

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



## St Brigid's College, Horsham



SCHOOL REGISTRATION NUMBER: 1122



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## Minimum Standards Attestation

I, Peter Gutteridge, attest that <school> is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

6<sup>th</sup> June 2020

## Our College Vision

### Vision

Guided by our Catholic Identity, St Brigid's College ensures high levels of learning and success for all.

### Mission

Through the three pillars of Catholic Identity, Teaching and Learning and Wellbeing, we commit to:

- Nurturing faith and fostering positive, healthy and respectful relationships.
- Being a Professional Learning Community focused on a high level of learning, collaboration, results and outcomes.
- Upholding the safety and wellbeing of all.
- Preparing students to be positive contributors to society

## College Overview

St Brigid's College is a co-educational Catholic Secondary College serving the Parish of Ss Michael & John's, Horsham.

St Brigid's College began when the foundation stone of the original building was laid on the 14th September 1919, by the Right Reverend Dr. D. Foley, Bishop of the Ballarat Diocese. The Parish Priest responsible for the foundation was Very Rev. D. Howell. Five Brigidine Nuns arrived in Horsham in April 1920, and St Brigid's College was officially opened in May. Three boys and five girls were enrolled. The first Superior was Mother Stanislaus Tobin.

St Brigid's College aims to promote personal development, individual determination, responsibility and academic excellence of each student in order to achieve their full potential. Student Pathways include Australian Curriculum, the Victorian Certificate of Education (VCE), Vocational and Educational Training (VET) as well as the Victorian Certificate of Applied Learning (VCAL). There is a strong Pastoral Care emphasis for each individual student. Community links are featured with student involvement in community service programs.

St Brigid's College is a Professional Learning Community (PLC) where our commitment is to ensure high levels of learning for all our students. Our staff is composed of collaborative teams who work interdependently to achieve common goals for which we are mutually accountable.

Our College runs on a Vertical Homeroom System with students being members of a House and a Homeroom which contains a range of students from Years 7-12. We find this a very positive structure that helps with pastoral care, student management and healthy relationships amongst students in the school.

Within the Homeroom structure is the Teacher Advisor program. This program is designed around individual interviews for each student in a homeroom to discuss how they are progressing in their subjects, set goals, monitor tasks and their organisation in addition to any other issue/s they wish to discuss. Student interviews occur approximately every 5 weeks and a report, summarising the interview is made available to parents through the online Parent Access Module (PAM).

With Christ as the centre and focus, St Brigid's College strives for the development of the whole person. The College sees itself as offering an invitation to its members to "come and see" and experience the human values as portrayed by Christ, expressed in a modern educational establishment.

Some of the more specific aims of St Brigid's are as follows:

- a) To provide a rich, broad curriculum which, through participatory and co-operative learning, develops basic skills and provides access to our cultural heritage.
- b) To provide an environment which allows students to experience the hope and optimism of the Gospel as well as the Gospel values of freedom, truth and love.

- c) To promote the integral development of students: physical, emotional, intellectual, moral, aesthetic and spiritual, in accordance with the belief that each student is unique.
- d) To encourage young people to weigh moral values with an informed conscience, illuminated by faith and thus embracing Christian values by personal choice.

St Brigid's College is a community. Community is at the centre of our being. All students need to accept that, when they enrolled to attend St Brigid's College, they enrolled into our community.

Our College is noted for its friendliness, helpfulness, and courtesy of our students, and this characteristic is frequently commented upon by employers, municipal officials and voluntary organisations.

Basic to our policy is the requirement that no student may disrupt the work, or wellbeing of another student.

In co-operation with the parent, the College will act quickly, positively and most firmly to achieve this. The College believes that all students must learn to have:

- (a) respect for themselves as a person.
- (b) respect for other people, their rights and their property.
- (c) respect for community and community property
- (d) respect for the ethic of study and work.

The relationship between parents, members of staff and students is based on mutual respect and care.

## Principal's Report

The umbrella that is "Education" covers every aspect of any school. Encapsulated under this educational umbrella are the key components of resources, stakeholders, curriculum, welfare, leadership and management, all providing a College to be proud of.

St. Brigid's is in partnership with parents, sharing with you in the education of your children. This is our core business, a business that is continuing to prosper.

2019 was again a very busy year with all those events that make up school life in this 21st century such as excursions, camps, retreats, classroom teaching, laughter, tears, successes, failures and the ups and the downs. As a Catholic learning community, I am confident that the balance is heavily tilted in favour of another very successful year by whatever criteria is adopted.

From a Catholic Identity point of view there were many opportunities for students to learn more about our Brigidine and Catholic tradition and immerse themselves in an array of activities such as retreats, our Young Vinnies group, our Days for Girls group, our Caritas Walkathon, our Catholic Fete day, our White Ribbon assembly, Mass for the Poor, our "Eat Up" program, our Mindfulness Matters program and our Relay for Life team where our students demonstrate that the need for justice and support of all within our society is understood and responded to in a tangible way.

I commend all our students and staff whose work for justice has continued to bring vibrant life to our College vision of education that would not only assist the individual but would contribute to a better and more just society.

The school addresses the teaching and learning needs of our diverse and rich population through a curriculum which is differentiated and adjusted accordingly. The pathway offerings of the Victorian Certificate of Applied Learning (VCAL) and the Victoria Certificate of Education (VCE) within St. Brigid's have ensured that a range of options are available to our senior students. Literacy and numeracy skills continue to be emphasised to all students with adept support being offered in the Learning Enhancement faculty through our Learning Support Officers. We must continue to work together to ensure that our students have every chance possible to make the most of the opportunities provided for them. Our Vision is for all of our student to achieve high levels of success.

