



Brigidine College St Ives

Annual Report 2025



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A photograph of three young women in school uniforms walking along a path. They are wearing maroon blazers, light blue collared shirts, and grey and maroon plaid skirts. They are all smiling and looking towards the camera. The background features a black metal fence and trees with autumn foliage. A semi-transparent dark blue box is overlaid on the top right of the image, containing text.

Our Mission

The College inspires girls to value learning, seek wisdom, act with integrity and embrace the Brigidine Tradition, empowering them to become global citizens embodying the motto “Strength and Gentleness”.

THEME 1: CONTEXT

1.1 Chair's Report

On behalf of the Board, I am pleased to present the Chair's Report for 2025. This year has been marked by purposeful stewardship, strategic clarity and a deep commitment to the education of young women.

As in 2024, when the Board worked closely with College leadership "to strategise, plan and manage the College's strategic direction," our focus in 2025 has remained firmly on ensuring that every decision strengthens learning, wellbeing and mission.

LEADERSHIP AND PRINCIPAL APPOINTMENT

A major responsibility for the Board in 2025 was the appointment of the next Principal of Brigidine College. Following a rigorous and consultative process, we were delighted to appoint Mrs Kate Quinane, who commenced on 16 January 2026. Mrs Quinane brings extensive experience in girls' education and a strong record of leading innovation, improving academic outcomes and fostering student engagement.

We extend our sincere gratitude to Mr Shane Hogan, who served as Interim Principal throughout 2025 with professionalism, steadiness and care. His leadership ensured continuity following the departure of Ms Laetitia Richmond, whose five years of service were acknowledged in the 2024 Annual Report.

STRATEGIC PLANNING

Guided by the Brigidine mission to educate young women to value learning, to be true to themselves, and to act in the world with strength and gentleness, the Board and College Leadership Team have developed the Strategic Plan 2026-2028, setting a clear direction for the next three years. The plan focuses on four key pillars:

Faith, Justice and Service

Strengthening the spiritual life of the College through meaningful faith-formation, deeper engagement with Brigidine and Kildare Ministries heritage, and universal participation in service and social justice initiatives.



Dr Michael McDonald OAM
College Chair

“We remain committed to transparent, mission-aligned governance that supports long-term sustainability.”

THEME 1: CONTEXT

Educational Excellence

Delivering outstanding teaching and learning through evidence-based practice, enhanced assessment and feedback, expanded experiential learning, and strong investment in professional growth. The plan prepares students and staff for a rapidly changing world, including the ethical and effective use of emerging technologies.

Building a Connected Community

Fostering a culture of wellbeing, belonging and courageous leadership. Priorities include strengthening pastoral structures, expanding student leadership opportunities, and deepening partnerships with families, alumni and the wider community.

Ensuring a Sustainable Future

Securing long-term sustainability through responsible financial stewardship, a sustainable fees model, environmentally responsible campus planning, strengthened enrolment demand, and a renewed focus on philanthropy and alumni engagement.

Together, these priorities position Brigidine College for a future that is mission-aligned, academically ambitious and deeply committed to the flourishing of every student.

CILL DARA CENTRE: A TRANSFORMATIONAL INVESTMENT

A defining achievement of 2025 has been the completion of the Cill Dara Centre, the College's new sporting and learning precinct. The 2024 Annual Report noted the Board's "time and diligence in overseeing this project" and the rare achievement of keeping it "on time and on budget."

This year, that commitment has come to fruition. Opening in early 2026, the Cill Dara Centre includes:

- two indoor basketball courts
- new teaching and multipurpose learning spaces

- underground parking
- new staff facilities and change rooms.

This facility will significantly enhance student wellbeing, participation and community connection—reflecting the Board's belief that physical education and cocurricular life are essential to a holistic education.

COMMITMENT TO WELLBEING, LEADERSHIP AND COMMUNITY

The Board has continued to support the College's strong wellbeing framework, which in 2024 emphasised Positive Education, restorative practice and developmental programs across Years 7–12. In 2025, this commitment has expanded through:

- strengthened mental health and wellbeing programs
- enhanced leadership opportunities for students
- continued investment in staff professional learning
- deeper partnerships with alumni and external organisations.

These initiatives ensure that Brigidine students are supported to grow as resilient, compassionate and capable young women.

GOVERNANCE AND STEWARDSHIP

The Board has maintained a disciplined approach to governance, risk and compliance. In 2024, the College successfully passed a short-notice NESA inspection and secured registration until 2030. Building on this, the Board in 2025 has:

- continued oversight of the Cill Dara project
- supported sustainable financial planning during a period of capital investment
- ensured alignment with Kildare Ministries governance expectations.

We remain committed to transparent, mission-aligned governance that supports long-term sustainability.

THEME 1: CONTEXT

ACKNOWLEDGEMENTS

I extend my sincere thanks to the Board of Directors and to the members of our Board Committees for their dedication, expertise and generosity of service throughout 2025. Their commitment to strong governance and mission-aligned stewardship continues to strengthen the College. In 2025, along with myself, Mrs Anna Dickinson and Ms Jacquie McCann joined the Board. We are appreciative of their willingness to serve the Brigidine community.

The Board also wishes to formally acknowledge Mrs Michelle Dixon, who served as Chair until her resignation in 2025. Mrs Dixon's leadership was instrumental in guiding the Board through significant initiatives, including the continued oversight of the Cill Dara Centre and the stewardship of governance processes during a period of transition. Her 2024 Chair's Report reflected her deep commitment to Brigidine's mission and to ensuring that the College remained focused on the education and wellbeing of young women. We are grateful for her service, wisdom and contribution to the life of the College.

I also thank Mr Stephen Zadro, Ms Louisa Rebec and Mr Dominic May, who concluded their Board service during 2025. Each brought valuable insight and dedication to their roles, and their contributions have strengthened the College's governance foundations.

To the College staff, thank you for your professionalism, care and unwavering commitment to our students. Your work ensures that Brigidine continues to be a place where young women flourish academically, spiritually and personally.

I express my gratitude to Kildare Ministries and the Brigidine Sisters for their ongoing guidance and support. Their stewardship of our mission continues to inspire and shape the educational ministry entrusted to us.

Thank you to our parents and guardians for your support and the trust you place in Brigidine College as we partner with you in forming and educating young women of strength and gentleness.

DR MICHAEL MCDONALD OAM
BOARD CHAIR

THEME 1: CONTEXT

1.2 Principal's Report

Brigidine College St Ives remains firmly committed to the education of girls and young women within the rich tradition of Catholic education and the values of Kildare Ministries.

