



# Brigidine College St Ives

Annual Report 2024



70  
YEARS  
1954-2024

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# 1 MESSAGE FROM SCHOOL BODIES Chair's Report

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It has been a busy and fruitful year for the College Board during 2024.

The Board and Board Committees bring together a number of College alumni, past and current parents and other generous individuals with significant Board expertise, to strategise, plan and manage the College's strategic direction. Together with the College leaders including our Principal, Laetitia Richmond and the College Leadership Team, whose commitment to good governance and management of the school has underpinned the work of the Board and allowed Brigidine to continue to develop in order to serve the needs of our community along with meeting our compliance obligations in an ever increasingly complex regulatory environment in which Independent schools operate.

The Board meets at least 10 times during the year along with additional meetings of our Finance, Property and Risk Committees and these meetings are always productive due in large part to the behind the scenes work of Celia Durer, Principal's EA and Vicki Scott, our Board Assistant and Minute Secretary.

I would also like to acknowledge the staff of the College who give so much of themselves and their expertise in ensuring our community flourishes and our students are educated in a holistic sense within a community of care. Our students continue to shine in all aspects of their participation in College life. Often as a Board when considering important matters, we remind

ourselves of the Strength and Gentleness with which our girls carry themselves as they journey through their years at Brigidine.

This year, 2024, has kept the Board and Board Committees very busy with the building of our new sports facility. It is such an exciting time for the College and I know I speak on behalf of the Board when I say we are very much looking forward to opening *Cill Dara* towards the back end of 2025 to allow our students to enjoy this state-of-the-art facility. I would like to thank the Board members for their time and diligence in overseeing this project and working closely with our partners; Mayoh Architects, Carmichael Tompkins Property Group and Stephen Edwards Construction. I would especially like to thank our Deputy Chair and Property Committee Chair, Ms Dawn Carroll and Mr Dom May, Finance Committee Chair, for their dedication to the project. They have ensured compliance and safety as well as keeping the program both on time and on budget, a rare feat.

I would also like to mention our wonderful 70th Anniversary celebrations this year which included the opening of the Alumni Garden. This, and the many other celebrations throughout the year, brought us together to celebrate the special place that is Brigidine College St Ives.

I would also like to thank our Principal Laetitia Richmond for her dedicated service of five years to the College. I wish Laetitia all the best in her next exciting adventure as she takes on

the role of Principal at St Scholastica's at Glebe. Our recruitment for the next College Leader is well underway and I look forward to providing an update in the new year. In the meantime, on behalf of the Board, I welcome Mr Shane Hogan to our community as the Interim Principal for 2025.

Finally, I express my gratitude to Kildare Ministries, our governing body and the Trustees of Brigidine College St Ives. It has been a pleasure to work with the Trustees during 2024 to ensure our Kildare Ministries mission and values are central to our operations and strategic directions, whilst honouring the traditions of the Brigidine Sisters.

The Board looks forward to 2025 when we will be working with the College Leadership team and members of our community to develop our next strategic plan.

**MICHELLE DIXON**

**BOARD CHAIR  
BRIGIDINE COLLEGE ST IVES**

# 2 MESSAGE FROM SCHOOL BODIES Principal's Report

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## INTRODUCTION

Brigidine College St Ives, is committed to the education of girls and young women. Throughout 2024 Brigidine College maintained its strong position in Catholic and girls' education. Implementation of our Strategic Plan *Courage, Confidence and Compassion in a Changing World* continued in 2024.

## 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* 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

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.

A key focus for Brigidine College is giving students 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 and built upon throughout all other year groups in the Religious Education program. In 2024 we celebrated our 70th Anniversary as a College.

## COLLEGE LEADERSHIP

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

## TEACHING AND LEARNING

2024 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). We also worked with Dr John DeCourcy in mentoring our Middle Leaders in the use of data to lead their teams.

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 2024. Accelerated programs occurred in Mathematics, Studies of Religion and Hospitality. TVet courses are available to senior students to compliment their HSC course of study. Life Skills classes and modified programs continued to provide access to students with diagnosed learning needs.

### HSC RESULTS

The HSC 2024 results were outstanding and represented a level of achievement that attracted positive attention and praise.

In summary:

- Our Dux achieved an ATAR of 99.00
- Top Achievers in the State
  - 9th Studies of Religion
- All-Rounders
  - Four All-Rounders (An All-Rounder is a student who has scored 90 or above in 10 or more units)
- Distinguished Achievers
  - 78 students were mentioned on the Distinguished Achievers list (those who scored 90 marks or above in a subject) with 136 mentions on the list of a broad range of courses.
- 8% students received an ATAR above 95
- 26% students received an ATAR above 90
- 54% students received an ATAR above 80
- Brigidine College Ranking
  - Ranked 95th of all NSW Schools
  - Ranked 11th of all Independent NSW

Catholic Girls Schools

- Ranked 14th of all NSW Catholic Girls Schools
- University Early offers:
  - Macquarie University: 11
  - University of Newcastle: 11
  - University of Notre Dame: 2
  - University of Canberra: 2
  - ACPE: 1
  - Charles Sturt University: 1
  - SAE Institute: 1
  - University of New England: 1
- HSC Showcase Selection
 

HSC Showcases are the exhibition of exemplary Major Work projects from the 2024 Higher School Certificate.