Our work in PLC involved the development of a Transforming Collaboration within the school which resulted in a changing school culture. Our goal was to establish a culture where the culture itself works to achieve the vision and mission of the school. The Mission of a PLC is to ensure that there are high levels of learning for all students and that all students are making growth in their learning. By the conclusion of the year we were working steadily towards this mission.

The continued success of our "Bright Sparks" program and Excel program have proved to be very well accepted within the wider community of Horsham. The "Bright Sparks" program is a short program for primary school students (grade 5 and 6) which is a fantastic opportunity for our College to 'show our wares' to local primary schools as well as take the opportunity to connect

our staff's interests and passions. The Excel program enables students who are high achievers in any particular talent to come together, be extended and then work in teams to produce a project which brings together all their talents.

We are blessed with a cohort of wonderful students who continue to actively contribute to the life of our College. I would like to thank each of the students who were with us this year for their efforts in being their best; not just in their studies, but also in the multitude of co-curricular offerings that make a difference to the climate that we experience at St Brigid's.

I am delighted to report a snapshot of our Year 12 students' results for their VCE. Gerard Natividad was announced Dux of the College for 2018, achieving an outstanding ATAR of 98.00. Our College had 11% of our students achieving an ATAR of 80 or more and 72% of our students achieving an ATAR of 50 or more. Year 11 student, Sophie Fechner on obtaining a "perfect" score of 50 for Further Mathematics.

Our College Production "Wizard of Oz" was a great celebration and powerful showcasing of the outstanding musical and theatrical talent we have here at St Brigid's. There is an amazing amount of passion and energy which goes into making events like these possible. Not only is the production a great example of the creative talent that resides in our community, but it is also part of the many structures from which our wonderful school spirit is built upon and displayed. This work epitomised the importance of community that we uphold at our College.

Our Student Representative Council, led by Captains Mia Panozzo and Gerard Natividad, has once again proved to be a student voice for the school. Their initiatives have added value to our College and clearly illustrate the type of young men and women that move from our College and into the wider society.

In the sporting arena, St. Brigid's has once again performed incredibly well against the larger schools on a Regional and State level. Congratulations to our students and staff for our success in the "2019 Sporting School of the Year" category award. The award is due recognition for the amazing sporting achievements throughout our College that results from encouraging our students to extend themselves in all facets of school life and allows them to display true pride and school spirit.

In 2018 we planned most thoroughly for our new architect designed, purpose build STEAM Centre. The plans were put out to tender with an announcement that the contract for our new STEAM building was awarded to Searle Bros. with works commencing in January 2019. During the building phase, many Wimmera contractors will be utilised on our state-of-the-art educational complex. Building an even better St Brigid's College is an exciting project and the new STEAM building project heralds a bright future for our College.

As a College we are very appreciative of the continued work of the parents who enhance our College through their efforts with fundraising, catering and in the canteen. The Year 10 Presentation Ball was a truly spectacular event. Our students were a credit to themselves, their families and St Brigid's College. We thank the parent organising body and the staff who assisted



with the preparation and organisation of the night. Parental involvement in our school community is imperative to our continued development.

We celebrate proudly, the strength of our Catholic learning community and learn much about followership, discipleship and commitment from the role models placed before us. I have no doubt that the very strong commitment to our learning community will continue to grow thereby helping St Brigid's College to achieve its most fundamental purpose which is to ensure that all students learn in an environment in which they not only know that God loves them, but they experience that love in the way that all members of our community show by their actions that they are responding to Jesus' call. Thank you for what has been and thank you for what is to come.

**Peter Gutteridge**

**Principal**

## Church Authority Report

Our year began with the foundations of our new STEAM Building being laid. Upon these foundations we pray for the continuing progress of our College as we lay the foundations of the lives of our students for their future journey in life. We welcomed our new Year 7's and their introduction to the College was their camp at Robe. To see the students work together, listen, and care for each other was encouraging, as the Robe camp demanded extra care and attention from us all.

The Bright Sparks Program is a wonderful initiative and continues to introduce primary students into the programs and spirit of our College. Up to 70 students attended across the year, and their enthusiasm and response gives us hope for them to join us in the years ahead. I thank the Staff for their commitment to this great initiative.

We live in a very demanding world today, and sports people, who are held up to us as examples of using gifts and talents, and representing their club or state or nation, have succumbed to these pressures. Three Victorian Cricketers have asked for 'time out'. For whatever reason personal pressures have come to effect their mental health. They are now being celebrated for their courage in stepping aside from the game for a while.

Recently, I read an article from Brent Lehmaan who works with athletes, students and employees to create future pathways. He has created a personal development program called, 'Improve Me'.

He writes: *'It is usually at this time of year that talking to a teenager invariably leads to the question: what do you want to do when you finish school? Some may have already decided and will mention a role or profession. But asking teens to decide on a career path based on their knowledge of roles that exist today and what interests them can have limitations.'* He suggests that many of the jobs that will be attractive to them may not yet be invented.

**So, Lehmann says we need to change the conversation. A different question: 'what are your strengths'?** Yes, if we build on our strengths over time this will help us to transition into new opportunities at whatever time they present to us. Building upon natural strengths and matching them with the most suitable career opportunity is the smarter way to go for it prepares us for many related roles, even roles that don't exist yet.