Throughout 2025 the College continued to build on its strong reputation as a learning community that nurtures academic excellence, personal growth and a deep sense of social responsibility. Our mission remains focused on forming young women who aspire to contribute positively to society and who seek to shape a world that values both strength and gentleness.

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, Years 7-10 Community Involvement Program, St Vincent de Paul Winter Appeal and 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 year Mass is regularly celebrated with the whole College:

Term 1 – Commencement Mass

Term 2 – Founders Day

Term 3 – Year 12 Graduation

Term 4 – Thanksgiving

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



Mr Shane Hogan
Principal

“Throughout 2025 the College continued to build on its strong reputation as a learning community that nurtures academic excellence, personal growth and a deep sense of social responsibility.”

THEME 1: CONTEXT

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 in Year 7 and built upon throughout all other year groups in the Religious Education program. In 2026 we will celebrate our 72nd year as a College.

COLLEGE LEADERSHIP

The leadership of the College is guided by a dedicated team committed to fostering a culture of collaboration, innovation and care. The Leadership Team includes the Principal, Deputy Principal Teaching and Learning, Deputy Principal Faith and Mission, Business Manager, Director of Staff, Director of Student Wellbeing, Director of Administration, Director of Cocurricular and Director of Community Engagement. Each member of the team leads a key area of College life and works closely with staff to support the ongoing development of the College.

TEACHING AND LEARNING

The continued development of high-quality teaching and learning remained a central focus throughout 2025. This work was strengthened through the implementation of the College's Learning and Wellbeing Framework, which recognises the interconnected nature of academic success and student wellbeing.

Data-informed practice continues to play an important role in the College's approach to improving student learning outcomes. A range of data sources including NAPLAN results, Year 7 placement testing, Year 9 aptitude testing, internal assessment data and Higher School Certificate outcomes are analysed to inform teaching practice and identify strategies for improvement.

As a proudly non-selective school, Brigidine College remains committed to supporting students across the full spectrum of ability. Enrichment opportunities were provided through the Critical Thinking and Honours programs, while accelerated pathways were available in

Mathematics, Studies of Religion and Hospitality.

Senior students also accessed vocational learning opportunities through TVET courses, allowing them to complement their HSC studies with practical and industry-based learning experiences. Life Skills classes and modified learning programs continued to support students with diagnosed learning needs, ensuring that all students are able to access meaningful and personalised learning opportunities.

HSC RESULTS

The 2025 Higher School Certificate results reflected the dedication of students and staff and the strength of the College's academic programs. Our Dux achieved an ATAR of 99.70 and the College celebrated five All-Rounders, recognising students who achieved results of 90 or above in ten or more units of study.

109 students were named on the Distinguished Achievers list, resulting in 228 mentions across a wide range of subjects. In addition, seven students achieved a top 10 places in the State in a subject area: These included 2nd for Japanese Beginners, 3rd for Spanish Continuers, 8th for Textiles and Design, 9th for Studies of Religion (2024), 9th for Textiles and Design, and two students achieved 8th in the state for Drama.

Overall, 19% of students achieved an ATAR above 95 and 39% achieved an ATAR above 90.

The College was ranked 48th among all schools in New South Wales and 4th among Independent Catholic girls' schools. These results reflect the consistent commitment of students and staff to academic excellence.

HSC Showcase Selections

HSC Showcases are the exhibition of exemplary Major Work projects from the 2025 Higher School Certificate.

- CALLBACK
 - one student Core Performance
 - one student Major Study Performance.

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- TEXStyle
 - one student.
- ARTEXPRESS
 - one student.
- OnStage
 - one group performance.

HSC Showcase Nominations

- CALLBACK
Every Dance student in the cohort received at least one Callback nomination, with 20 nominations from a cohort of 10 students.
 - nine students Core Performance
 - seven students Major Study Performance
 - five student Core Composition.
- OnSTAGE
Brigidine recieved a record 58 OnStage nominations out of 39 students.
 - 23 students Individual Performance
 - 31 students Group Performance
 - four students Costume Design.
- SHAPE
 - nine students.
- ARTEXPRESS
 - two students.
- Encore
 - two students.

PASTORAL CARE AND STUDENT WELLBEING

Student wellbeing remains central to the mission of Brigidine College. The College's pastoral framework is designed to support the development of the whole person by fostering a safe, supportive and inclusive learning environment.

A key element of this framework is the Mentor Program, in which teachers serve as a trusted adult for small groups of students. Through regular connection and guidance, mentors develop meaningful relationships with students and support their sense of belonging within the College community.

Mentor groups are supported by the Wellbeing Team, including Year Coordinators, College

Counsellors and the Director of Student Wellbeing. Together they work to ensure that every student is known, valued and supported.

The College's Pastoral Program is grounded in the principles of Positive Education and focuses on developing students' character strengths and resilience through a stage-based approach appropriate to each year level. Camps for Years 7–10 and Retreats for Years 11 and 12 provide opportunities for reflection, relationship building and personal growth.

In 2025 the College introduced the *My Mind Check* wellbeing monitoring platform developed by Macquarie University. This evidence-informed tool enables students to regularly reflect on their wellbeing and provides valuable insights that allow staff to identify emerging needs and provide early support.

The College also continued to provide a range of educational workshops and presentations addressing key wellbeing topics. Renowned educator Paul Dillon delivered sessions to students in Years 10–12 focusing on substance use and decision-making. Senior Constable Lynda Hart delivered workshops for Years 7–8 addressing topics such as digital safety, social media and adolescent risk behaviours.

Students also participated in programs addressing respectful relationships and consent, led by Danielle Miller OAM. Additional wellbeing education was provided through sessions with The Sleep Connection, which explored the relationship between sleep and mental health, and The Biting Truth organisation, which addressed nutrition and wellbeing for senior students preparing for the HSC.

The College also continued its partnership with the GP in Schools initiative, providing students with access to medical professionals and education on personal health and respectful relationships.

Strong partnerships with parents remain essential to supporting student wellbeing. Throughout

THEME 1: CONTEXT

the year the College hosted a range of events including Year Group Information Evenings, Meet the Mentor evenings, subject selection evenings and the Year 12 Graduation and Parent, Student and Staff Breakfast.

Community engagement events such as the International Women's Day Breakfast, R U OK? Day Breakfast and parent education evenings further strengthened connections between the College, families and the wider community.

COCURRICULAR ACTIVITIES

The cocurricular program continued to flourish in 2025, with strong student participation across sport, performing arts and academic competitions.