  - CALLBACK
    - » 1 student Core Performance
    - » 1 student Major Study Performance
  - TEXStyle
    - » 1 student
- HSC Showcase Nominations
  - CALLBACK
    - » 4 students Core Performance
    - » 3 students Major Study Performance
    - » 1 student Core Composition
  - OnSTAGE
    - » 8 students Individual Performance
    - » 9 students Group Performance
    - » 1 student Scriptwriting
  - SHAPE
    - » 3 students

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

The College continues Positive Education principles as the framework to enable students to focus on team building, understanding of self and others, and understanding of faith to optimise resilience and self-worth. The programs are incremental and developmental to ensure a staged program of wellbeing that is age appropriate.

The Camp (Years 7-10) and Retreat (Years 11 and 12) programs continue to be an integral component in developing the wellbeing of students. These experiences build the capacity for students to learn to manage difficulties and cope with times of challenge in their future lives.

The role of parents is vital to the positive development of our students and the College continues its emphasis on partnership. 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 held with strong numbers present. 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 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 Da Vinci Decathlon.

The College has strong programs that enhance student learning through research and critical and creative engagement and problem solving. Clubs include astronomy, honours, environment, science, languages, arts and textiles.

### **STAFF**

The commitment to quality recruitment and retention remains a priority for the college.

Professional learning remains an integral focus in the College to ensure quality practice. The school is a registered provider by NESA for some of the PD (Professional Development) conducted onsite.

During 2024, the College Board and Leadership Team continued to undertake Professional Learning on governance through the Association of Independent Schools NSW (AIS) and Catholic Schools NSW (CSNSW).

### **WORKPLACE GENDER EQUALITY REPORT**

As per Government requirements, the Workplace Gender Equality Agency (WGEA) Report for 2023-2024 was submitted on 31 May to the Australian Government agency for WGEA. This is the 11<sup>th</sup> consecutive 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 2024, the College continued its review and adjustment as needed of all College policies ensuring that we met all government required mandates. In 2024 the College was chosen for a short notice inspection by NESA for school registration. Brigidine passed this inspection and is registered until 2030.

### **LAETITIA RICHMOND**

#### **PRINCIPAL**

# 3 MESSAGE FROM SCHOOL BODIES

## Contextual Information

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Brigidine College St Ives is an independent Catholic girls' secondary school, committed in its Mission to inspire girls to value learning, to be true to themselves and to honour their spiritual heritage. We challenge young women to act in the world with strength and gentleness.

The College motto, *Fortiter et Suaviter* points to the qualities of strength and gentleness cultivated in the young women who attend the College. Non-selective, the College enjoys considerable academic success and places particular emphasis on a differentiated curriculum allowing students of all abilities to thrive. The College values the diversity of its learning program and its focus on girls' education. In 2024 there were 805 girls enrolled at the College from Years 7 to 12 who benefited 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, performing arts 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)



## SENIOR SCHOOL OUTCOMES

# 4 Results of the Higher School Certificate

In 2024, 135 students completed the HSC program and were eligible for an Australian Tertiary Admissions Rank (ATAR). Ten students followed a non-ATAR pathway.

Of our Year 12 cohort 18% of students completed vocational trade training as part of their Higher School Certificate pattern of study. Courses studied by our students included: Hospitality – Kitchen Operations and Cookery (at school), and Animal Care, Design Fundamentals, Early Childhood, Entertainment, Fitness, Horse Care and Human Services (externally).

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 2024 Higher School Certificate examinations, particularly in relation to the students' ATAR scores.

Highlights:

- Position among Independent NSW Catholic Girls' Schools: 14th
- An impressive 78 students were mentioned on the Distinguished Achievers list, with 136 mentions on the list across a broad range of courses.

Top Achievers:

- 9th in the state for Studies of Religion
- All-Rounders: Four students were named in the Sydney Morning Herald All-Rounders List for achieving 90 or above in 10 or more units
- Top ATAR was 99.0

## Brigidine ATARS VS STATE

2024 ATAR	BRIGIDINE	STATE
0-50	5.6%	16.6%
50-60	5.6%	15.3%
60-70	16.8%	15.8%
70-80	17.6%	17.1%
80-90	28.8%	17.7%
90-100	25.6%	17.8%

## Top End ATARS - Trend

ATAR	2016	2017	2018	2019	2020	2021	2022	2023	2024
90-95	22	16	18	27	24	30	20	23	22
95-99	14	14	10	20	21	13	18	18	9
99+	6	1	3	0	3	0	3	1	1

In 2024 students were selected for the following HSC Showcase events

- Callback Reserve - Dance
- OnStage Reserve - Drama
- TexStyle - Textiles and Design

