St Brigid's Catholic College, Lake Munmorah
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St Brigid's Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

In 2015, our enrolments expanded and an exciting building program was completed. While the buildings are architecturally innovative, the heart of our school is the Mission, teaching and learning, and pastoral care that supports every community member.

We strive to create a dynamic faith community where each student understands and embraces Catholic values. Our school motto *Inflaming hearts and minds in Christ*, signifies a hope-filled community of learners, where all are respected, challenged and supported to be their very best.

Our educational goal is to develop life-long learners through critical and creative thinking, problem solving, working collaboratively and working independently. We use contemporary technologies within an inquiry approach and teachers appreciate the importance of engaging students in relevant learning.

Our approach to pastoral care, based on Restorative Practices, stems from relationships. By creating positive relationships in the school and broader community, we enhance wellbeing for all.

It is exciting and rewarding to be involved in the development of our new school where all have collaborated for the education of the young people entrusted to our care.

Parent Body Message

I am and continue to be grateful for the pastoral care that is provided to my child and I am sure to other students. The support my daughter has received from individual teachers and the whole teaching community has been fabulous and I truly feel like the staff genuinely care and are pro-active with regard to the well-being of the students.

It is great to see the school continuing to grow as planned with new buildings and specialist learning spaces established.

I am pleased to see the college leadership team's commitment for 2016 to continue to review, refine and improve the new learning system and keep providing assistance to parents on how we can help support our students.

Student Body Message

What we like most about being a student at St Brigid's is the sense of community and being part of a caring and student focused learning environment. As part of the first cohort of students, we are honoured to grow with the school, embracing the benefit of new technologies and teachers who inspire us to excel.

St Brigid’s staff are friendly, caring and always willing to invest more than just their time, as they share their knowledge, experience and passion for faith and education with us. The support and trust that we have received from our parents, school and Diocese encourages us as we follow our
College motto of ‘Inflaming Hearts and Minds in Christ’.

Guided by our College values of stewardship, courage, compassion and wisdom, our journey through high school promises to be a good foundation for our future as we become responsible and caring young adults.

We are grateful for the friendships and memories we are making. Being the senior class every year enables us to be great role models for the junior years and to help make their time at St Brigid’s as enjoyable as ours.

We thank you for this opportunity to express our gratitude for our new school.
School Features

St Brigid’s Catholic College Lake Munmorah, is a Catholic systemic secondary school.

St Brigid’s is the newest secondary Catholic college in the Diocese of Broken Bay, having started in 2014 with Year 7. As a faith-based community we invite students to find purpose in their lives as followers of Christ. We have a firm commitment to ensuring that teaching and learning is based on sound contemporary research, so that our students are afforded the best education for the life that awaits them after school. As such, using the Understanding by Design framework to craft our curriculum and an inquiry-based approach to learning programs, we provide learning experiences that go beyond content coverage to engage students in creative and critical thinking, self-direction as appropriate and student ownership of their learning journey, in partnership with teachers and parents. The skills required for the 21st century include the ability to self-motivate, show initiative, see a task from beginning to end, and be able to work collegially, collaboratively and autonomously. These are the skills we are growing in our students.

The facilities at our school have been designed to meet the demands of a contemporary learning environment. Natural lighting, flexibility of space, indoor/outdoor learning areas, and furniture which allows our students to be comfortable while they learn, are evident throughout our college.

The Mentor Coach is a key person in our pastoral system. This staff member assists students in their Mentor Group through twice weekly meetings, pastoral care lessons and 1:1 coaching conversations.

In a 21st century learning community, it is imperative that we support our students to be ethical and resourceful users in their technology-rich world. Technology is not only a source of information but also a means through which students can create, communicate and collaborate as critically thinking producers and consumers. St Brigid’s has a 1:1 laptop program where parents lease the device over a three year period. The device has an i5 processor which enables students to use software and applications to create so much more than word documents. A reliable wireless network is available at the college and students are able to take the device to and from school. At St Brigid’s we use Google Sites as our learning management system. Students have access to teaching and learning resources 24 hours a day, 7 days per week. Google Sites enables teachers to comment on student work consistently so that feedback is regular and formative. Student work can also be accessed by parents and carers so that all significant adults in a child’s education are informed about progress.