A significant milestone for the College was the opening of the Cill Dara Centre in the final weeks of Term 4, providing outstanding new facilities for students and the broader community.

Participation in sport has increased for the third consecutive year. Netball remained the most popular sport, followed by Football, Touch Football and AFL. Brigidine Netball continued to rank among the top three schools in the IGSA competition for both performance and participation.

The College also had the largest number of AFL participants of any independent school in New South Wales. In Football, Brigidine won the Division One Junior Premiership for the second consecutive year, while strong performances were also recorded in Water Polo, Hockey, Tennis, Basketball and Volleyball.

The performing arts program continued to thrive. Highlights included the Festival of Music, featuring more than ten ensembles, the College musical *Mamma Mia!*, the Year 11 play *The Small Poppies*, and the annual *Dance Spectacular* held at The Concourse Theatre in Chatswood.

In debating, the College celebrated a landmark achievement with the Senior Debating Team winning the prestigious IGSA Archdale Debating

Competition for the first time. The Junior Debating Team also won the SDN Debating Competition in Term 3.

Students also participated in a wide range of academic cocurricular competitions including the Da Vinci Decathlon, Tournament of the Minds, Ethics Olympiad, Theatresports and Mock Trial. Student-led clubs continued to flourish across areas such as History, Creative Writing, Social Justice, Science, Languages and Girls in Black.

STAFF

The dedication, expertise and commitment of staff are central to the success of the College. In 2025 recruitment focused on preparing for the next phase of the College's development, including the appointment process for a new Principal and Business Manager and the introduction of new roles such as Director of Teaching and Learning and Head of Professional Learning.

Professional learning for staff focused on preparing for the implementation of new syllabuses across a range of subject areas. Staff participated in professional learning opportunities provided by organisations including NESA, the AIS and various subject associations.

The College also maintained a strong focus on the implementation of the Learning and Wellbeing Framework through internally led professional learning initiatives.

Four teachers achieved Proficient Teacher Accreditation during the year, reflecting the College's commitment to ongoing professional growth.

Compliance obligations continued to be met through regular Workplace Health and Safety Committee meetings, the submission of the Workplace Gender Equality Agency Report and the introduction of new compliance systems including Policy Connect and CompliLearn.

THEME 1: CONTEXT

GOVERNANCE AND STRATEGIC DIRECTION

During 2025 the College began work on the development of a new Strategic Plan for 2026–2028. This process involved consultation with staff, students and members of the College community and will guide the future direction of Brigidine College as it continues to strengthen its mission, learning programs and community engagement.

Brigidine College St Ives remains deeply committed to providing an education that empowers young women to grow in confidence, compassion and courage. I thank the staff, students and families of the College for their dedication and support throughout the year and look forward with confidence to the opportunities that lie ahead.

MR SHANE HOGAN

PRINCIPAL



THEME 1: CONTEXT

1.3 School Contextual Information

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.

Shaped by the values of our Brigidine Heritage and Kildare Ministries, 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. 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 (P&F) 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 and on the Federal Government's My School website: www.myschool.edu.au



THEME 1: CONTEXT

1.4 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 and on My School website www.myschool.edu.au

STUDENT CATCHMENT AREA

At the start of 2025 the College enrolled 799 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.

2025 STUDENT FAITH BACKGROUND

Brigidine College has an open enrolment policy and welcomes students from many different faith backgrounds. The number of students who identify as Catholics remains high at approximately 50% of the student population and close to 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 7%, and the remaining 20% are of an unknown religious background.

Catholic 49%	Anglican 12%
Other Christian 12%	Other 7%
No Religion 17%	Not defined 3%

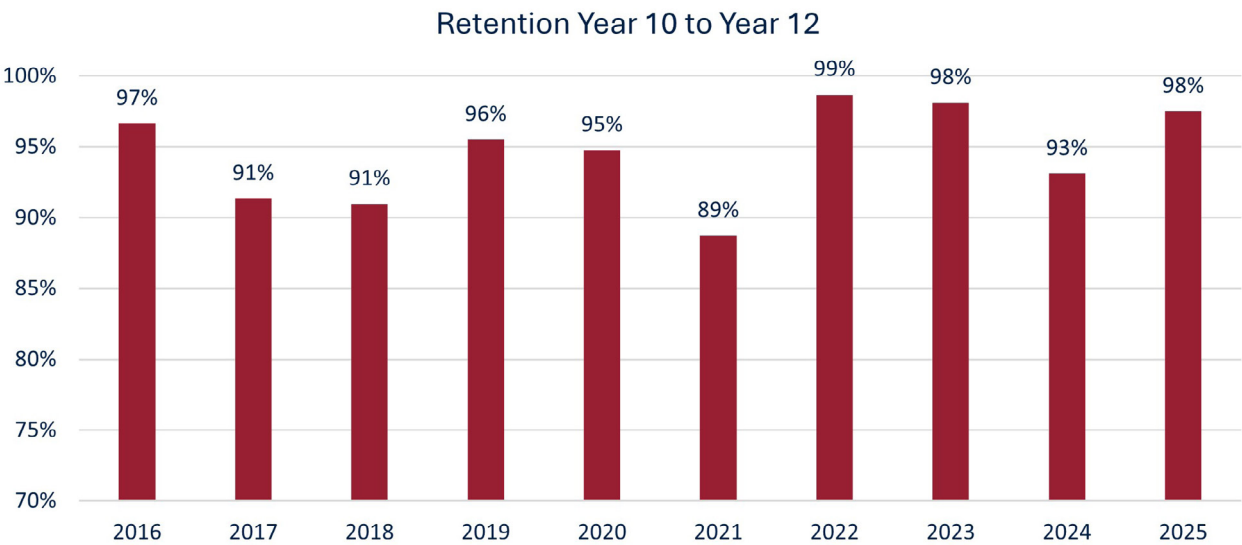
THEME 1: CONTEXT

1.4 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 2025, the retention rate at Brigidine College was 98% which is up on the prior year and in line with the recent 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 156 students in Year 12 2025 who received an ATAR, the majority were offered places by the University Admissions Centre, with 220 offers recorded across approximately 18 institutions. Students elected to study courses in a wide range of disciplines. The top courses sought by the 2025 Year 12 graduates were Commerce, Nursing, Business, and Arts. A smaller number of students opted for TAFE courses or direct entry private institutions, and a small number mentioned taking a GAP year or going straight into full time employment.