In 2024 students were nominated for the following HSC Showcase events

- Callback
- OnStage
- Shape

## State Comparison

In 2024, 27 out of 32 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	6	81.07	72.92	8.15
Biology 2 unit	34	77.29	73.89	3.40
Business Studies 2 unit	22	81.35	73.45	7.90
Chemistry 2 unit	22	72.07	74.33	-2.26
Community and Family Studies 2 unit	11	81.31	74.48	6.83
Dance 2 unit	5	89.40	82.00	7.40
Drama 2 unit	27	87.19	81.85	5.34
Economics 2 unit	10	86.42	77.35	9.07
English Advanced 2 unit	72	83.52	82.03	1.49
English Extension 1 1 unit	8	43.94	42.42	1.52
English Extension 2 1 unit	3	44.87	40.70	4.17
English Standard 2 unit	53	74.75	71.40	3.35
Food Technology	11	78.76	72.94	5.82
Geography 2 unit	9	82.62	74.96	7.66
History Extension 1 unit	6	43.90	40.16	3.74
Hospitality Examination (Kitchen Ops)	21	81.03	78.52	2.51
Italian Continuers 2 unit	3	76.27	82.33	-6.06
Legal Studies 2 unit	23	86.59	75.55	11.04
Mathematics Advanced 2 unit	51	81.33	78.43	2.90
Mathematics Extension 1 2 unit	27	70.50	79.94	-9.44
Mathematics Extension 2 2 unit	6	64.10	82.58	-18.48
Mathematics Standard 2 2 unit	55	80.70	71.63	9.07
Modern History 2 unit	14	84.01	75.02	8.99
Music 1 2 unit	7	90.80	81.49	9.31
Personal Development, Health and Physical Education	37	78.90	74.03	4.87
Physics 2 unit	12	71.98	73.75	-1.77
Science Extension 1 unit	1	38.10	38.03	0.07
Society and Culture 2 unit	15	88.89	77.01	11.88
Studies of Religion I 1 unit	10	39.57	38.35	1.22
Studies of Religion II 2 unit	118	81.32	77.45	3.87
Textiles and Design 2 unit	6	88.47	76.81	11.66
Visual Arts 2 unit	11	86.13	81.90	4.23

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)

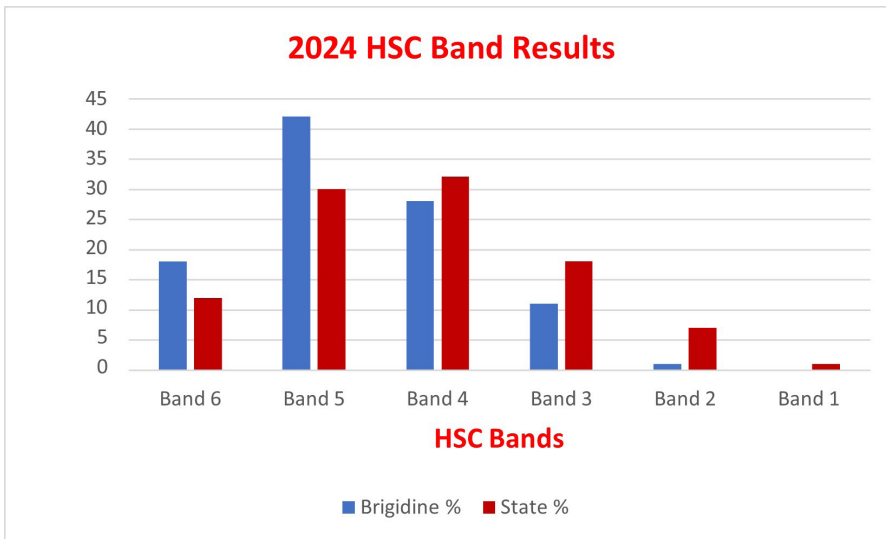
Course	Band E4	Band E3	%
English Extension 1	5	3	100
English Extension 2	2	1	100
History Extension	3	3	100
Mathematics Extension 1	1	16	63
Mathematics Extension 2	0	4	66
Science Extension	0	1	100

Name	No of Students	Band 6	Band 5	%
Ancient History	6	1	4	83
Biology	34	1	9	29
Business Studies	22	1	12	59
Chemistry	22	0	3	14
Community and Family Studies	11	2	4	55
Dance	5	2	3	100
Drama	27	9	16	93
Economics	10	2	7	90
English Advanced	72	8	53	85
English Standard	53	0	9	17
Geography	9	1	6	78
Hospitality Examination (Kitchen Operations and Cookery)	21	1	14	71
Italian Continuers	3	0	1	33
Legal Studies	23	10	8	78
Mathematics Advanced	51	15	16	61

Name (continued)	No of Students	Band 6	Band 5	%
Mathematics Standard 2	55	7	27	62
Modern History	14	5	4	64
Music 1	7	5	2	100
Personal Development, Health and Physical Education	37	5	16	57
Physics	12	0	1	8
Society and Culture	15	9	5	93
Studies of Religion I	10	2	5	70
Studies of Religion II	118	29	42	60
Textiles and Design	6	4	1	83
Visual Arts	11	2	9	100
<b>Band Total</b>		<b>121</b>	<b>277</b>	

## BRIGIDINE VS STATE

Aggregated Bands 1 - 6 2024



## BAND RESULTS

### All Courses Combined 2024

<b>Band</b>	<b>Brigidine (Number)</b>	<b>Brigidine %</b>	<b>State %</b>
1	0	0	1
2	5	1	7
3	88	11	18
4	212	28	32
5	315	42	30
6	136	18	12

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 SENIOR SCHOOL OUTCOMES

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

In Year 11, 161 students were awarded grades that could contribute to a RoSA. Of these students, six were awarded a Grade A in 12 or more units of HSC Preliminary Courses they studied. Ten students achieved Grade A in 10 units of HSC Preliminary Courses studied.