Yet another writer, Wendy Squires, in the 'Age newspaper' of November 16 offers a suggestion we can all take to heart. She remembers as a young journalist being sent to cover the annual 'happiness' convention that take place all over the world: *'where leaders of spiritual, scientific, religious, academic and health fields converge to discuss how we -as a society – can experience more of the elusive emotional high that encompasses the term'*. (happiness)

She continues: *'among the neurosurgeons, philosophers, religious leaders, psychiatrists and various woo-woos who spoke, a simple common thread united all their beliefs and opinions no matter how complex or out there: ALTRUISM. Yes, the only guarantee of happiness that every expert – regardless of belief – agrees on results from the act of being kind to others'*.

World Volunteer and Kindness Day was commemorated on December 8<sup>th</sup>. Countries joined together to inspire individuals and nations towards greater kindness – regardless of religion or politics.

What about the firefighters risking their lives to save others; neighbours supplying food and shelter to the distressed and devastated and strangers opening their wallets to donate to relief funds.

*'Living with people who treat you, at best, with disregard or a lack of concern, and at worst with open hostility, is bad for you. It shortens your life. Conversely, both receiving kindness from others, and providing kindness -both of these are good for you. Engaging in kindness, contemplating how you can be kind to others, lowers blood pressure. It has therapeutic benefits. There are benefits for treating depression and anxiety.'*

Whatever my strengths; whatever my weaknesses – I'm going to fight any helplessness I feel with kindness, by being the best human being I can be.

Can we accept the invitation as a member of our St Brigid's College Community, 2019 & beyond, to do likewise!

Thank you to Mr Gutteridge and Staff for their commitment to lay solid foundations for the lives of our Students and may we all STEAM ahead in 2020 and beyond to act kindly, to love tenderly and to walk humbly and caringly with each other.

Tom Hierch in his PD Days with our Staff asked the question: What is it that we do – lay foundational plans – for the students to build upon. This is what we do. This is who we are. That's our message. To do our best for the students, to make them wildly successful.

May God's peace, love and hope be in your hearts, and may 2020 return us to School, wildly enthused to STEAM ahead for our good and the good of each other.

**Fr Peter Hudson**

**Canonical Administrator**

## College Board Report

My thanks go to all members of the School Advisory Council for their contributions over the past 12 months. St Brigid's continues to be a highly respected learning centre in the district with ever improving facilities. In 2018, the College Master Plan was updated, and a Catholic Capital Grant was approved, triggering Stage 1 of a new and exciting STEAM Building for St Brigid's College.

The STEAM Project will be due for completion in early 2020 and will provide an exciting new learning environment for students of the College for many years to come.

Our students continue to shine in many areas and represent the College in an impeccable manner both within and outside of the St Brigid's community. We saw students achieve in sport, academic and community awards with some achievements being state individual level in football, state finals in volleyball and swimming, state championships in athletics, Courage to care Ambassador for the Wimmera Region, Hugh Jenkins Photographic Awards (Top 3 placegetters) and a Students' Citizenship award.

The students also continue with their annual commitment to the community through the Young Vinnies program, Monday Munchies, Relay for Life, participation in the Caritas Walkathon and of course the Catholic Missions Fete day.

While local competition remains strong, our College community continues to punch above its weight, these outcomes could not be achieved without the Leadership and commitment from the school Executive, other Leadership staff and the supporting efforts from the entire dedicated staffing team at the College. Not to mention the significant and rewarding efforts of the student cohort.

We must not forget the wonderful school production of "The Wizard of Oz" by our very talented students, which was a resounding success, and strongly supported by many of our staff and parents.

I congratulate the school for the solid academic achievements of all students, in particular the year 12 students with 100% satisfactory VCE completion and a top ATAR score of 98.0 by the Dux of the College, Mr Gerard Natividad.

Our teaching staff are working hard to build a strong and cohesive team and the Leadership group should be congratulated for the improvements achieved across the whole school, and most importantly in student outcomes.

I also recognise the huge contributions of the many parents and staff who have assisted throughout the year with Catering, Canteen, Presentation Ball and the many other events over the school year.

St Brigid's has continued to maintain a sound viable financial position and recognition must be given to the Finance Committee for their sound management of the financial affairs of the College.

**Dean Winfield**

## Catholic School Culture

### Goal

In order to ensure the day to day living of the Vision in the life of the school, shared ownership of a vision will be built that honours our Catholic faith and traditions and Brigidine charism.

### Intended Outcomes

1. The Vision and Mission Statement of the school clearly articulates the centrality of Gospel values and the Catholic culture and ethos in all facets of school life.
2. To promote and foster the Gospel values of justice, compassion, respect, service, hospitality and courage in relation to all members of the College community.
3. To provide opportunities for the St Brigid's community to grow in their understanding of the College's Brigidine heritage and to embrace it through active participation.
4. To be able to express our distinctiveness as a Catholic school in a society where the Christian faith is increasingly marginalised.

### Achievements

- Our Year 11 students visited Adelaide last week and had their eyes, their ears and their hearts opened by their encounters with those who are enduring homelessness and those who are experiencing hardship due to a wide range of issues. Students and staff participated in the "Beyond Limits" program which allowed those present to speak and listen to the personal stories of hardship and the requirement of social justice to all.
- Yesterday we celebrated the Gifting Mass, together with OLHC Murtoa and Ss Michael and John's. The focus of this Mass was to reflect and pray for community members who need assistance in a wide range situations. As a school, we offered up the large supplies of food and toiletry items that were generously donated and collected by our students, staff and families over the past few weeks. These supplies were accepted by St Vinnies, who will then provide them to our community members in need. Thank you for the donations, your kindness and generosity. Many thanks to Les Butler, our Faith and Mission Coordinator for organising this appeal. Well done to all.