THEME 1: CONTEXT

1.5 Initiatives Promoting Respect and Responsibility

THE COLLEGE'S COMMITMENT TO STUDENT WELLBEING

Student wellbeing at Brigidine College sits at the heart of our commitment to educating the whole person. Recognising that students flourish academically when they feel safe, supported and connected, the College has developed a comprehensive pastoral framework that nurtures both personal and intellectual growth.

Central to this approach is the Mentor program, where teachers serve as a trusted adult for small groups of students. Through daily connection and ongoing guidance, mentors are committed to building meaningful relationships with their students and foster a strong sense of belonging. These Mentor groups are supported by the Wellbeing Team — Year Coordinators, College Counsellors and the Director of Student Wellbeing — who work collaboratively to ensure that every student feels known, valued and supported within the College community.

Guiding this work is the College's Pastoral program, which is grounded in the principles of Positive Education. This framework supports students to develop important character strengths with the intention of providing a stage-based program that is designed to be incremental and developmentally appropriate, aligning with the attributes of the College's Learning and Wellbeing framework. Key experiences within the Pastoral program includes the Camps for Years 7–10 and Retreats for Years 11–12, providing valuable opportunities for personal reflection, relationship building and the development of social and emotional skills to navigate challenges with confidence.

In 2025, the College introduced the newly piloted *My Mind Check*, an evidence-informed wellbeing

monitoring tool devised by Macquarie University, that allows students to regularly reflect on and report their mental health and wellbeing. This whole school platform provides valuable insights that help the College track wellbeing trends and identify students who may require additional support. The data collected contributes to broader Brigidine safeguarding processes, enabling staff to respond proactively and ensure that students at risk are identified early and supported through appropriate pastoral and counselling interventions.

The outline of psychoeducation workshops is another aspect of educating our students to support informed responsible decision making. The College continues to prioritise important wellbeing presentations, that address an array of key topic areas. Renowned educator Paul Dillon delivered keynote presentations to students in Years 10–12, providing expert insight into contemporary issues surrounding substance use. His work is widely recognised, with programs endorsed by the NSW Government. Senior Constable Lynda Hart also delivered age-appropriate workshops for Year 7–8 students, reinforcing similar themes based on an array of topics relevant to our current societal pressures surrounding; risky adolescent behaviours, inappropriate digital device use, social media and preparing for the restrictions,

THEME 1: CONTEXT



the law and legislation all from a developmentally appropriate context.

Our student education continued to focus on respectful relationships from a holistic lens as well as understanding the complexities of consent. This year, Years 8 and 10 students participated in workshops led by Danielle Miller OAM, a respected educator in this field. Her engaging sessions equipped students with practical knowledge and skills to navigate relationships with respect and confidence.

Students across Years 7–10 attended sessions with Lisa Maltman from The Sleep Connection, exploring the relationship between sleep and mental health and encouraging reflection on healthy sleep habits. The College also partnered with The Biting Truth organisation to deliver sessions for Years 11 and 12 students, examining the link between nutrition, brain development and wellbeing, with a focus on supporting healthy preparation for the HSC. For the second consecutive year, the College also

engaged the GP's in Schools initiative, providing students with access to medical professionals and education around personal health and respectful relationships, helping to normalise conversations about sensitive topics and support informed decision-making.

Complimenting these student-focused initiatives, strong partnerships with parents remain central to supporting students' positive development. Throughout the year, the College hosted a range of events designed to engage parents and share important information relating to both learning and wellbeing, including:

- Year Group Information Evenings
- Year Group Meet the Mentor Evenings for Year 7, Year 9 and Year 11
- Year 7 and Year 10 Peer Support Programs
- Year 12 Parent, Student and Staff Breakfast
- Year 8 and Year 10 Subject Selection Evenings
- Year 12 Graduation.

THEME 1: CONTEXT

The College also continued to strengthen community connection through several initiatives that brought students, staff, alumni and external organisations together. These included:

- International Women's Day Breakfast and Q&A featuring alumni representatives
- R U OK? Day Breakfast and Q&A with external wellbeing services and community partners
- Ysafe Parent Information evening
- The Sleep Connection Parent information evening.

WELLBEING STRUCTURES

MENTOR GROUPS

Students attend Mentor Group each morning, providing a consistent opportunity to connect with peers and their mentor teacher. These groups focus on building relationships, celebrating achievements and providing daily support. Mentor teachers also complete pastoral reports each semester, reflecting on the holistic development and wellbeing of students in their care.

YEAR COORDINATORS

Each year group is supported by a Year Coordinator who oversees the wellbeing and pastoral care of students within that cohort. Mentor teachers liaise regularly with their Year Coordinator regarding student concerns and wellbeing matters. Year Coordinators also work closely with mentor staff to organise year assemblies, events and parent engagement opportunities throughout the year.

COUNSELLORS

College Counsellors play a vital role in supporting students experiencing social, emotional or family-related challenges. Counsellors work collaboratively with Year Coordinators and the Director of Student Wellbeing to ensure

appropriate support is provided. Where required, counsellors also liaise with external clinicians and services to ensure comprehensive care for students with specific needs. Referrals may come from staff, parents or students themselves.

DIRECTOR OF STUDENT WELLBEING

The Director of Student Wellbeing oversees the College's pastoral care framework, ensuring a safe, supportive and inclusive environment in which students can thrive. This role includes leading professional learning for staff to ensure they are equipped with evidence-based strategies to support student wellbeing. Ongoing collaboration with Year Coordinators, counsellors, parents and external professionals ensures that student needs are addressed proactively and effectively.

Through this structured and collaborative approach, the College remains deeply committed to nurturing a supportive, inclusive and thriving community where every student is known, valued and supported.

THEME 1: CONTEXT

1.7 School Improvement Targets

School improvements in 2025 continued to be framed by the 2023-2025 Strategic Plan: *Courage, Confidence and Compassion in a Changing World*, around the areas of Faith, Learning, Wellbeing, Community and Governance. In 2025 the College Board and Leadership team worked on the Strategic Plan 2026-2028: *Shaping the Future*. This plan will frame the next two years of improvement targets at the College.

The plan is set around four strategic pillars:

Faith, Justice and Service



Enriching and enlivening our community in faith, justice and service.

- Strengthen students' spiritual life and faith engagement.
- Inspire a culture of empathy and service to others.
- Deepen appreciation of Brigidine and Kildare Ministries heritage values.

Educational Excellence



Inspiring educational excellence to develop confident, creative, curious and successful learners.

