



Sydney Catholic Schools

2021

ANNUAL SCHOOL REPORT



Brigidine College

Aeolia Street, RANDWICK 2031

Principal: Mrs Sharyn Quirk

Web: <http://www.bcrandwick.catholic.edu.au/>

About this report

Brigidine College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the *Education Act 1990* (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

To walk the corridors of Brigidine College is to take a journey through a history of excellence in all-girls education. Brigidine College Randwick stands firmly in the tradition of education of the Congregation of St Brigid. Founded in 1901 by the Brigidine Sisters, the College follows a pathway of Strength and Gentleness, as it lives the charism of St Brigid each and every day.

Brigidine College is a comprehensive school and caters to the needs of all learners. We are a College that prepares young girls for strong and independent leadership roles in an increasingly complex post-secondary environment. The achievement of personal excellence, growth in confidence and a sense of personal dignity is central to our work as educators and central to the Brigidine's inclusive culture. It is a College that applies rigour to education—in each classroom, each day and for each student. It champions 21st century education skills and creates an environment where students can think critically, have the opportunity to be creative, and are enabled in the practical skill-sets of collaboration and communication. Through the application of a Growth Mindset approach to education, Brigidine College unlocks the potential in each student, empowering them to realise their aspirations. It is a College that promotes excellence in both academic, artistic and sporting performance, in a nurturing and caring environment.

Students at Brigidine College excel in who they are and carry with them a confidence to not only be successful, but to create significance through their lives. Completing Year 12 at Brigidine College is more than a graduation; it is a Commencement of each girl's pathway in life and confirmation of who they are as strong, capable and courageous individuals.

From my perspective, Brigidine is a school filled with much happiness because of healthy relationships and a very strong learning culture. This is the result of hardworking, passionate and imaginative staff and students.

Mrs. Sharyn Quirk

Principal

Parent Body Message

I am writing this letter to thank you and your wonderful Brigidine staff for the many hours of hard work you have put into helping the girls during this pandemic. Throughout this period, you have communicated so well with us the parents as well as the girls and kept us "in the loop" during all the uncertainty.

I was so pleased that Year 12 could do their trial exams at home as they had been preparing for them and I could feel the mixed emotions when they weren't sure what was happening. There was the initial joy of "I can relax" followed by the reality that she was ready for her exams and wanted to do them. Thank you too for getting the Atar dot point series for the Year 12s. My daughter's response was: "Ms Quirk really cares about us, Mum. The teachers are really trying to help us."

My daughters are both thankful that they are Brigidine girls. My Year 9 daughter was so happy today when I got home from work. She enjoyed her home room and class zoom sessions so much she was still bubbling with excitement when she went to bed. I know the girls will be happy to return to school when they can.

Parent of two Brigidine students, one in Year 12 and the other in Year 9

My daughter has been at Brigidine for two years and I have nothing but praise for the school. She has made many good friends and has been exposed to a variety of academic, sporting and cultural activities. Even though she started at the school in Year 9 she was encouraged to join the CGSSSA netball team, one of the elite sporting teams in the school.

It is both heartening and reassuring to know that everyone at Brigidine College is concerned with my daughter's academic and personal development. The Pastoral Care Coordinator ensured me that my daughter felt welcome and allayed any concerns she had as a new student. The Pastoral Care Coordinator and teachers devoted considerable time and effort to ensure my daughter chose the most suitable subjects for her pattern of study for Years 11 and 12.

Whenever I have had any interaction with the teaching staff, they have invariably taken a 'holistic' approach to my daughter's education. I am particularly happy that there are a wide range of extra-curricular activities and programs emphasising the importance of social responsibility in society. All in all, I am very happy that my daughter is a student at Brigidine College.

Parent of Year 10 Student

Student Body Message

Receiving a secondary education whilst actively surviving a pandemic is no mean feat. And although you would expect it to feel like quite a long haul, the past 12 months at the College have very much been a blur. I would greatly attribute this to the fact that the strong communal bond that this College possesses was something that was never lost. In the last few months it has been very exciting to see one another again, to see events and initiatives restarting, and preparations for the school musical beginning. Despite the absurdities which life brings, I feel a great deal of gratitude everyday, to know the friends that I know, to have the teachers

that I can call teachers, and to be part of a community which is as inclusive, supportive and listening as it is.