- Our Catholic Education Week Mass was a wonderful display of the diversity of Catholic Education in our region with over 500 secondary and primary students celebrating our faith. With Fr Peter Hudson celebrating our Mass, the message of the importance of Catholic Education was clearly emphasised. We thank our Faith and Mission Coordinator, Mr. Les Butler for his work related to this important Mass and to the staff and students who participated in the many ministries throughout the Mass.
- Our walkathon, on the last day of Term 1, raised much needed funds for Caritas Australia. A total of just under \$220 has been donated to the works of Caritas Australia which supports people to help themselves out of poverty, hunger and injustice. Caritas Australia works to bring relief and aid to people whose lives have been devastated by natural disaster or conflict.



- Young Vinnies is a group of students from Years 8 -11 who organise fundraising and advocacy activities within St Brigid's. Their focus is to support the work of the St Vincent de Paul Society by helping those in need with this group now sponsoring 6 students from the Philippines and Indonesia. Our Young Vinnies provided a BBQ lunch to raise funds for the Assist-a-Student program. The Assist-a-Student program provides funding for an education scholarship to train and educate a student in another country for one year. The assisted student receives a scholarship for one year and the money raised by our Young Vinnies contributes to their education needs. Poverty is a vicious cycle. In many Asia Pacific countries poverty means talented individuals lack opportunities. The education of a person develops self-esteem and skills and in turns has a positive effect on the whole community. Education is the key to enabling an individual to support themselves, their families and their communities independently in the future. Congratulations to our Young Vinnies.
- Our Catholic Missions College Fete was an outstanding success. As a whole school event we, in a tangible way, bear witness to the Gospel messages of justice and equality. Just under \$2000 was raised and will be used by Catholic Missions to provide, support or educate communities through long-term development programs focusing on key areas such as health and hygiene, water supply and sanitation, housing, teaching of job skills and environmental awareness.
- Compulsory Religious Education curriculum from Years 7 -11 whilst in Year 12, students are offered Units 3&4 in Religion.
- St Brigid's College has continued to provide sound liturgical experiences through regular Liturgical Celebrations, the opportunity for prayerful experience for the College Community. Class Masses and Year Level Masses have been timetabled into the calendar as a regular occurrence rather than a once-off affair. The College actively encourages students to live out their faith in the broader Community.

- The willingness of staff to fully participate and support all aspects of worship despite the interruptions to classroom programs. This has caused some consternation amongst staff but the staff acknowledge that this worship is central to our faith in Christ.
- On Monday, September 9<sup>th</sup> staff participated in our Faith and Mission Staff Professional Development Day facilitated by Genevieve Bryant with a focus on liturgical music and Catholic Mission. Genevieve is a household name to many in the Australian Catholic Youth Ministry scene. She has been composing, performing, and working with Schools and Parishes across Australia for over 14 years. Genevieve composed, and performed, the 2015 Australian Catholic Youth Festival theme song 'Pure of Heart,' and also performed as a solo act at Tauron Arena in Krakow for World Youth Day, 2016.
- Opportunities for the expression of faith are provided through Eucharist and various other liturgies to celebrate special feasts and occasions. The centrality of the Eucharist is recognised with whole school masses celebrated every term and classes and/or year level attending mass at Ss Michael and John's Parish Church. Students are also encouraged to reflect upon their faith and spirituality through prayer, retreats and reflection days.

## VALUE ADDED

School Liturgical Calendar which includes:

- Beginning of Year and Induction Opening Mass
- Ash Wednesday staff and student Liturgy
- Stations of the Cross Easter Liturgy
- Catholic Education Week Mass celebrated annually with Ss Michael and John's Primary School, OLHC Murtoa and St Patrick's Primary school Nhill
- Year Level and Classroom Liturgies
- Gifting Mass
- Young Vinnies initiatives
- Year 12 Graduation Mass
- End of Year Mass

Awakenings Curriculum and Planning

Religious Education Professional Development for all staff as well as curriculum specific programs for Religious Education Teachers

Involvement in Caritas' Project Compassion

Catholic Missions College Fete

## Community Engagement

### Goal

Identify a tangible improvement in parental & business interactions with the College

### Intended Outcomes

1. All College publications to be 'professional' and have consistent 'branding' (layout, font, logo, brand colour)
2. Create and actively promote our "Point-of-Difference" in the local market
3. Maintain an active membership on Parish Centenary Committee for 2020 celebrations
4. Build an 'interactive' ALUMNI database to help promote & support the College

### Achievements

- St Brigid's engaged the services of Tony Dalton, "Parent Engagement in Learning" Consultant to facilitate a number of Parent Forums regarding the work of our College in the education of our students. These forums were an opportunity for parents to speak up about what we, as a school, are achieving but also areas which require improvement. The dates for these forums were Friday, 31<sup>st</sup> May and Thursday, 13<sup>th</sup> June with the forums occurring both during the day and at night.



- St Brigid's welcomed 15 Japanese students and their teacher (3 week stay) from Matsudo International High school. Having all travelled great distances to experience life in an English-speaking school, we are most grateful that they continue to select our College to be that school. Our students provided each of our visitors with a friendly environment in which to learn and experience our culture just as these students will also provide our students the opportunity to further understand different cultures.





- Our Year 9 students attended a commemoration of the anniversary of the bombing of Darwin. The service was conducted by World War II veterans and their stories detailed the hardship and risks that the local militia experienced. As Australians, we can sometimes take for granted the peace and freedom we experience. We should be grateful for our country and offer our thanks to the men and women who helped shape Australia through their defence of the country.
- Congratulations to our VCAL students and teachers for organising and hosting the White Ribbon Foundation Trivia Night. It was wonderful to see such an enthusiastic and organised young team pull together a great event in support of The White Ribbon Foundation. This week awareness raising activities in support of White Ribbon were held which culminated in our school Assembly yesterday. As a school and community, we strongly support the prevention of violence in our community, in particular, men's violence against women.