We are proud of the accomplishments of our college in its first two years and are committed to continual improvement.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>61</td>
<td>2</td>
<td>128</td>
</tr>
</tbody>
</table>

* Language Background Other than English

As a newly established secondary college, enrolments are growing as the college's excellent community reputation becomes more widespread. Enrolments for 2016 in Year 7 are expected at around 100. This means that we will almost double in student population in our third year.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 89.86 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>89 %</td>
</tr>
<tr>
<td>91 %</td>
</tr>
</tbody>
</table>

One indicator of the provision of a safe and supportive environment is attendance. The attendance data indicates that our students are engaged with school. The percentages are skewed by a small number of students whose attendance is not consistent due to complex circumstances.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend
school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

* This number includes 11 full-time teachers and 2 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>13</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Building Catholic culture in our school and community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Inquiry based pedagogical approaches</td>
</tr>
<tr>
<td>Day 3</td>
<td>Restorative practices to build trust and relationships</td>
</tr>
</tbody>
</table>

Throughout 2015 continuing professional learning in the three key areas of college life has been instrumental in establishing the culture of our college as a learning community. In Teaching and Learning, inquiry is a focus for staff learning. In Mission, we have explored the papal exhortation, Evangeli Gaudium, The Joy of the Gospel, to inform our practice in educating young
people in a faith-based community. In the area of Pastoral Care and Wellbeing, Restorative Practices was the theme of our professional learning facilitated by an external consultant; this philosophy underpins our behaviour management processes.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

At St Brigid’s, students are invited into the Catholic story; they are shown how to live as a Catholic person through Religious Education (RE) and the modelling that occurs for them by adults in our college. Our College values of compassion, courage, stewardship and wisdom are integral to the way in which we relate to each other. Students are challenged, encouraged and supported to live their best life.

Our RE curriculum is delivered through an inquiry based approach. The opportunity for students to explore issues which are relevant to them means that they can connect to the real life relevance of living as a person of faith.

Rich experiences of prayer and liturgy are part of college life. The Daily Examen is used to help students be mindful of their actions, the impact they have on others, and the life-giving support that faith in a loving God can bring to being a person of dignity and worth.

We are fortunate to have the support of our local Parish Priest and parishioners. Celebration of Mass is always open to parishioners as well as our families; these liturgies are moments of communion with each other.

Social Justice is an essential undertaking as a Catholic community. Our families are extremely generous in their support of the St Vincent de Paul Winter and Christmas appeals, as well as fundraising for Catholic Mission. Students are actively engaged in such things as holding fun days to raise awareness and funds. Our students participated this year in the ANZAC commemoration and also in the White Ribbon Walk for domestic violence victims. The theme of tolerance and justice is embedded into the curriculum when possible. For instance, Year 8 studied Anh Do’s novel *The Happiest Refugee* in English. The change of heart to which some of our students were led in acceptance of refugees into Australia was outstanding.

We are committed to building a faith community in our College so our students leave us with dignity, purpose and life-giving options.
Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2015, after a trial in 2014 in Religious Education, the college established a team teaching approach to teaching and learning, where students in whole year cohorts learn as one group. Year 7 students had three teachers for each Key Learning Area (KLA) team, and Year 8 had four teachers on each team.

Teachers, in their curriculum teams, plan learning experiences using the Understanding By Design framework of Wiggins and McTighe for curriculum design, based on the BOSTES syllabuses. An inquiry-based approach which incorporates problem-based, project-based or design-based experiences is integrated into the program. Embedded in this design are the four C's: communication, collaboration, creativity and critical thinking. We believe that through this combination of interwoven strategies, our students will be well-equipped for life-long learning.

Students are, as is developmentally appropriate, encouraged, supported and challenged to take ownership of their learning and have choice in what they study, in order for them to become self-regulated, independent and interdependent learners. At every opportunity students are encouraged to share their knowledge by supporting the learning of others.

The college facilities have been purposefully designed to allow teachers and students flexibility and choice in the learning environment which may best suit the activity. Open learning spaces with 'break-out rooms' including furnished verandahs to allow for fresh air and sunshine, provide students with options about where they learn. In addition, students may work as individuals, in small to large groups, and in different locations on comfortable furniture including lounges or cushions. We also have high desks at which students can stand or be seated on stools. Comfort in the learning environment, the ability to move around and the social dimension of learning are all enhanced in our learning model.
SECTION SEVEN: 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. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32.20 %</td>
<td>28.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>25.40 %</td>
<td>28.40 %</td>
</tr>
<tr>
<td>Writing</td>
<td>1.80 %</td>
<td>15.60 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.00 %</td>
<td>30.80 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16.10 %</td>
<td>25.80 %</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td></td>
<td>14.30 %</td>
<td>19.20 %</td>
</tr>
<tr>
<td></td>
<td>12.70 %</td>
<td>15.30 %</td>
</tr>
<tr>
<td></td>
<td>47.20 %</td>
<td>29.10 %</td>
</tr>
<tr>
<td></td>
<td>21.40 %</td>
<td>16.10 %</td>
</tr>
<tr>
<td></td>
<td>14.30 %</td>
<td>16.60 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

The My School website indicates that in all test areas, achievement of the Year 7 cohort at St Brigid’s is comparable to similar schools from across Australia. However, as can be seen from the NAPLAN results for the current Year 7 cohort, there are students who come to us with high learning needs in literacy, particularly in writing. As a result, Writing has been a focus for the English department during 2015.