Year 12 student

School Features

Brigidine College Randwick is a Catholic systemic secondary Girls College located in Randwick. Brigidine College Randwick is located in the parish of Our Lady of the Sacred Heart, Randwick. Students become familiar with this beautiful church building.

In 1901 the Congregation of St Brigid (Brigidine Sisters) purchased the Daintry Estate: eight acres of land and the home "Aeolia". The area of land has been significantly reduced over the years and in 2012, what was once Brigidine Convent is divided into two sections: Brigidine House, an aged care unit leased by Catholic Health Care; and Brigidine College, a secondary school for girls leased by Sydney Catholic Schools.

Saint Brigid, the great Irish woman of the early years of Christianity in Ireland and who is beloved because of her hospitality and learning, is the patroness of the school.

Buildings in use by Brigidine College date back to 1910; some were custom-built for what was then a girls' boarding school. This means that the refurbishment of the school is a constant as the school attempts to keep pace with the demands of the curriculum and general expectation of contemporary society.

The school is located at "the Spot" which is an area in Randwick known for its restaurants and cinema.

The 2021 enrolment of 855 ensures that Brigidine is large enough to have a varied and challenging curriculum and small enough to offer the pastoral care of students which is so crucial to the school's Catholic character.

Brigidine College has a staff of intelligent, hard-working and passionate teachers many of whom are experts in the marking of the Higher School Certificate (HSC). The school enjoys a reputation for its excellent academic results. Excellence in Music education has long been an important feature of Brigidine, and private music tuition is available through the school. Involvement in the Catholic Girls Secondary Schools Sport Association (CGSSSA) sporting competition gives opportunities for students to compete in many different sports at an interschool level. A pastoral program assists the students to integrate their learning into their everyday life and each girl is encouraged to see her development as a wise, moral and loving woman as her life's work.

Brigidine College has made its mark as a comprehensive but academically powerful school. The College has consistently achieved outstanding HSC rankings. In 2020, Brigidine College was the first school in the history of Sydney Catholic Schools to rank in the top 50 schools and once more, First in Sydney Catholic Schools.

2021 marked the 120th anniversary of Brigidine College. The Brigidine community, inclusive of students, staff, parents, alumni and the Brigidine Sisters have throughout the year taken many opportunities to celebrate this important milestone.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
855	0	256	855

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2021 was 95.53%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96.66	95.77	94.19	94.77	95.50	96.30

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2019, 98% completed Year 12 in 2021.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	23.53 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

From a Year 12 graduating cohort of 115 students:

- 93 (80.9%) are attending University
- 20 (17.4%) have accepted Traineeships and/or are attending TAFE
- 2 (1.7%) students are undertaking a Gap year/work

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	88
Number of full time teaching staff	57
Number of part time teaching staff	15
Number of non-teaching staff	16

Total number of teaching staff by NESAC category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 435 teachers
- Provisional 862 teachers
- Proficient 5406 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole of school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Brigidine College held regular staff development days throughout the year and in particular during Remote Learning. The Professional Learning focussed on:

- Creating effective and accessible Learning Sequences
- Online Learning Engagement and Skills
- Assessment in the Remote Learning capability
- Effective Reporting methods

Brigidine teachers attend professional learning organised by Sydney Catholic Schools, external agencies as well as the learning organised on-site at Brigidine. Staff are encouraged to attend professional learning that that will help them attain the personal professional goals that they have set in their Personal Growth in Action Plan (PGiA) so they can improve their expertise in all areas that contribute to them being an excellent teacher.

Many staff are involved in the pursuit of further study at the Master and Doctorate degree level in Education.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation site](#) on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Brigidine College was founded in 1901 by the Brigidine Sisters, who were guided by the charism of St Brigid. The staff and students of Brigidine College are called to remember, and be witness to, the pillars of St Brigid.

Staff Faith Formation continues to focus on understanding the six pillars of St Brigid, culminating with the Staff Spirituality Day, which explored the Founder, Daniel Delany and Patroness, St Brigid.

The Covid-19 pandemic presented a challenge for Church Engagement. Staff and students were encouraged to access mass online with Our Lady of the Sacred Heart Randwick Parish. A Youth Ministry handbook was developed to support students and their families in engaging with the local parishes during the Lenten period.