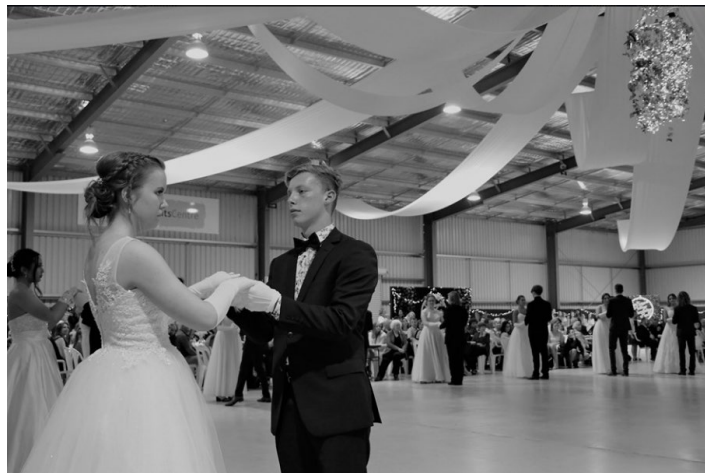


- For those of us who were privileged to attend the Production of “The Wizard of Oz”, we were treated to a highly entertaining, amusing and vibrant show. Our cast transported us to Kansas and then took us on a journey along the yellow brick road to the land of Oz. St Brigid's College has a strong and well-earned reputation in the performing arts arena, and our students' performances in the Wizard of Oz certainly ensured that this reputation remained intact.

There were masterful performances, an enthusiastic audience, imaginative costumes, unbelievable sets and a fantastic dose of spirit and excitement. Our Production was a great celebration and powerful showcasing of the outstanding musical and theatrical talent we have here at St Brigid's. The cast and crew were able to harness that ability and create the wonderful final product.



- Our annual Open Day was another outstanding success. The continued involvement of our students as tour guides, caterers and in conducting practical demonstrations ensured that our College was a living entity where the skills obtained were demonstrated for our guests. I thank our staff for their energy and enthusiasm in setting up demonstrations and exhibitions of student work. It was an outstanding way of showcasing what we do at St Brigid's to the wider community.
- The Year 10 Presentation Ball held at Longerenong College was truly a spectacular event. It was suggested on the night that there was an amazing transformation in the students – the way in which they dressed, the manner in which they conducted themselves, their etiquette and deportment and the fact that they have developed into a greatly respected group of young men and women. Our students were a credit to themselves, their families and St Brigid's College. Many special moments and memories have arisen from this wonderful night.



- Class Reunions of the Year 12 classes of 1969, 1999 and 2009 were celebrated. While the hairlines have receded and the waistlines may have expanded, there was no doubting the unchanged, fond memories of this group. Students reminisced about their former classmates, teachers, and school days. It was clearly evident the sense of gratification and respect that these people possess for the Brigidine Sisters and St Brigid's College.





- The electronic delivery of the weekly newsletter has enabled a greater amount of information to be quickly and efficiently disseminated and student achievement acknowledged with the incorporation of photographs and student work itself. Our newsletter is now available 24/7 from our website [www.stbc.vic.edu.au](http://www.stbc.vic.edu.au) and 'pushed' out to families weekly via our "St Brigid's College Horsham – Skoolbag" app.
- Parents continue to find the SMS system for global messages or student absences to be a positive communication technique between school and home. Parent -Teacher interviews are also booked through the Parent Access Module (PAM) thus allowing parents the choice of times and teachers. The continued use of the PAM has enabled parents to follow much more closely their child's progress, homework, reports, notices, and school events.
- Congratulations to our students and staff for our success in the Wimmera Eye Care "Sporting School of the Year" category award at the Horsham Sports and Community Club "Sports Star of the Year" award evening. The award is due recognition for the amazing sporting achievements throughout our College that results from encouraging our students to extend themselves in all facets of school life and allows them to display true pride and school spirit.
- Offering the facilities of the College for use by the community continues to hold St Brigid's in high esteem. In particular, all sporting facilities are available for use at minimal hire costs for registered community bodies and are used approximately four out of five nights of the week.
- Work experience, sporting competitions and community programs e.g. Relay for Life have further elevated the St Brigid's College reputation as an enthusiastic, positive and compassionate community member.
- Attendance at all of our Parent Information nights by families has shown the sense of community within our school. Parents were informed of the many wonderful initiatives and programs currently being provided across all Year Levels throughout the year.