### Brigidine College 2024 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	15	69	42	2	1
Maths 200 Hours	50	43	32	7	0
Science 200 Hours	28	44	55	2	0
Geography 100 Hours	11	81	32	4	1
History 100 Hours	43	48	35	3	0
Personal Development Health and Physical Education 100 Hrs	42	73	14	0	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
Commerce - 200hrs	18	16	17	2	0
Commerce - 100hrs	3	1	8	0	0
Dance - 200hrs	6	3	0	0	0
Dance - 100hrs	2	2	2	0	0
<b>Design &amp; Technology - 200hrs</b>					
<b>Design &amp; Technology - 100hrs</b>					
Drama - 200 hrs	22	11	4	0	0
Drama - 100hrs	6	4	0	0	0
Food Technology - 200hrs	6	12	5	0	1
Food Technology - 100hrs	1	9	3	0	0
French - 200hrs	6	1	2	0	0
French - 100hrs	2	6	1	0	0
<b>Geography Elective - 200hrs</b>					
<b>Geography Elective - 100hrs</b>					
History Elective - 200hrs	5	9	4	0	0
History Elective - 100hrs	2	3	1	1	0
Italian - 200hrs	11	9	2	4	0
Italian - 100hrs	0	2	3	1	0
Music - 200hrs	6	2	5	1	0
Music - 100hrs	3	2	0	0	0
<b>Photographic, Digital Media - 200hrs</b>					
Photographic, Digital Media - 100hrs	0	1	0	0	0
Physical Activity & Sports Studies - 200hrs	14	14	2	1	0
Physical Activity & Sports Studies - 100hrs	2	4	2	0	0
Textiles Technology - 200 hrs	4	7	8	0	1
Textiles Technology - 100hrs	3	1	3	1	1
Visual Arts - 200hrs	6	10	7	0	0
Visual Arts - 100hrs	1	2	1	2	1



## 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
Biology	17	16	22	0	0
Business Studies	14	18	18	1	0
Community and Family Studies	3	4	10	2	0
Chemistry	6	9	10	1	0
Dance	8	2	0	0	0
Design and Technology	2	3	9	0	0
Drama	23	15	4	1	0
Economics	5	5	3	1	0
Enterprise Computing	3	0	0	0	0
English Advanced	13	59	21	0	0
English Extension 1 Unit	5	8	0	0	0
English Standard	8	36	10	0	0
English Studies	0	6	4	0	0
Food Technology	0	2	4	0	0
French Continuers	2	3	1	0	0
Geography	7	2	3	0	0
Italian Continuers	4	3	1	0	0
Legal Studies	8	8	7	0	0
Mathematics Advanced	32	25	11	4	0
Mathematics Extension 1 Unit	15	13	6	0	0
Mathematics Numeracy	0	7	3	0	0
Mathematics Standard	28	15	13	4	0
Modern History	16	13	6	4	0
Music 1	0	2	0	0	0
Music 2	0	1	0	0	0
Personal Development, Health and Physical Education	7	15	12	4	0
Philosophy	5	0	0	0	0
Physics	4	5	2	0	04
Society & Culture	4	10	16	3	0
Studies of Religion 2 Unit	43	71	37	5	0
Textiles and Design	5	5	1	0	0
Visual Arts	7	6	7	0	0

# 6 SENIOR SCHOOL OUTCOMES

## Post School Destinations

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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, however two students left to pursue TAFE courses. 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 155 girls in Year 12 2024, the majority were offered places in institutions through the University Admissions Centre. Ten students took a non-ATAR pathway. There were 30 students who received early entry offers from eight different universities, with 11 going to Macquarie University under their Leaders and Achievers Program. Students elected to study courses in a wide range of disciplines across approximately 16 institutions.

### UAC APPLICATIONS

Most students chose to attend a university in Sydney rather than move to a regional university for tertiary studies. University offers indicate the following order of preference: University of Technology (Sydney), Macquarie University, University of Sydney, University of New South Wales, Australian Catholic University, University of Newcastle, Western Sydney University, Charles Sturt University, University of Canberra, University of Notre Dame Sydney, Australian National University, University of New England, ICMS, ACPE, SAE University College, Torrens University.

### PREFERRED COURSES OF STUDY

Starting in 2025, the top five fields of tertiary study for Year 12 graduates are: Society and Culture, Health, Management and Commerce, Natural and Physical Sciences, Engineering, and Related Technologies and Creative Arts.

Most of the 2024 cohort were looking towards tertiary studies at universities participating in UAC. Some of the 125 (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 or going straight into full time employment.