In partnership with the Brigidine Sisters and the Patrician Brothers, the College eagerly continued its support of the Brigidine Bursary. This bursary was introduced to the College community in 2020, and through this bursary, the College committed itself to support the education of two female students attending the Daniel Delany school in Kenya, Africa.

The Social Justice group remained committed in their concern about significant issues in our world. Despite the pandemic restrictions, students at the College contributed to Caritas, St Vincent De Paul Winter Appeal and St Canice's Christmas collection.

Religious Education (RE) is compulsory at the College. Students in Years 7-12 are invited into a deeper and more intimate relationship with God through their exploration of the Scriptures, their participation in personal and communal prayer and their living out of Catholic social and moral teaching. RE provides an opportunity for students to witness and encounter Christ while building the skills necessary to be creative, critical and life-long learners.

Students in Year 11 & 12 may study Studies of Religion I or II for their Higher School Certificate (HSC). These subjects contribute to the calculation of an Australian Tertiary Admission Rank (ATAR). Students who take these courses are challenged to explore the living reality and impact of the Abrahamic Faiths. Also available to the senior students is the board endorsed course, Studies in Catholic Thought, which appears on the HSC but does not contribute to the ATAR. This course is taught in the Liberal Arts method, challenging students to use philosophy, theology, science and the humanities to understand the Catholic faith.

The Year 7-12 Religious Education curriculum provides opportunities for young people to 'see, judge and act' in response to Jesus' great commandment to love God and love others and thus, 'live life to the full'.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the *Education Act 1990* (NSW) and implements the curriculum requirements of Sydney Catholic Schools. Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

Brigidine has an exceptionally strong learning culture among the student body and developing a positive work ethic within each student is a prime concern of the teaching staff. A Diverse Learning department provides for, and assists, gifted and talented students and students who require additional support.

Brigidine College Randwick offers thirty-nine (39) Higher School Certificate (HSC) courses:

- Studies of Religion 1, Studies of Religion 2, Studies in Catholic Thought
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- Economics
- English Studies, English (Standard), English (Advanced), English Extension 1, English Extension 2
- Food Technology
- Geography
- Italian
- Legal Studies
- Standard Mathematics 1, Standard Mathematics 2, Advanced Mathematics, Mathematics Extension 1, Mathematics Extension 2
- Modern History, History Extension
- Music 1, Music 2, Music Extension
- Personal Development, Health and Physical Education
- Physics
- Visual Arts
- Business Services (VET)

- Hospitality (VET)
- Ceramics
- Photography, Video and Digital Imaging
- Work Studies

Stage 5 provides the opportunity for students to elect subjects to complement their core studies. The elective subjects are:

- Commerce
- Design & Technology
- Drama
- Food Technology
- Graphics Technology
- History
- Italian
- Music
- Physical Activity & Sports Studies (PASS)
- Visual Arts

Particular features of the co-curricular program include student involvement in:

- Public speaking and debating
- The Duke of Edinburgh Program
- Involvement in community-based days, for example, White Ribbon walk, reading and creative writing clubs for enjoyment and for entering competitions Science Technology Engineering and Mathematics (STEM) club
- Choir
- Acappella group
- Junior and Senior orchestra
- Instrumental ensembles
- Big Sister peer support program in Mathematics and English.

Additional to the formal curriculum, Brigidine students are involved in many fundraising activities for a number of different charities.

- The Brigidine Randwick social justice group, St Brigid's Fire, is an active group facilitated by the Youth Ministry Coordinator and the Social Justice College Captain. Issues named by the students as important are discussed and impact programs are proposed for whole College support.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. 2021 was the first year where SCS Primary schools engaged with online testing for NAPLAN, Secondary schools began online testing in 2019. Analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	48%	26%	6%	22%
	Reading	46%	28%	3%	17%
	Writing	44%	20%	6%	25%
	Spelling	51%	32%	3%	15%
	Numeracy	47%	33%	5%	17%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30%	19%	8%	27%
	Reading	34%	21%	9%	24%
	Writing	28%	14%	7%	36%
	Spelling	34%	21%	3%	22%
	Numeracy	39%	22%	5%	18%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Brigidine College has continued its fine academic reputation to once more produce significant results in the 2021 HSC. The College is exceptionally proud of our achievements.