- Embed evidence-based, differentiated teaching and learning practices.
- Strengthen students' writing skills by embedding an evidence-based, targeted and cross-disciplinary literacy program.
- Enhance assessment and feedback to improve learning.
- Design and expand experiential learning opportunities for a changing world.
- Build staff capacity through rich professional learning and growth.
- Enhance and expand extra and cocurricular opportunities.

THEME 1: CONTEXT



Building a Connected Community



Nurturing wellbeing through care, compassion and courageous leadership.

- Nurture a safe, inclusive and empowering school culture for all.
- Foster courageous, confident and resilient students.
- Strengthen partnerships with parents for belonging and shared purpose.
- Build enduring community partnerships (local schools, wider community).

Sustainability



Securing a sustainable College community by responding strategically to current and future needs.

- Ensuring a sustainable future for a thriving College community.
- Develop and implement a sustainable College fees and charges model that ensures the College's long-term financial viability while maintaining quality and accessibility.
- Develop and commence implementation of a sustainable Masterplan reflecting our long-term vision.
- Launch an effective communication and marketing strategy to celebrate achievements and distinctiveness.
- Engage alumni and the wider community to support student learning and aspirations.
- Inspire a culture of philanthropy to strengthen the community and support growth.

THEME 2: OUTCOMES AND RESULTS

2.1 Student Outcomes: NAPLAN

In 2025 students in Year 7 and Year 9 participated in the Standardised National Literacy and Numeracy Testing (NAPLAN).

Brigidine College uses NAPLAN results to assess students' learning outcomes and compare them to regional and national averages.

The NAPLAN results are also analysed and used to gauge student progression and improvements.

The results of NAPLAN are available on the My School website: www.myschool.edu.au



THEME 2: OUTCOMES AND RESULTS

2.2 Senior Secondary Outcomes: HSC Student Achievements

RESULTS OF THE HIGHER SCHOOL CERTIFICATE

In 2025, 149 students completed the HSC program and were eligible for an Australian Tertiary Admissions Rank (ATAR). Eight students followed a non-ATAR pathway.

Of our Year 12 cohort, 7% of students completed vocational trade training as part of their Higher School Certificate pattern of study. Courses studied included Hospitality, Automotive, Human Services and Screen and Media.

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 2025 Higher School Certificate examinations, particularly in relation to the students' ATAR scores.

HIGHLIGHTS:

- position among Independent NSW Catholic Girls' Schools: 4th
- position in the State: 48th
- 109 students were mentioned on the Distinguished Achievers list, with 228 mentions on the list across a broad range of courses
- a record-breaking number of NESA HSC Showcase nominations: 94 nominations and nine selections.

TOP ACHIEVERS:

- seven students achieved top ten places in the state
- all-Rounders: Five students were named in the *Sydney Morning Herald* All-Rounders List for achieving 90 or above in 10 or more units
- top ATAR was 99.70.

SENIOR SCHOOL OUTCOMES

2025 ATAR	Brigidine	NSW State
0-50	1.6%	16.5%
50-60	6.3%	16.7%
60-70	8.7%	15.5%
70-80	13.5%	16.7%
80-90	28.6%	17.3%
90-100	41.3%	17.3%

THEME 2: OUTCOMES AND RESULTS

TOP END ATARS - TREND

ATAR	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
90-95	22	16	18	27	24	30	20	23	22	25
95-99	14	14	10	20	21	13	18	18	9	21
99+	6	1	3	0	3	0	3	1	1	3

In 2025 students were selected for the following HSC Showcase events:

- ArtExpress – Visual Arts
- Callback – Dance
- OnStage – Drama
- TexStyle – Textiles and Design

In 2025 students were nominated for the following HSC Showcase events:

- ArtExpress
- Callback
- OnStage
- Shape
- Encore



THEME 2: OUTCOMES AND RESULTS

STATE COMPARISON 2025

Course	Number of Students	Brigidine College Exam Mean	State Exam Mean	Variation
Biology 2 unit	36	78.09	73.04	+5.05
Business Studies 2 unit	41	82.06	74.28	+7.78
Chemistry 2 unit	13	75.09	74.86	+0.23
Community and Family Studies 2 unit	17	81.67	74.00	+7.67
Dance 2 unit	10	90.24	83.04	+7.20
Design and Technology 2 unit	11	84.16	78.25	+5.91
Drama 2 unit	39	91.77	81.30	+10.47
Economics 2 unit	10	83.74	77.69	+6.05
English Advanced 2 unit	89	83.97	81.80	+2.17
English Extension 1 1 unit	8	44.83	42.38	+2.45
English Extension 2 1 unit	2	41.65	40.94	+0.71
English Standard 2 unit	56	78.45	71.62	+6.83
Enterprise Computing 2 unit	3	75.67	73.52	+2.15
Food Technology 2 unit	6	78.60	73.11	+5.49
French Continuers 2 unit	6	81.00	82.13	-1.13
Geography 2 unit	11	89.93	75.66	+14.27
History Extension 1 unit	2	45.30	40.09	+5.21
Hospitality Examination (Kitchen Operations)	8	78.25	76.67	+1.58
Italian Continuers 2 unit	5	85.12	82.99	+2.13
Italian Extension 1 unit	3	42.00	43.81	-1.81

THEME 2: OUTCOMES AND RESULTS

STATE COMPARISON 2025

Legal Studies 2 unit	16	90.86	75.21	+15.65
Mathematics Advanced 2 unit	47	82.05	78.83	+3.22
Mathematics Extension 1 2 unit	23	71.71	78.71	-7.00
Mathematics Extension 2 2 unit	4	79.05	82.48	-3.43
Mathematics Standard 1 Examination 2 unit	1	72.00	70.99	+1.01
Mathematics Standard 2 2 unit	68	80.71	71.56	+9.15
Modern History 2 unit	27	84.67	73.72	+10.95
Music 1 2 unit	2	94.00	81.27	+12.73
Music 2 2 unit	1	98.40	86.98	+11.42
Music Extension 1 unit	1	48.30	45.87	+2.43
Personal Development, Health and Physical Education	35	83.35	74.15	+9.20
Physics 2 unit	6	70.53	73.58	-3.05
Science Extension 1 unit	3	38.60	37.09	+1.51
Society and Culture 2 unit	22	89.61	77.36	+12.25
Studies of Religion I 1 unit	27	41.54	38.46	+3.08
Studies of Religion II 2 unit	125	83.74	77.38	+6.36
Textiles and Design 2 unit	11	91.04	77.44	+13.60
Visual Arts 2 unit	18	86.36	81.38	+4.98