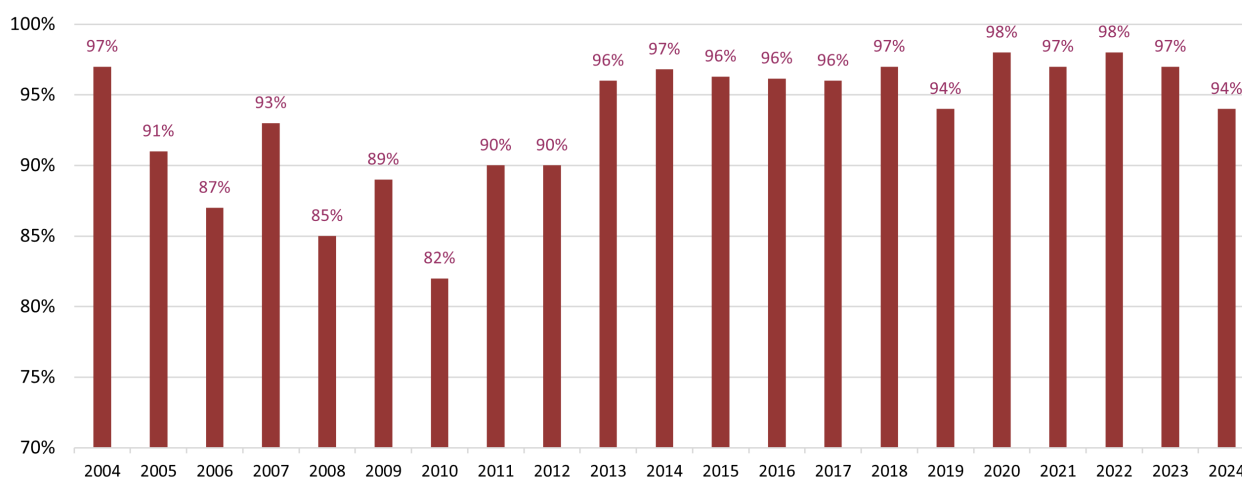
# 7 Student Retention

## 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 2024, the retention rate at Brigidine College was 94% which is slightly lower than the past three-years' average.

Retention Year 10 to Year 12  
from 2004 to 2024



## 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 155 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.

# 8 Student Attendance, Management of Non-attendance

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## Student Attendance

Average attendance across all Year Groups for 2024 was **92.6%**.

Year group	Percentage Attendance Per Day
Year 7	92.7%
Year 8	90.7%
Year 9	91.4%
Year 10	92.0%
Year 11	93.8%
Year 12	94.7%

## 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 Services Office (or Year Coordinator)
- Email to Student Service office (or the Year Coordinator)

Important information and College procedures is communicated by the Director Community Engagement to staff, students and parents at the beginning of each semester that clearly outlines and clarifies the College's attendance requirements. This also includes through internal school publications to ensure that our communication is consistent throughout the year. The Parent Portal also has information regarding exemption forms and absence requirements in excess of three days.

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 the 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 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 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).

Records are kept ensuring that leave granted does not exceed that which is allowable.

Students away with illness three days or more must obtain a medical certificate which is to be provided to Student Services or the Director Student Wellbeing.

Students absent on consecutive days without any contact are followed up by the Year Coordinator, Mentor or Student Services. Any prolonged unexplained absence requires a parent meeting with the Year Coordinator and Director Student

Wellbeing to manage student concerns and health issues.

Should attendance exceed more than 20 days unexplained, the Director Student Wellbeing and Year Coordinator will work in partnership with the student and family to support regulating attendance through a formalised Attendance Plan for a set period of time. This intervention often includes liaising with external services to ensure that effective practices are in place to support the needs of the student.

# 9 Enrolment Policies and Characteristics of the Student Body

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## 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 and 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 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

The principles of due process will apply to all applications.

- In all cases, the College will seek to achieve a congruence of values between the applicant’s family and the school based on respectful relationships.
- All enrolments are at the discretion of the Principal. Due regard is given to recent School reports and other such evidence placed before the College (eg testimonials, references) that would suggest a congruence between home and school.
- Withdrawal of a student enrolment will reside with the Principal.
- All applications are subject to there being appropriate vacancies. The College has a policy of containment of enrolments so that it can continue to function as a school of the most desirable size.

## Students with Disabilities

Catering for a broad range of abilities, Brigidine College St Ives accepts girls who have special needs and disabilities. The Learning Support unit is specifically designed to assist girls with extra 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 included in the Acceptance of Offer Contract)

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

### FINANCIAL OBLIGATIONS

1. We 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 by the invoiced due date and one full term's notice in writing must be given to the Principal before a current student is withdrawn. This notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, we agree to pay one full term's fees.
4. We 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. We understand that permission must be given by the Principal for any student leave of absence.
6. We authorise the College to incur expenditure on our behalf such as purchases of books, stationery and equipment.
7. We agree that both parents will be jointly and severally responsible for all school fees.

### GENERAL CONDITIONS

8. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if we are not readily available to authorise such treatment, we 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.
9. 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 Handbook and as published from time to time at the Principal's discretion. The attention of students and parents is particularly drawn to the College's requirements for discipline, home study, attendance and leave.
10. We 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
11. We acknowledge that the Principal may exclude a student if she considers that a mutually beneficial relationship of trust and cooperation between a parent/guardian and the College has broken down.
  12. Requests for leave from College activities, including academic and cocurricular programs, 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.
  13. We understand that students must follow conventional standards of dress and appearance in accordance with the expectation of the College community.
  14. We accept the College's student management policy contained in the Student Handbook and Parent Handbook. We 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.
  15. We acknowledge that the College seeks to maintain an environment that is safe for all students and in which learning can take place. We 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.
  16. We 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.
  17. We 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 we are only to make contact through the College reception.
  18. We acknowledge that the student's personal property is not insured by the College, which does not accept any responsibility for damage or loss.
  19. We 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. We 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.
  20. Where relevant, we agree to provide to the College all current Family Court or other court orders relating to us and the student. We note that the College has a Privacy Policy dealing with the confidentiality of such information.
  21. We 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 an order of a court or an agreement which provides that reports are to be sent to one parent is received by the College.