- Ranked **58th** of approximately 600 schools in NSW
- The College ATAR results witnessed:
 - 3.9% of students received an ATAR of 99 or more
 - 33% of students (34 students) received an ATAR of 90 or above
 - 62% of students (63 students) received an ATAR of 80 or above
 - 80% of students (82 students) received an ATAR of 70 or above.
- 4 students appeared on the All-Rounders list (Band 6 in at least 10 units of study)
- 3 places were awarded on the Top Achievers list (a place in the top 10 Ranks in a subject in the State)
- 50 (49%) students appeared on the Distinguished Achievers list (achieving a Band 6 in a subject). Between them, the students received 146 Band 6's.
- 97% of all subjects were above the State average.

The College took advantage of remote learning, providing online formative and summative assessments, producing many practice style HSC questions and providing personalised video and written feedback.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	45 %	36 %	61 %	33 %	70 %	34 %
Biology	33 %	32 %	55 %	31 %	81 %	31 %
Business Studies	67 %	33 %	74 %	35 %	85 %	36 %
Chemistry	42 %	46 %	60 %	43 %	14 %	40 %
Community & Family Studie	59 %	37 %	65 %	34 %	64 %	32 %
Drama	86 %	44 %	88 %	47 %	80 %	46 %
Economics	67 %	52 %	86 %	51 %	88 %	50 %
English (Advanced)	94 %	62 %	95 %	63 %	94 %	69 %
English (Standard)	45 %	12 %	57 %	12 %	44 %	17 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
English Extension 2	100 %	80 %	67 %	82 %	100 %	84 %
Food Technology	73 %	34 %	100 %	30 %	86 %	36 %
Geography	89 %	44 %	80 %	42 %	70 %	44 %
Italian Continuers	-	-	100 %	58 %	67 %	72 %
Legal Studies	68 %	42 %	83 %	40 %	100 %	42 %
Mathematics Advanced	-	-	81 %	53 %	61 %	50 %
Mathematics Extension 1	93 %	80 %	92 %	75 %	100 %	74 %
Mathematics Extension 2	100 %	86 %	100 %	84 %	100 %	87 %
Mathematics Standard 2	55 %	24 %	61 %	25 %	42 %	25 %
Modern History	64 %	40 %	65 %	37 %	42 %	38 %
Music 1	100 %	66 %	100 %	64 %	100 %	64 %
Personal Dev,Health & PE	64 %	32 %	81 %	34 %	92 %	31 %
Physics	80 %	37 %	36 %	41 %	50 %	41 %
Science Extension	-	-	100 %	74 %	100 %	72 %
Studies of Religion I	70 %	46 %	80 %	44 %	62 %	42 %
Studies of Religion II	-	-	82 %	44 %	43 %	46 %
Visual Arts	70 %	63 %	100 %	65 %	89 %	63 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2021, the number of students issued with a RoSA was 2.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the College does not sanction administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Sydney Catholic Schools (SCS) has established an [Anti-Bullying Policy](#) and monitors the implementation of this policy across all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student

bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of SCS and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

The Pastoral program of the school was rewritten in response to the world in which our students live, a world where we at Brigidine College want our students to live as respectful and responsible students.

B.R.A.V.E is the College acronym which describes and defines Brigidine's core values, beliefs and guiding behavioural principles. The Pastoral Care Coordinators have developed their pastoral program based around this acronym. We want all Brigidine girls to develop the characteristics of being BRAVE and to learn what it means to be brave in the 21st century. Brigidine girls are BRAVE, they are girls who:

- Believe in themselves, in God and in others;
- Respectful relationships with peers, teachers and themselves is developed;
- Achieve in all they put their minds to;
- Voice the truth in a respectful manner, feeling safe to offer their opinion; and

- Empower others to walk with strength and gentleness.