THEME 2: OUTCOMES AND RESULTS

HSC BAND E4 AND E3 SUMMARIES – EXTENSION COURSES 2025

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

Course	Included Students	Band E4	Band E3	Band E2/E1	% in E4 or E3
English Extension 1	8	5	3	0	100%
English Extension 2	2	1	1	0	100%
History Extension	2	2	0	0	100%
Italian Extension	3	0	3	0	100%
Mathematics Extension 1	23	3	12	0	65%
Mathematics Extension 2	4	1	2	0	75%
Music Extension	1	1	0	0	100%
Science Extension	3	0	3	0	100%
Band Total		13	24	9	

NUMBER OF STUDENTS IN BANDS 5 AND 6 – 2025

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

Name	Number of Students	Band 6	Band 5	%
Biology	36	4	14	50%
Business Studies	41	8	22	73%
Chemistry	13	1	4	38%
Community and Family Studies	17	2	8	59%
Dance	10	6	4	100%
Design and Technology	11	3	6	82%
Drama	39	26	11	95%
Economics	10	5	3	80%
English Advanced	89	9	63	81%

THEME 2: OUTCOMES AND RESULTS

English Standard	56	1	20	38%
English Studies Examination	5	0	0	0%
Enterprise Computing	3	0	0	0%
Food Technology	6	0	2	33%
French Continuers	6	1	2	50%
Geography	11	6	5	100%
Hospitality Examination (Kitchen Operations and Cookery)	8	0	4	50%
Italian Continuers	5	0	5	100%
Legal Studies	16	11	5	100%
Mathematics Advanced	47	7	22	62%
Mathematics Standard 1 Examination	1	0	0	0%
Mathematics Standard 2	68	12	28	59%
Modern History	27	10	11	78%
Music 1	2	2	0	100%
Music 2	1	1	0	100%
Personal Development, Health and Physical Education	35	10	14	69%
Physics	6	0	0	0%
Society and Culture	22	12	10	100%
Studies of Religion I	27	13	5	67%
Studies of Religion II	125	45	43	70%
Textiles and Design	11	7	3	91%
Visual Arts	18	7	7	78%
Band Total		209	321	

THEME 2: OUTCOMES AND RESULTS

2.3 Student 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 2025, 129 Year 10 students were awarded grades that could contribute to a RoSA.

YEAR 10 ROSA GRADING PATTERN 2025

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

MANDATORY COURSES

Subject	A (%)	B (%)	C (%)	D (%)	E (%)
English 200 Hours	12.86	44.29	41.43	1.43	—
Mathematics 200 Hours	23.81	36.05	21.77	15.65	2.72
Science 200 Hours	21.99	31.21	46.10	0.71	—
Geography 100 Hours	15.71	37.14	41.43	5.71	—
History 100 Hours	30.71	42.14	27.14	—	—
Personal Development, Health and Physical Education 100 Hours	13.14	78.10	8.03	0.73	—
Personal Development, Health and Physical Education 200 Hours	—	100.00	—	—	—

ELECTIVE COURSES

Subject	A (%)	B (%)	C (%)	D (%)	E (%)
Commerce 100 Hours	22.22	27.78	44.44	5.56	—
Commerce 200 Hours	16.67	60.42	18.75	4.17	—
Dance 100 Hours	25.00	—	75.00	—	—
Dance 200 Hours	57.14	28.57	14.29	—	—
Design & Technology 100 Hours	—	20.00	80.00	—	—
Design & Technology 200 Hours	60.00	10.00	20.00	10.00	—
Drama 100 Hours	12.50	62.50	25.00	—	—

THEME 2: OUTCOMES AND RESULTS

Drama 200 Hours	58.62	41.38	—	—	—
Food Technology 100 Hours	—	54.55	45.45	—	—
Food Technology 200 Hours	16.00	52.00	32.00	—	—
Graphics Technology 100 Hours	100.00	—	—	—	—
Modern Languages - French 100 Hours	40.00	—	40.00	20.00	—
Modern Languages - French 200 Hours	58.33	33.33	8.33	—	—
Modern Languages - Italian 100 Hours	—	40.00	60.00	—	—
Modern Languages - Italian 200 Hours	33.33	11.11	44.44	11.11	—
Modern Languages - Modern Greek 100 Hours	—	—	100.00	—	—
History Elective 100 Hours	33.33	66.67	—	—	—
History Elective 200 Hours	29.41	35.29	29.41	5.88	—
Music 100 Hours	33.33	33.33	33.33	—	—
Music 200 Hours	14.29	71.43	14.29	—	—
Photographic and Digital Media 100 Hours	50.00	50.00	—	—	—
Photographic and Digital Media 200 Hours	37.50	50.00	12.50	—	—
Physical Activity & Sports Studies 100 Hours	12.50	25	50	12.50	—
Physical Activity & Sports Studies 200 Hours	39.10	50	10.90	—	—
Textiles Technology 100 Hours	—	75.00	25.00	—	—
Textiles Technology 200 Hours	24.24	57.58	15.15	3.03	—
Visual Arts 100 Hours	9.09	45.45	36.36	9.09	—
Visual Arts 200 Hours	26.67	60.00	10.00	3.33	—

THEME 2: OUTCOMES AND RESULTS

2.4 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 149 girls in Year 12 2025, the majority were offered places in institutions through the University Admissions Centre. Students elected to study courses in a wide range of disciplines across approximately 18 institutions, with 220 offers recorded.

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: Macquarie University, University of Technology (Sydney), University of Sydney, Australian Catholic University, University of New South Wales, University of Newcastle, ICMS, Western Sydney University, Australian National University, University of Canberra, Torrens University, University of Wollongong, Charles Sturt University, University of Notre Dame Sydney, Griffith University, University of New England, Avondale University, ACPE.

PREFERRED COURSES OF STUDY

The top courses sought by the 2025 Year 12 graduates were Commerce, Nursing, Business, and Arts. Most of the cohort were looking towards tertiary studies at universities participating in UAC. A smaller number of students opted for TAFE courses or direct entry private institutions, and a small number mentioned taking a GAP year or going straight into full time employment.