22. We acknowledge that we 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, we agree to notify the College immediately. We understand that if we have failed to disclose or not fully disclosed any material matter, either in the application form or subsequently, the College may, if the student is not enrolled, withdraw the offer or, if enrolled, terminate the enrolment without notice.
23. We also agree to complete the student's medical form accurately and provide annual updates on request.
24. We 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/>
25. These conditions may be changed by the College by giving not less than two terms' notice.

### **OVERSEAS STUDENTS**

Brigidine College does not currently accept Full Fee Paying Overseas Students

## Enrolment Procedures

### INITIAL APPLICATIONS FOR ADMISSION

Applications can be made at any time by completion of an Application for Enrolment form, uploading 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 admissions database in Sentral at time of interview
- 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

Up to two years prior to 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:

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

As offers are extended, the database is updated.

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

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

Students with disabilities: see Appendix 1

### **WITHDRAWALS OF APPLICATIONS**

Any parent withdrawing an offer of enrolment for a future student is requested to submit intention of withdrawing in writing by email to the Enrolments Office. The Enrolments Office will communicate with the family to determine a reason for withdrawing. The files are archived by year of proposed entry. No financial penalties are incurred with future students.

### **WITHDRAWAL BY CURRENT STUDENT**

For current students withdrawing from the College, parents must give at least one full term's notice in writing to the Principal, including the destination school that the student is transferring to. Where insufficient notice is given, up to one term's fees will be payable.

For withdrawal at the end of a school year, notice must be received by the end of Term 3. Withdrawal at the start of a school year would incur fees for Term 1. The Finance Department will provide a final statement of account.

Confirmation of withdrawal will be formally acknowledged by the Principal. If a family does not give a full term's notice, it is at The Principal's discretion whether to waive the fees in lieu or not depending on each family's circumstances.

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.

### **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 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.

### **CHANGE OF DETAILS**

Details are changed through the Sentral portal by parents. Once notification is received, the database is maintained by the 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 Testing Day: students
- Information Evening: parents

In addition, students and families are invited to key events such as the College Musical, Music Gala, Dance Spectacular, Christmas Markets and Carols by Candlelight.

### MID-YEAR APPLICATIONS YEARS 7-12

- Completion of Application for Enrolment
- Interview with Principal or Deputy Principal as applicable
- Interview with Director Wellbeing and 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:
  - iii) ability to achieve learning outcomes; and
  - iv) ability to participate in courses or programs; and
  - v) 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:

- f) 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
- g) the effect of the disability of the student; and
- h) the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
- i) 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>

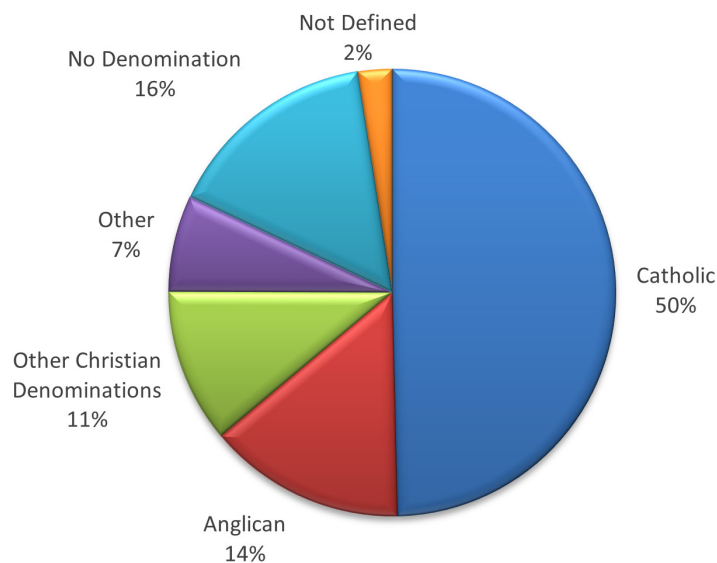
### STUDENT CATCHMENT AREA

At the start of 2024 the College enrolled 821 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 with a rise in enrolments from the Hornsby area.

### 2024 STUDENT FAITH BACKGROUND

Catholic students comprised approximately 50% of the College and 25% 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 7% with the remaining 18% are of an unknown religious background.



# 10 School Policies

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## **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.

In 2024, 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:

1. Student Behaviour Management flowchart
2. Digital 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 on playground supervision are also alerted to bullying behaviours and intervene if they witness any situations.

Parents are aware that bullying behaviours are unacceptable via Year Coordinator communications, the Student Handbook, Parent Communication Handbook and the College fortnightly newsletter, *Matters*. Parents have access to our policies on both the College website and Parent Portal, and are encouraged to report incidences of alleged bullying behaviours to their daughter's Year Coordinator and the Director Student Wellbeing. Students who are thought to have been involved in an incident of bullying will be interviewed by the Year Coordinator. Serious incidents, 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 *Ysafe* (leading specialists in cybersafety education) as well as our Police Youth Liaison officer (Senior Constable Lynda Hart) explored the issues relating to appropriate and inappropriate use of technology and best practice to keep students safe whilst online as well as the legislative law. *Ysafe* 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.

Year Coordinators regularly remind students in their meeting times of their obligation around cyber safety and cyberbullying. 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.

## **DIGITAL DEVICE USE POLICY**

The implementation of the mandated NSW Digital device continues to support the College policy that specifically identifies acceptable patterns of digital 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 until the final bell and offsite.

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 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.

Parents and students have access to this policy on both the College website and Parent Portal. through Year Coordinator communications, the Student Handbook, Parent Communication Handbook and the College fortnightly newsletter, *Matters*.

## **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.

### **STUDENT WELLBEING POLICY**

Our strategic intent for student wellbeing is to ensure that 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 the 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 College Website: <http://brigidine.nsw.edu.au/policies/>, staff and parent portals, the Parent Information Handbook, the Student Handbook and by request in hard copy from the Publications Coordinator.

## WELLBEING

# 11 Initiatives Promoting Respect and Responsibility

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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 continues 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 drugs and alcohol and how this impacts on respectful relationships. The keynote presenter, Paul Dillon, is called upon as an expert in the field of drugs and alcohol, having written for several online and print publications. Paul Dillon is also featured in many journals and is a popular speaker at youth and education conferences and forums. More recently his programs have been endorsed by the NSW Government regarding his 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 Group Meet the Mentor evenings
- Year 7 and Year 10 Peer Support
- Year 12 Parent, Student and Staff Breakfast
- Year 11 Parent Information evening
- Year 10 Subject selection evening
- Year 12 Graduation.

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

- Paul Dillon – *Respectful Relationships* (Drugs and Alcohol),
- Lorraine Cushing Kleber (psychologist) - *Raising Resilient Adolescents*

## 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.

### DIRECTOR STUDENT WELLBEING

The Director Student Wellbeing primarily oversees the Pastoral Care system in the school and ensures that 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.

# STRATEGIC PLAN 12 School Improvement Targets

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The five areas which framed school improvement in 2024 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

- Developing empathy and advocacy for those who experience injustice or who live on the margins of society.
- Nurturing connection with the wider Church community.

### 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 students to immerse themselves in community celebrations of faith
- promoting an understanding of the Catholic Church and the Brigidine heritage in both its traditional and contemporary contexts
- celebrating the vision of St Brigid as a model for young women in a contemporary world
- providing opportunities for staff and parents to understand and experience faith through their connection to Brigidine College and the Brigidine Charism.

## 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.
- Developing strategic partnerships with external agencies to embed enterprise skills that build student confidence and sense of agency throughout the curriculum.

### 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.
- maintaining student goal setting and reflection on performance consistently across year groups and subject areas to continue to develop resilience and self-efficacy early on in a student's learning journey
- refining assessment task feedback mechanisms for both students and parents
- refining reporting processes
- holding career and industry partnership events
- integration of Deep Learning competencies (character, citizenship, communication, critical thinking, collaboration, creativity) across the College
- development of a 'Brigidine Learning and Wellbeing Framework' for students and staff.

## 3. Wellbeing

### STRATEGIC INTENT

Nurturing Wellbeing through care, connection and compassion.

### GOALS

- Supporting and celebrating the growth of self-confident, self-aware and independent graduates.
- Strengthening and celebrating a culture that is safe, positive, inclusive, nurturing and inspiring.

### ACHIEVEMENTS

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

- developing a comprehensive Wellbeing Framework that aims to integrate the existing Pastoral program with a specific focus on building greater self-awareness and, social and emotional skill development
- providing safe and respectful opportunities for students to express their voice, concerns and initiatives
- development of an overarching Learning and Wellbeing Framework that enhances each students' capacity to integrate personal skills: deep social and emotional awareness in understanding and supporting their wellbeing.

## 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
- continuing strengthening connections to past students, staff, and families.

## 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
- Improved Workflow and Risk Management Processes.

### ACHIEVEMENTS

Achievements in managing our resources and sustainability are through:

- improved permission information and risk assessments for excursions
- reviewing and developing accident reporting processes
- maintaining long-term master plan 2022-2031
- implement multi-factor security standard EFTsure
- continuing the Scholarship and Bursary Committee meetings and processes
- digital application and approval processes for Events, Excursions, Immersions and PD.

## HUMAN RESOURCES

# 13 Professional Learning and Teacher Standards

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### 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 2024 Brigidine College employed 109 teachers on either a permanent, temporary or casual basis (including staff on extended leave).

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.	109
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

The total number of teachers translates to a Full Time Equivalent of 82.38 (see My School website for explanation). This figure does not include those on extended leave.



## 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 2024 this comprised four teachers at Provisional/Conditional accreditation 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.

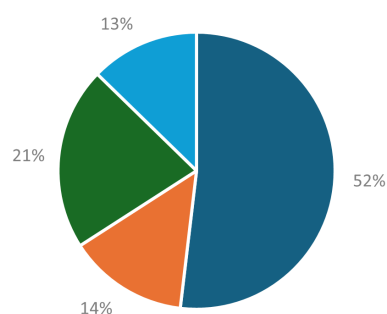
## PROFESSIONAL LEARNING AND DEVELOPMENT

The Kildare Ministries *Crossing New Seas Conference* held over three days in March was the focus of whole school professional learning in 2024. This meant that other professional learning was more focused on individual faculty needs, particularly with the introduction of a number of new syllabus documents. This professional learning was provided through groups such as the AIS and particularly the relevant subject Teachers' Associations.

In 2024 there has been whole staff professional development focusing on staff and student wellbeing. Another area of whole staff development this year has been on providing a deeper understanding on respectful workplace behaviours and professional boundaries in relation to child protection.