As a response to B.R.A.V.E. the Pastoral Care Coordinators received professional learning on Positive Education and Positive Education Enhanced Curriculum (PEEC). To complement B.R.A.V.E. the Positive Education Enhanced Curriculum was implemented in the Pastoral Care program each week.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's strategic planning and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's strategic planning processes and informed by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities and the Network Strategic Plan. The College engages in an annual evidence-based evaluation of its effectiveness. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The following key improvements, as outlined in the Annual Improvement Plan, were achieved this year:

- Teachers engaged in Gifted Education to target improvement in extensive student learning and achievement. The College:
 - developed an effective Gifted Education Team which led the implementation of a school-wide Gifted Education Program.
 - developed valid and reliable processes to identify gifted learners
 - developed an evaluation of gifted programs and provisions
- Teachers worked on establishing literacy implementation plans to support the ever-increasing demands in this space.
- Teachers engaged in reflection on their professional growth in light of the professional teaching standards and teachers are well established in the processes needed to maintain their accreditation.
- Teachers engaged in professional learning around diverse learning, in particular, the requirements of differentiation and providing individualisation for all students. Connected with this was a focus on wellbeing and mental health and supporting the increasing number of mental health concerns presenting amongst students
- Implementation of Study Skills in Pastoral Care was effectively conducted each week
- Design and deliver targeted Professional Learning for all staff on self-harm and eating disorders so that participants gain confidence to identify risky behavioural signs in students

Priority Key Improvements for Next Year

The following key priority areas have been identified for 2022:

- Develop Professional Learning Communities that are identified as strategic to the College development and enhancement of teaching and learning
- Embed a school-wide data analysis process for all teachers across all subjects in all Key Stages 4-6, using clearly defined guidelines so teachers can more competently evaluate student achievement against course performance descriptors, and provide essential enhancement/support for student success.
- Provide Professional Learning on Positive Education and the Positive Education Enhanced Curriculum (PEEC)
- Introduction and implementation of the Positive Education Enhancement Curriculum.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has engaged a variety of processes, including the Tell Them From Me surveys to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Brigidine College Randwick is a community of supportive and engaged parents. We are in the fortunate position of having a waiting list for each cohort in the College. The families who present themselves for their daughter's enrolment are acting on the information given to them by other students and their parents and by the high academic results achieved by the College. Anecdotally the Principal hears in enrolment interviews the high level of satisfaction that families have had with the educational experience at Brigidine College. Curriculum and pastoral information meetings are well attended by parents.

On the Tell Them From Me survey of parents in 2021, Brigidine parents said that the school supports positive behaviour with eighty-six percent indicating that their child is clear about appropriate school behaviour. Seventy-three percent of parents indicated that the teachers expect their child to work hard with seventy-eight percent of parents stating that the teachers expect their child to pay attention in class. Eighty-four percent of parents indicated that their child feels safe at school.

Student satisfaction

On the Tell Them From Me survey of Brigidine College students in 2021, eighty-two percent of students stated that they were interested and motivated in their learning with ninety-four percent indicating that they try hard to succeed in their learning.

Sixty-seven percent of the student body indicated that there is a positive learning culture with seventy-four percent claiming that the teachers emphasise academic skills and hold high expectations for all students to succeed.

At Brigidine College eighty-six percent of students have friends at the school that they can trust and who encourage them to make positive choices.

Overall, ninety-two percent of students at Brigidine College have a positive attitude and do not get in trouble for disruptive or inappropriate behaviour.

Teacher satisfaction

The teaching staff of Brigidine College believe that the College is an inclusive school with eighty-four percent of teachers indicating that they make sure that students with special learning needs receive meaningful feedback on their work with eighty-six percent stating that they understand the learning needs of students with special learning needs.

Setting high expectations for students is considered extremely important by the teachers with eighty-seven percent indicating that they use formal assessment tasks to help students set challenging goals.

Teachers of Brigidine College discuss their learning goals with other teachers with eighty-one percent indicating that these learning goals are shared with their students in class. Providing feedback to students on their work is considered extremely important by the teachers with ninety-six percent indicating so.

The teaching staff of Brigidine College acknowledged that collaboration is important with eighty-nine percent stating that they enjoy discussing their assessment strategies with other teachers.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$8,684,395
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,368,894
Fees and Private Income ⁴	\$3,503,850
Interest Subsidy Grants	\$31,836
Other Capital Income ⁵	\$521,883
Total Income	\$15,110,858

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$469,626
Salaries and Related Expenses ⁷	\$10,716,442
Non-Salary Expenses ⁸	\$2,728,161
Total Expenditure	\$13,914,229

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT