ongoing focus. Another area of whole staff development this year has been on providing a deeper understanding among the staff about Indigenous issues and to develop a Reconciliation Action Plan (RAP) as part of the Mission focus of the Strategic plan.



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# 14 WORKFORCE COMPOSITION

The composition of the Brigidine College workforce in 2022 was as follows:

Category of staff	Number
Teaching staff (not including casuals and short term temporary blocks)	89
Full-time equivalent of teaching staff	82.0
Non-teaching staff	61
Full-time equivalent of non-teaching staff	51.2

Brigidine College St Ives did not employ anyone in 2022 who indicated that they were of Aboriginal or Torres Islander descent.

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# 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, and hold an Alumni Day in October to celebrate those who graduated five, 10, 20, 30, 40 and 50 years ago. We encourage our Alumni 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.

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# 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, the extremely popular annual Trivia Night and later in the year the Christmas Markets. 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.

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# 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 Leadership team present reports to the P&F Meetings, to keep parents up to date with events and current decisions at the College. The Principal and Leadership staff also contribute editorials regularly to the fortnightly 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 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



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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 2022 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 external events including Covid-19 and severe weather impacts.

## **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. Due to Covid-19 these activities were rescheduled to later in 2022 so that we were able to take place.

Social events included Mother's Day and Father's Day breakfasts, the Welcome Cocktail Party for parents and staff, the Trivia Night and the Christmas Markets and Carols by Candlelight. Student performances including the Year 11 Play, Festival of Music and various other Dance, Musical and Drama nights also went ahead with live audiences. Parents indicated their appreciation for the College's ability to adapt and reintroduce these events.

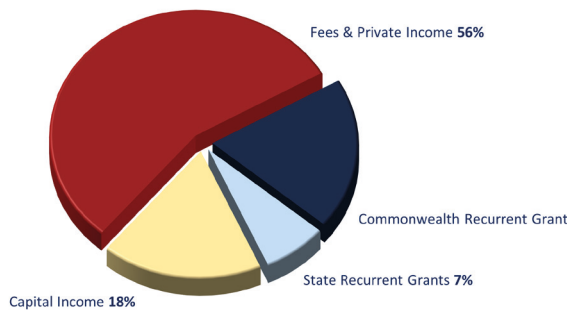
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# 18 FINANCIAL DATA

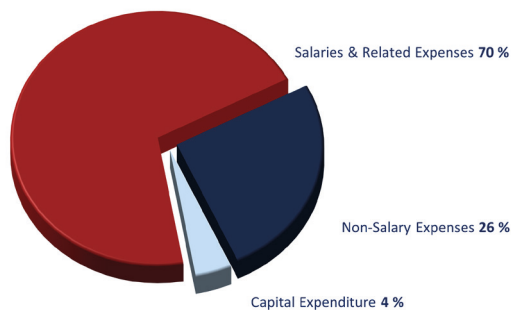
Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 26% of the College's total income. This level of support is expected to continue to decline in the medium term with the Commonwealth Department of Education's Recurrent Funding plans.

Total Recurrent Expenditure has increased year-on-year with off-campus and cocurricular activities returning towards pre Covid-19 levels only in the latter half of the school year. Capital Expenditure was prudently managed to support the existing facilities, as the College progresses with developments of the College Master Plan.

## 2022 Recurrent and Capital Income



## 2022 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

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