The college uses additional data to track students such as PAT-R for reading comprehension and PAT-M for numeracy. A targeted program for students who were diagnosed with significant literacy needs was conducted using the Multilit program. This involved 1:1 instruction by a trained adult at least three times per week. Our Learning Support department along with two parent volunteers provided the human resourcing needed to conduct this intensive intervention. The results have been most pleasing with growth in reading comprehension for all students participating in the program. Some of the benefits of this
intervention apart from growth in reading comprehension, have been increased confidence in
the classroom learning environment and improved self-confidence.

Teachers are becoming increasingly skilled in responding to the literacy demands of their subject
areas for students. Simple strategies such as providing written and verbal instructions assist
students who may have difficulty with aural comprehension. Scaffolding for writing tasks for the
different Key Learning Areas regularly occurs. To enhance every student’s reading capabilities,
Reading Plus was also used. Post-testing has not yet occurred.

Literacy will continue to be a focus area for 2016, with MultiLit running again for those students
in need. A Literacy Coach will assist students in identified areas at point of need, and will lead
professional learning for teachers during team meetings, to build their capacity in this important
area. One of the advantages of the team approach to teaching and learning is that there is a
sharing of different expertise within the teams including staff members who have particular
literacy expertise.

Numeracy is an area in which the college will also invest time in 2016. Students identified as
having significant learning needs in numeracy will be provided with individual targeted
interventions. A recently appointed Learning Support Assistant has expertise in numeracy as well
as literacy intervention.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) 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 Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

St Brigid’s prides itself on being a welcoming community where each student is known and nurtured as an individual. Our approach to pastoral care stems from our fundamental belief that relationships are the key to success in teaching and learning, and to effective personal development. Each student has a Mentor Coach who interviews them individually during the year, assists the student to reflect on their learning and contribution to community, and helps them set goals for the short term. Parents and carers receive personal feedback after these meetings from the Mentor Coach. This close relationship enhances the wellbeing of each student as they are known individually by a caring adult.

In 2015 St Brigid’s had the services of a College counsellor one day per week which will grow to four days per week in 2016. Furthermore, because mental health and wellbeing of our students are seen as paramount, St Brigid’s has become a MindMatters school.

St Brigid’s has a house structure which creates strong connections between students. Student leadership is attached to the houses.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Restorative Justice principles underpin our behaviour management processes. This philosophy places relationships at the centre; repairing those relationships after mistakes are made is key to
developing a sense of social responsibility in students.

Mistakes are viewed as learning opportunities. We encourage students to reflect on their misbehaviour, compassionately repair any damage that may have been done to others, and to move forward with new insights into themselves.

During 2015, building on Restorative Practices, when a behaviour occurs which is not aligned with the community's expectations, a conversation between a member of staff and the student occurs, to hopefully help the student to identify where they may improve and negotiate a way forward. This conversation is the first step in the consequences for behaviour which is counter to our agreed norms.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

At St Brigid's Catholic College we have a pastoral program which educates and encourages pro-social behaviour in our students as well as an expectation that time at school is to be safe for everyone. Students know that reported bullying will be addressed, always looking to repair the damage done to relationships. Students generally report feeling confident to report issues of bullying to staff. Cyberbullying is an issue which is becoming more prevalent. Each report has been managed according to our college procedures which include support for the victim and for the person exhibiting bullying behaviours, parent involvement and restorative practices to repair damaged relationships.

**Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Families are encouraged to contact the college if they are unhappy with any element of the
college experience for them or their child. It is clearly outlined in the diocesan policy as to how to report a complaint or grievance, and this encourages dealing with the matter at the lowest possible level of intervention.

It is our commitment that through open communication with families, issues are addressed in a timely fashion when raised. Parents have commented that our communication indicates our desire to work in partnership with them.

**Initiatives Promoting Respect and Responsibility**

Through our Religious Education and pastoral programs, the dignity of the human person is articulated as being at the centre of all our interactions. We speak of the need to give respect no matter what the circumstance, even when we ourselves are not being respected. We reinforce with students that respect is not earned by others, it is freely given.

During 2015 all Year 8 students participated in the *Rock and Water* program which is a self-defence program based on self-knowledge and self-regulation. It encourages use of low level strategies when conflict arises and students in their evaluations reported that they found the program very useful and engaging.