This year, the leadership development program for middle leaders (Heads of Department and Year Coordinators), continued. The presenter, Dr John DeCoursey, is well-known for his HSC analysis and his contributions to leadership, particularly in Catholic Education.

2024 Professional Development Summary



- Teaching and Learning - Individual subject areas e.g. Maths, English
- Non-teaching - Individual areas e.g. Development, ICT, Finance
- Whole School priorities e.g. educational conferences, child protection, compliance, CPR, Careers
- Wellbeing & Pastoral

# 14 HUMAN RESOURCES

## Workforce Composition

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### WORKFORCE COMPOSITION

The composition of the Brigidine College workforce in 2024 is as follows:

Category of Staff	Number
Teaching staff (not including casuals and short-term temporary blocks)	90
Full-time equivalent of teaching staff	82.38
Non-teaching staff	55
Full-time equivalent of non-teaching staff	45.14

Brigidine College St Ives did not employ anyone in 2024 who indicated that they were of Aboriginal or Torres Islander descent.

# 15 COMMUNITY RELATIONS Alumni

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Since the first pupils of the school graduated in 1957, Brigidine College St Ives Alumni has been a place where memories are shared, friendships are 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 September to celebrate those who graduated 5, 10, 15, 20, 25, 30, 35, 40, 45 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, and for them to have the opportunity to inspire today's students.

# 16 COMMUNITY RELATIONS

## Parents and Friends

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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, connection and involvement of parents and carers in the College community and to develop collaborations between themselves 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 both the Principal's and the school's wish lists with items that benefit all students.

The P&F hosts a variety of events throughout the year, including the College Welcome Cocktail Party, where our parent community can reconnect with old friends and form new friendships. Later in the year events include the extremely popular annual Trivia Night in August and the Christmas Markets and Carols by Twilight at the end of November. 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 being involved in these events, volunteering to assist at other events and getting to know each other.

# 17 COMMUNITY RELATIONS

## Teacher and Parent Satisfaction

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### TEACHER SATISFACTION

Teaching staff members have the opportunity to discuss their concerns with their Heads of Department or Year Coordinators in both formal and 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 staff connection and a social dimension to working at the College through various activities including weekly gatherings at recess and after school events each term. 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 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 *Matters* distributed to the whole community covering College news and 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, annual surveys and interactions there is genuine satisfaction with much of what the College is doing. There is an acknowledgement that staff are committed to the academic and wellbeing of students, that there is a balanced Social Justice program 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, and are appreciative of the warm and welcoming Brigidine community.

Surveys were conducted in 2024 as part of a regular survey of parent perceptions providing useful longitudinal information for College management.

### **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 and interactions for both parents and students. Social events included Mother's Day and Father's Day breakfasts and Liturgies, a Welcome Cocktail Party for parents and staff, a Trivia Night and the Christmas Markets and Carols by Twilight. Student performances including the Festival of Speech, the College Musical, the Year 11 Play, Festival of Music, Dance Spectacular and various other curricular Dance, Musical and Drama nights were held for the community. Student and parent presentations were held throughout the year including the Women in Science evening and wellbeing guest speakers. Meet the Mentor program for parents in each year group are also enjoyed as both informative and social gatherings. Parents and students are grateful for the broad range of forums, presentations and social event opportunities available to them.

# 18 FINANCE

## Financial Data

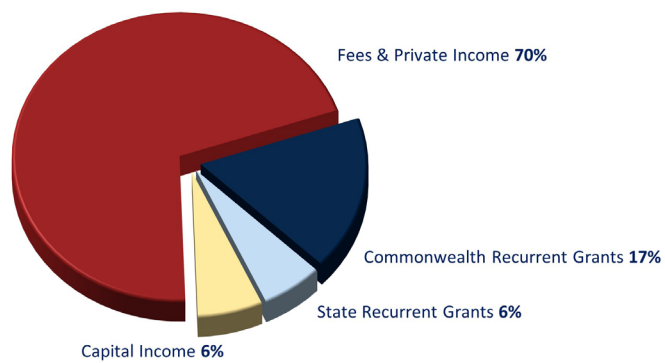
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Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 23% of the College's total income. This level of support is expected to decline in the medium term with the Commonwealth Department of Education's Recurrent Funding plans.

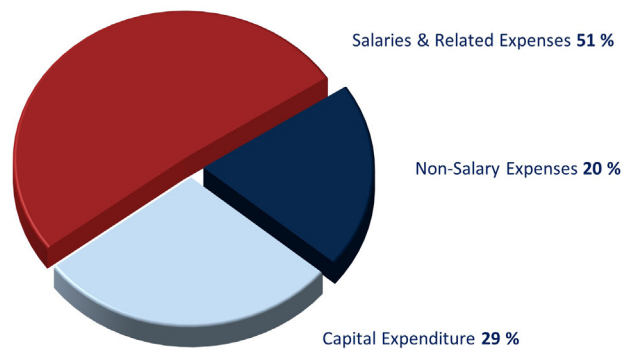
Total Recurrent Expenditure has increased year-on-year by 6% with inflationary pressures, particularly for salaries and related on-costs.

Capital Expenditure reflects progress with the construction of the Sports Precinct due for completion in 2025.

### 2024 Recurrent and Capital Income



### 2024 Recurrent and Capital Expenditure



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