Institution	Offers
Macquarie University	68
University of Technology, Sydney (UTS)	37
The University of Sydney (USYD)	30
Australian Catholic University (ACU)	24
University of New South Wales (UNSW)	19
University of Newcastle	14
ICMS	7
Western Sydney University (WSU)	5
Australian National University (ANU)	2
University of Canberra	2
Torrens University	2
University of Wollongong	2
Charles Sturt University (CSU)	2
University of Notre Dame Australia	2
Griffith University	1
University of New England	1
Avondale University	1
ACPE	1

THEME 2: OUTCOMES AND RESULTS

DEGREE STRUCTURE - CLASS OF 2025

Single	Double	Diploma
78% - 171/220	18% - 39/220	5% - 10/220

AREAS OF STUDY

Area of Study	Offers
Commerce/Business/Economics	51
Health and Medical Science	44
Arts, Social Sciences & Psychology	32
Education	21
Law	15
Architecture and Design	14
Communications, Media and Creative	13
Sport and Exercise Science	9
Science / Technology	6
Other	6
Engineering and Construction	4
Creative Arts	2

THEME 3: STAFFING

3.1 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 2025 Brigidine College employed 110 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 (permanent, temporary or casual)
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	110
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 81.90 (see My School website for explanation). This figure does not include casual teachers and those on extended leave.

TEACHER ACCREDITATION

All teachers at Brigidine College St Ives have Teacher Accreditation with NESA as per the Teacher Accreditation Act 2004 (the Act) and the Education Standards Authority Act 2013. In 2025 this comprised four teachers at Provisional/Conditional accreditation and the remainder at Proficient Teacher. By the end of 2025, three of these teachers had achieved Proficient Teacher Accreditation. There are currently no teachers accredited at Highly Accomplished or Lead Teacher.

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

THEME 3: STAFFING

PROFESSIONAL LEARNING AND DEVELOPMENT

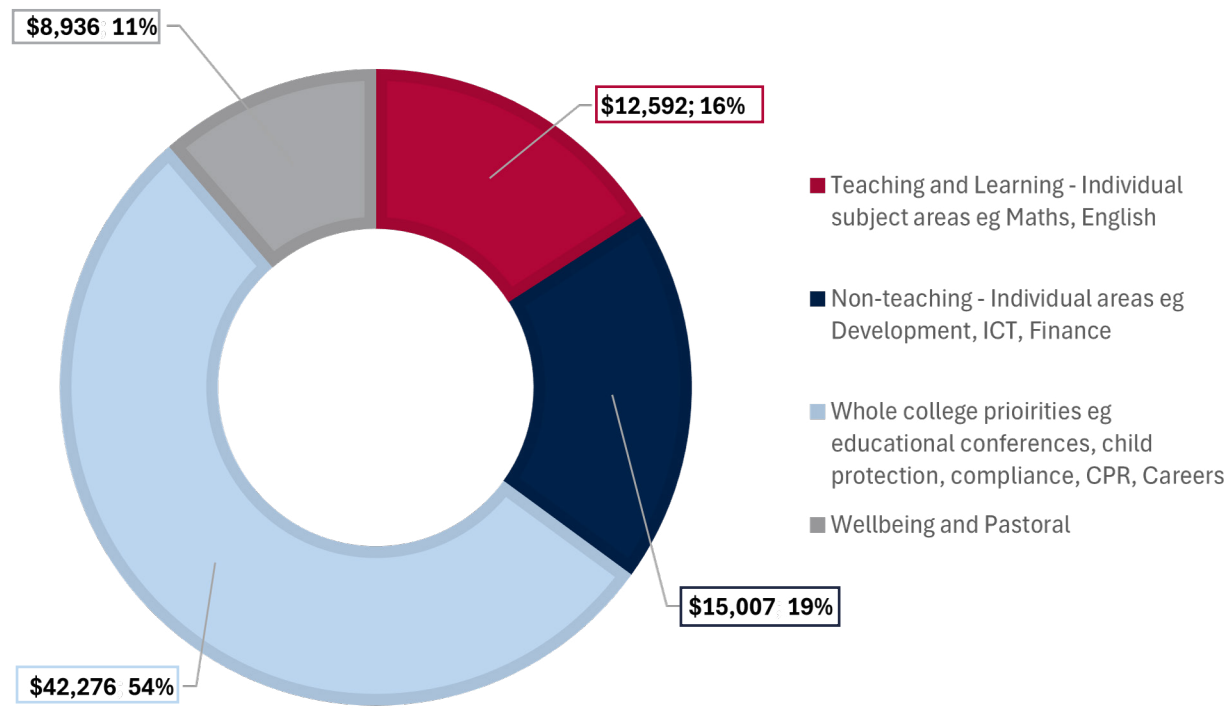
The focus of professional learning in 2025 was the development and introduction of the College’s Learning and Wellbeing Framework. Staff development days were devoted to elaborating on the different elements of the Framework.

The introduction of new syllabus documents under NESA’s Curriculum Reform agenda also dominated professional learning throughout 2025 with the focus on preparation for new syllabus implementation across a wide range of faculties. This included attendance at meetings conducted by organisations such as NESA and the AIS, as well as participation in subject association meetings, workshops and conferences. Program development was undertaken in Years 7-10

courses in HSIE (Commerce, Geography, History); PDHPE; Performing and Creative Arts (Dance, Drama, Music and Visual Arts); Science; and Technological and Applied Studies. Additionally, planning and preparation was underway for new Years 11 and 12 courses in English, Mathematics, Creative Arts, HSIE, PDHPE, and Science.

Professional and Administrative staff also participated in professional learning on-site as a whole and off-site for specific functions such as IT and Library services. All staff completed mandatory training in child protection, CPR and first aid. For a comprehensive breakdown, please refer to the graph below.

2025 PROFESSIONAL DEVELOPMENT SUMMARY



THEME 3: STAFFING

3.2 Work Force Composition



The composition of the Brigidine College workforce in 2025 is as follows:

Category of staff	Number
Teaching staff (not including casuals and short-term temporary blocks)	96
Full-time equivalent of teaching staff	81.65
Non-teaching staff	55
Full-time equivalent of non-teaching staff	39.39

Brigidine College St Ives did not employ anyone in 2025 who identified as Aboriginal or Torres Islander.

THEME 4: ATTENDANCE

4.1 Student Attendance

Average attendance across all Year Groups for 2025 was 93.2%.

Year group	Percentage Attendance Per Day
Year 7	94.0%
Year 8	91.7%
Year 9	91.7%
Year 10	91.4%
Year 11	94.0%
Year 12	95.7%



4.2 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 are communicated by the Communications team 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 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 of 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 of Student Wellbeing to manage student concerns and health issues.

Should attendance exceed more than 20 days unexplained, the Director of 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.

THEME 5: SCHOOL POLICIES

5.1 Policies

The following College policies are publicly available on the College website and linked below:

CHILD SAFEGUARDING POLICIES

[Child Safeguarding Policy](#)

ANTI-BULLYING POLICY

[Anti-bullying Policy](#)

STUDENT MANAGEMENT/DISCIPLINE POLICY

[Student Behaviour Management Policy](#)

[Student Digital Device Policy](#)

[ICT Acceptable Use \(Students\) Policy](#)

COMPLAINTS MANAGEMENT POLICY

[Complaints and Grievances Policy](#)

ENROLMENT POLICY

[Enrolment Policy](#)

THEME 6: STAKEHOLDER SATISFACTION

6.1 Parent and Student Satisfaction

Listening and responding to our community's views and expectations is a priority at Brigidine College. 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.

In 2025 the College undertook a comprehensive parent survey across all year groups. They responded to questions covering issues such as the values and cultural life of the College, teaching and learning, leadership and governance, and communication.

The feedback from these surveys assists the College in planning and improving the educational experience for all stakeholders at Brigidine and the academic and wellbeing outcomes for students.

The survey highlighted the top five most valued aspects of the College by parents.

TOP FIVE VALUED ASPECTS OF BRIGIDINE COLLEGE ST IVES

1. student wellbeing, care, and pastoral support
2. quality of teaching and learning
3. catholic identity and values-based education
4. sense of community and belonging
5. leadership, stewardship and long-term direction.



THEME 6: STAKEHOLDER SATISFACTION

Parent feedback against the College's Strategic Pillars

EDUCATIONAL EXCELLENCE



- The teachers really know my daughter and how she learns, which gives us confidence in her progress.
- There is a strong balance between academic rigour and wellbeing.
- Teaching quality across subjects feels consistently high.

FAITH, JUSTICE AND SERVICE



- The values of strength and gentleness are clearly lived.
- Faith and justice shape the culture in meaningful ways.
- Catholic ethos remains a key reason we chose the College.

BUILDING A CONNECTED COMMUNITY



- We feel confident our child is genuinely cared for.
- Pastoral care structures give us reassurance.
- There is a strong sense of belonging for families.
- Clear communication strengthens trust.
- We appreciate being kept informed.

SUSTAINABILITY



- The College feels well led and forward-thinking.
- We trust decisions are made with sustainability in mind.
- The direction of the College feels stable.

THEME 6: STAKEHOLDER SATISFACTION

6.1 Teacher Satisfaction



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 continue 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.

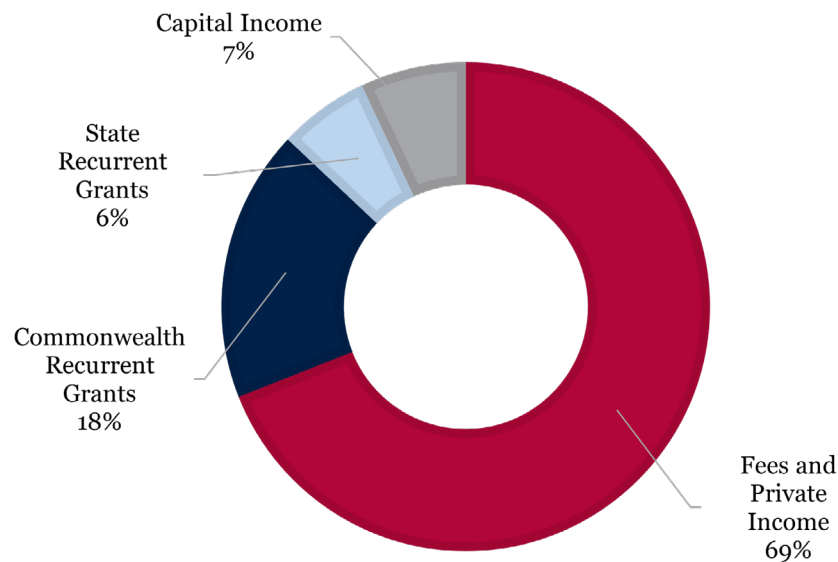
7.1 Financial Information

Brigidine College relies on family payment of student tuition fees and charges as the most significant source of funding. Government funding provides approximately 24% 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.

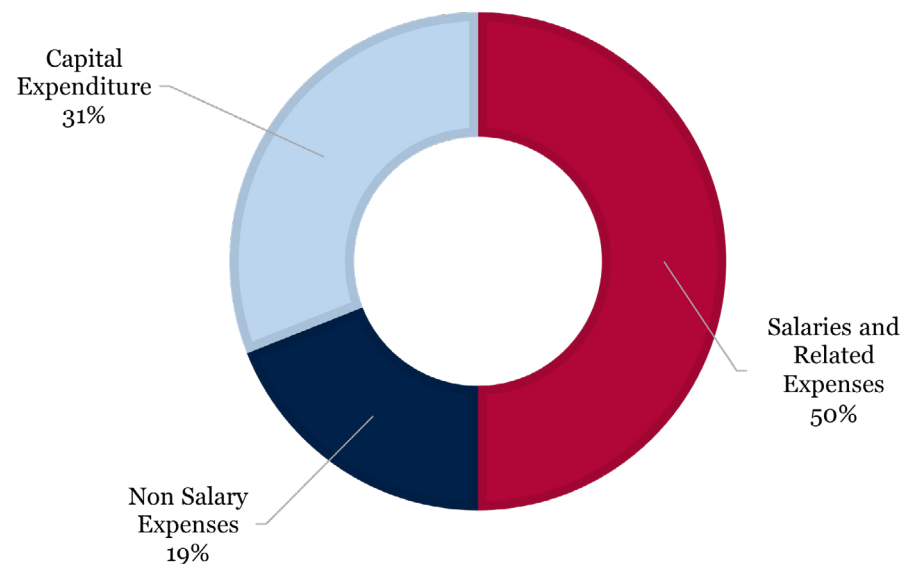
Total Recurrent Expenditure has increased year-on-year by 7% with inflationary pressures, particularly for salaries and related on-costs.

Capital Expenditure proportionally increases via loan financing with the construction of the Sports Precinct completed in December 2025.

2025 RECURRENT AND CAPITAL INCOME



2025 RECURRENT AND CAPITAL EXPENDITURE



Brigidine College St Ives

325 Mona Vale Road
St Ives 2075 New South Wales

+61 2 9988 6200 | reception@brigidine.nsw.edu.au

ABN: 15 085 694 695

BRIGIDINE.NSW.EDU.AU