Our awards system for Effort and Behaviour encourages and rewards students who are respectful and responsible in the learning environment. Students who are noticed being respectful or responsible are acknowledged with merits. At times, if appropriate, students are acknowledged at assembly for acts of kindness towards others or where they show responsibility by their actions.

We have also started a Student Learning Licence system, where students are issued with different levels of licence, with Black being for those who can work independently and interdependently and are therefore afforded more choice in the learning environment. Those on P or L licences require differing levels of adult intervention on the path to self-regulation. This system is being enhanced through student focus groups for 2016.

The role of Mentor Coach has been established with 1:1 coaching conversations. The student sets goals and discusses progress toward these goals in these conversations. Communication with parents occurs about the outcome of these mentoring sessions.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

The story of St Brigid and the centrality of Christ in her life was a focus for the religious dimension of the college. The four college values of compassion, stewardship, wisdom and courage were explored further through the RE program so that all students understand how to live out these values in their daily lives as Christ’s disciples. The call to discipleship has been a permeating theme as college culture is created. Professional learning was focused on *Evangelii Gaudium* as a way of living a Christian life and how this can be embedded in our work with families.

An inquiry-based approach to teaching and learning, and Understanding by Design as a curriculum planning framework were utilised in all KLA areas. A team approach to teaching and learning as a model of excellence in contemporary pedagogy was introduced for both Year 7 and Year 8. Google Drive and Sites were used as a Learning Management System. Google Classrooms was successfully rolled out in Term 4. Literacy intervention through MultiLit, for students experiencing significant difficulties in literacy, was very successful.

The Mentor Coach role has been established as an integral part of our Pastoral Care program.

**Priority Key Improvements for Next Year**

By the end of 2016, the number of students volunteering to be involved in liturgies and social justice will increase by 10%. The Religious Education program for Year 7 will include the investigation of our College story including the signs and symbols and College prayer. The life of St Brigid as a model of discipleship will be included in the teaching and learning. The message of *Evangelii Guadium* will be embedded into our college prayer life.

Student feedback has shown that those on their black licence are asking for explicit criteria around their learning in terms of their self-regulation. By the end of 2016, students will be able to self-assess their learning behaviours as measured through their black licence justification.

By the end of 2016, students will be able to self-assess their overall behaviours as monitored through their Mentor Coach coaching conversations. The coaching conversations will be improved upon in terms of frequency and feedback to parents.
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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

Parents were invited to provide feedback through surveys twice during the year. Areas of strength identified are the pastoral care shown to students, especially in that staff know their students very well and provide support for their learning journey. We are fortunate that our parent community generally values open communication with the college, and that staff are so willing to communicate via phone call or email.

Adjustment to the open learning, inquiry based model was a challenge for some parents and students. Parent information evenings and many family interviews were held to dispel any anxiety about the contemporary learning environment at St Brigid's.

The parents and carers of our students are interested in their child's holistic development. Attendance at information nights, parent/teacher interviews and social functions is excellent and indicative of the partnership established between school and home.

**Student Satisfaction**

With the advent of the new open learning environment, students have been consulted numerous times throughout the year via survey and through the coaching conversations. Year 7 have found the transition to secondary school and the contemporary setting very easy. Year 8 had experienced the new learning environment in Religious Education during 2014. However, along with other changes brought about through the expanding nature of the college, some found the transition more difficult. As a result of working with students and parents, as well as by responding to ongoing staff evaluation, interventions for improvement have occurred.

Attendance, as previously mentioned in this report, is very good and this is an indicator of student engagement in schooling. Students report that they feel safe and secure in this environment and find staff approachable and positive.

We value student voice and wherever possible invite their feedback or input.

**Teacher Satisfaction**

We pride ourselves on the collaborative nature of relationships between staff, and as such they are invited to provide feedback and input at every possible opportunity or relevant situation. Constant dialogue occurs between teaching team members, and between staff and executive members; there is very much an open door approach. Colleagues, by the very nature of the teaching and learning model, are working together to plan and deliver the curriculum. They
are comfortable with providing and receiving feedback from their peers.

The principal and assistant principal have meetings with each staff member at the year's end and everyone has expressed their enthusiasm, some stating that they feel privileged to be in our college.

All staff have been involved in weekly staff meetings, and opportunities for sharing of expertise in and out of the classroom are very much appreciated. Being a beginning college, the gifts that all staff bring to the team are utilised so that the experience for our students is enhanced and the culture of the college grows to have the students at the forefront of our decision making.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,868,805</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$2,500,782</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$573,264</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$428,115</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$141,864</td>
</tr>
<tr>
<td>Total Income</td>
<td>$5,512,830</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$7,329,862</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,911,038</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,670,847</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$10,911,747</td>
</tr>
</tbody>
</table>