**VALUE ADDED**

***In 2019, St Brigid's College undertook the following activities to further school improvement:***

- ***Year Level Camp and Retreat Program***
- ***Whole school, Year level and class-based Eucharistic celebrations***
- ***School participation in Parish Eucharistic celebrations***
- ***Year 10 Presentation Ball***
- ***Year 12 Graduation Mass and Dinner***
- ***Public speaking and Lions' Youth of Year.***
- ***Intraschool and Interschool sporting competitions in Athletics, Swimming, Cross-country, Football, Netball and Shooting***
- ***Open Day***
- ***Young Vinnies Group***
- ***Careers Expo***
- ***Relay for Life***
- ***Bright Sparks program***
- ***Remembrance and ANZAC Day services***
- ***HEADSTART Program***
- ***School Production***
- ***Parent Information evenings***
- ***Japanese student visit***
- ***Class Reunions***

**PARENT SATISFACTION**

- ***Enthusiastic support for activities including the Year 10 Presentation Ball and catering ventures.***
- ***Excellent attendance at parent – teacher interviews, Curriculum Information, Welcoming Dinner, “Bright Sparks” and Transition sessions.***
- ***Parent and student attendance at Subject Selection and Course Counselling.***
- ***Willingness of parents to openly discuss issues with staff.***
- ***Parents volunteering in the College canteen.***
- ***Parent willingness to be guest speakers.***

***School Improvement Survey, Parent Satisfaction Data reflects a parent body who are largely satisfied with the progress that the College is making with their sons and daughters. Particularly noteworthy is parent satisfaction with approachability, transitions, learning focus, student motivation, student connectedness to peers and school, student safety, reporting and stimulating learning. An area of concern is parental perception of the role of homework in their child's learning.***

## Leadership & Stewardship

### Goal

In order to ensure sound and effective leadership, we will develop leaders who work collaboratively and respectfully to build a culture of trust.

### Intended Outcomes

1. Improve leadership accountabilities and abilities to respectfully challenge and support all staff to enact the school's Vision.
2. Facilitate procedures to improve staff confidence in undertaking courageous professional conversations.
3. Ensure sound recruitment, induction, performance management, professional learning and workforce planning processes are in place.
4. Build role clarity for all staff.
5. Review current leadership structures to support the school's Vision and priorities.
6. Promote and enact a culture of effective feedback, appraisal and accountability.
7. Staff seek targeted PD which produces improved student outcomes.

### Achievements

- As a result of new curriculum initiatives for 2020, a review of the current six period day structure was undertaken. Many of the new initiatives focussed on our need to develop further "Response to Intervention" programs for our students and also new subject offerings that would fully utilise our purpose-built STEAM building. The findings of the review were that the current six period a day structure was not able to accommodate these initiatives without substantial culling of present subjects or reduction in time allocation of subjects whereas a seven period a day structure would. The findings have been accepted with a new 7 period a day structure to be implemented in 2020.
- St Brigid's College have completed staff, student and family surveys from Insight SRC, a company which conducts surveys of school performance. These surveys prove to be amongst the most important sources of data for us to examine how effectively St Brigid's College is performing across a range of areas including academic outcomes, classroom teaching, student learning, Catholic school identity and school community. In addition, the data collected informs our key strategic tool, the School Improvement Framework.
- All Positions of Leadership tenures end at the end of 2019. A review of our current structure occurred with alterations made as deemed necessary.
- Our staff have participated in a Professional Learning inservice entitled "Building Culture from the inside out in Professional Learning Communities", facilitated by Tom Hierck. Throughout the day staff were challenged by Tom about how we live out our Vision and Mission to ensure high levels of learning and success for all our students. Staff discussed a range of ideas and current practices concerning the importance of knowing our students and how our students learn. There were many "next step"

procedures to be implemented that will allow us, as a school, to continue to deliver high levels of learning for all through the provision of exemplary professional learning and teaching.

- In late January the building contracts for our new STEAM building were signed by Fr Peter (Canonical Administrator of St Brigid's College) and Bryce Nicholson (Searle Brothers Builders) in the presence of Peter Dunn (Morton and Dunn architects).



- All teaching staff participate in an Annual Review Meeting (ARM) with the Principal according to the Award. ARMs for staff are a more formative, future-oriented, professional management process rather than a review.
- Staff were encouraged and supported to attend Leadership programs: the Country Diocese Leadership Program (CDLP) and the Leaders for Learning Program through the Catholic Education Office Ballarat.
- The single most important relationship between a student and teacher is embodied in the Teacher Advisor program. At St Brigid's College a homeroom consists of a multi-year level grouping of students with the same Teacher Advisor for the student's entire secondary school career. This program is designed around individual interviews for each student in a homeroom to discuss how they are progressing in their subjects, set goals, monitor tasks and their organisation in addition to any other issue/s they wish to discuss. Student interviews occur approximately every 5 weeks and a report, summarising the interview and student assessment, is made available directly after the interview.
- The mentoring of new staff by experienced staff. This has worked both ways with ideas being demonstrated by the new staff and the experienced staff passing on ideas about classroom management.
- As well as formal leadership opportunities, the College programs challenge students to accept responsibility in a wide range of other areas. Formal and informal opportunities for leadership development took an array of forms in 2019. These included College Liturgies, House Meetings, Year Level Activities and special events such as Assemblies, co- curricular programs, School Tours, Information Evenings and welcoming visitors.

- There is a continual review of key events held each year by staff. The review looks at the successes and challenges associated with each event in an attempt to ensure that the event is attuned to our Vision and Mission.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional learning undertaken by staff covered a variety of areas through the college, listed by category:

Curriculum  
 Project Based Learning  
 Learning and Teaching – Faculty Based  
 Safety Training.  
 VET/VCAL  
 First Aid and Training  
 Religious Education Accreditation  
 Personal Learning  
 Faith Development  
 Student Wellbeing  
 Child Safety

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

**52**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$ 878**

### TEACHER SATISFACTION

- Excellent attendance at College liturgies, Sports Days and assemblies
- Regular and productive staff meetings with a focus on SWOT Analysis and dynamic communication
- Excellent support for Caritas, Catholic Missions and SRC fundraising
- The Teacher Advisor program that operates throughout Years 7- 12, provides parents with a detailed and accurate picture of their child's participation in school life- both academically and socially, and continues to assist students in developing a positive level of engagement within school.
- The further development of Professional Learning Teams with teamwork being the focus.
- The range and number of Professional Development opportunities undertaken by staff.

## Learning & Teaching

### Goal

In order to believe in and achieve high levels of learning for all students, we will collaboratively develop and improve teacher efficacy and collective responsibility for students' learning outcomes.

### Intended Outcomes

1. Continue the implementation of PLC
2. Develop Professional Learning Plans which are aligned with the school's stated priorities and build staff capabilities.
3. Establish a guaranteed and viable curriculum
4. Strengthen student feedback processes and improve opportunities for student voice in their learning
5. Building greater trust amongst the staff so that the sharing of ideas and resources becomes commonplace
6. Improve the use of data (moderation and triangulation) to inform student engagement and improve student learning.
7. Build the understanding that all are collectively responsible for improving student outcomes.
8. Develop teams who work collaboratively and interdependently to achieve common goals for which members are held mutually accountable.

### Achievements

- Staff have participated in a Professional Learning inservice entitled "Building Culture from the inside out in Professional Learning Communities", facilitated by Tom Hierck. Throughout the day staff were challenged by Tom about how we live out our Vision and Mission to ensure high levels of learning and success for all our students. Staff discussed a range of ideas and current practices concerning the importance of knowing our students and how our students learn. A full review of our Vision and Mission has commenced under Tom's guidance.
- Our Year 7 students commenced their Excel program. Excel is a select entry program for gifted and talented students to explore their unique potential through rigorous, integrated learning projects that emphasise enrichment, challenge and connection.
- Steve Boyle has facilitated a staff meeting with a focus on Proficiency scales, an assessment program aligned with the methodology of PLC.
- Monash University facilitated a staff inservice related to the implementation of STEAM curriculum into our College next year. Staff have visited both the Bendigo and Ballarat Tech schools. These visits gave our staff a look at some innovation spaces and curriculum in the STEAM field as well as equipment and functionality.
- New subjects being offered in 2019 include: Drama Units 1&2, English Language Units 1&2, Sports Academy in Years 9 & 10 and our new EXCEL program for our gifted students in Year 7 & 8.



- Our Years 7 to 10 students participated in a spoken word poetry performance by Zohab Zee Khan. Zohab is a slam poet of Pakistani heritage, who enlightened our students with his performance which confronted a range of social justice issues from racism to gender inequality and socio-economic disparities, linking in with numerous areas of our curriculum from English, Humanities and RE.



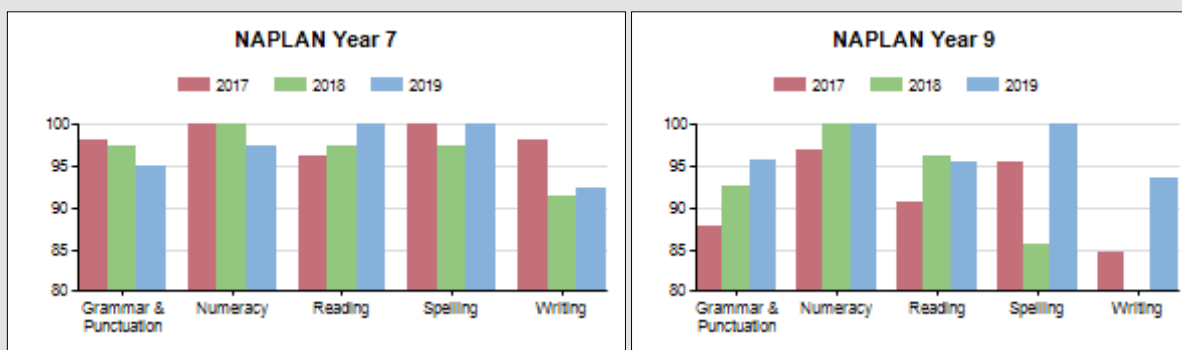
- Students from Years 10, 11 and 12 attended the Careers Expo and Tertiary Information Service at Longernong College. Given the range of presenters who attended, our students received a worthwhile experience which hopefully clarified the many questions they have.
- Our Year 9 students participated in the Road to Zero Program. The program engaged the students through immersive digital technology to learn about road safety issues and consider how they can contribute to achieving the vision of zero lives lost on our roads. As part of the program the students, working in pairs, created a health campaign that focused on being either a pedestrian or bike rider.
- Our “Bright Sparks” program for 2019 was a wonderful success. This program is a fantastic opportunity for our College to 'show our wares' to local primary schools as well as take the opportunity to connect our own interests and passions to our teaching.



- Elevate Education worked with our Year 11 and 12 students to impart strategies related to the transformation of the students' study skills. The workshops assisted the students to improve their study techniques, increase motivation, build confidence and lift examination performance.

- At our Achievement assembly, we were privileged to listen to Penelope Manserra speak to our students, parents and staff about achieving in all that we do. Penelope's message was certainly loud and clear: seize every opportunity provided to you and success will come your way. Presentations were made to our students who achieved success in the ICAS English, Mathematics, Science, English Writing and Digital Technologies competitions, Science Olympiads – Biology, Chemistry and Physics, Australian History and Geography competitions, Education Perfect Science Championships, Wimmera Science and Engineering Challenge, Legacy Public Speaking Competitions, GWS Water Competition and numerous writing competitions.
- Our College was a finalist in the Active Schools Award sponsored by Keep Victoria Beautiful which is one of Australia's oldest environmental groups, with a rich history in community reward and recognition. This award recognises Victorian schools for outstanding sustainability achievement, sustainable practices, reducing their environmental impact and leading the community by example.
- Our Victorian Certificate of Applied Learning (VCAL) course continues to be highly regarded and commended for its innovation and ability to engage students to learn from across the state and nationally. The development of new options for students reflects their capacities to 'think outside the square' and work diligently to achieve goals.
- The work experience program offered to our Year 10 students provides an opportunity to experience life in the workforce for a week. It also gives them the opportunity to consider what options they may like to take in the years ahead, in relation to tertiary studies, apprenticeships or entry to the workforce.
- The option of completing Vocational Education & Training (VET) courses has been offered, once again, to our Year 10 and 11 students. These VET courses provide the opportunity for students to undertake a diverse range of studies that otherwise would not be accessed via the VCE. Students are able to access VET courses through the College, South West TAFE and other VET providers.
- All curriculum documentation continued to be updated, and course outlines and assessment made available to the school community via the Learning Areas of our Intranet System (SIMON) and the Parent Access Module (PAM). Although SIMON continues to be the College's major reporting and administration site of student data and timetables, Google Classrooms were utilised by many staff as a more flexible form of communication for day to day lesson updates and sharing of resources.
- Numeracy and literacy intervention programs for our students continued to be utilised in our College, Both intervention programs continue to achieve significant growth for the participants.

## STUDENT LEARNING OUTCOMES



Students at St Brigid's College continue to perform well against the National Benchmark Standards as measured by the NAPLAN Tests. There has been a small decrease in the Year 7 cohorts moving from an average of 98.0% in 2017 to 96.9% in 2019 across the five areas tested. For the Year 9 cohort there has been a significant increase, 91.0% in 2017 up to 96.9% across the five areas tested.

It is noted that there has been continued improvement in 2019 by the Year 7 cohort in Reading, Spelling and Writing whilst Numeracy and Grammar/Punctuation have decreased marginally.

With the 2019 Year 9 cohort of students there was only a very decrease of 0.7 in Reading whilst the cohort has significantly improved in Spelling, Writing and Grammar and Punctuation whilst Numeracy has been maintained at 100%.

The College continues to work on improving literacy outcomes for students with an ongoing focus on reading, spelling and writing strategies which improve understanding and confidence. The ACER suite of testing was used to triangulate the data so that continuous improvement can be achieved. It is evident from the data that the current strategies being utilised are definitely improving student outcomes.

## Wellbeing

### Goals

Fostering positive, healthy and respectful relationships

Upholding the safety and wellbeing of all

Preparing students to be positive contributors to society

### Outcomes

1. To develop student motivation, confidence, self-awareness and responsibility for managing aspects of their learning and school leadership.
2. To foster healthy, respectful relationships to promote and encourage positive engagement and connectedness of students to our school college under the umbrella of Child Safe policy.
3. To develop compassion, understanding and inclusivity of all students, including those who are vulnerable.

### Achievements

- The implementation of a new transition program structure in 2019 was extremely successful. Over the three days of transition it was most pleasing to see these nervous young people settle into life at a Secondary school and as the days progressed how more comfortable they appeared in their new surroundings.
- Justine Kingan (Coordinator of Strategic Planning) from the Horsham Rural City Council delivered a number of presentations to students in Years 7, 8, 9 and 10 regarding their wellbeing within the community. It was an opportunity to provide information to the students about the proposed City to River Draft Masterplan and for students to provide feedback to the Council regarding the plans, especially on the areas that our students will participate in.
- The focus of one of our student led assemblies was Harmony Week which celebrated Australia's cultural diversity. The assembly was prepared and organised by Senior VCAL students - Daniel Werner, Bray Cullinan and Nick Cracknell. A number of guest speakers presented their stories to our staff and students which highlighted the theme for Harmony Week this year: EVERYONE BELONGS.
- Our annual School Social was conducted in a most positive manner in which the students entered into the spirit of the "Bad Prom" theme. It underlines the fact that students can engage in a fun-filled night of celebration without falling into the trap of thinking that alcohol and other substances are necessary to have a good time.

- Following on from the continued success of this day, our Year 9 Mindfulness Matters day was once again held at Coughlin Park Community Centre. The day, organised by Year 12 Senior VCAL students Sara O'Connor and Chloe Barry, was most enriching for our Year 9 cohort and focussed on giving students strategies to cope with periods of stress and anxiety.



- All students and staff participated in a range of presentations which focussed on the diversity of wellbeing. These presentations were organised by our Student Wellbeing team.

Our **Years 11&12** students participated in a presentation from LIVINWell. LIVINWell is a mental health educational program building on LIVIN's mantra that "It Ain't Weak to Speak". The facilitator was be Alistair Mitchell.



Our **Year 10** students participated in a presentation on Financial Literacy. Steph Winfield covered the following with the students:



- \* Superannuation & Tax
- \* Internet banking
- \* Afterpay
- \* Budgeting and Saving

Our **Year 9** students participated in a presentation called “ThinkuKnow” facilitated by Linda McClelland for the Victoria Police – Horsham. This presentation focussed on the appropriate use of social media, cyber security and digital footprints.



Our **Years 7&8** students participated in stress relieving wellness sessions which incorporated meditation, boxing, river walking and the art of mindfulness.



- Our Teacher Advisor program is designed around individual interviews for each student in a homeroom to discuss how they are progressing in their subjects, set goals, monitor tasks and their organisation in addition to any other issue/s they wish to discuss. Student interviews occur approximately every 5 weeks and a report, summarising the interview and student assessment, is made available directly after the interview. The single most important relationship between a student and teacher is embodied in the Teacher Advisor program. At St Brigid's College a homeroom consists of a multi-year level grouping of students with the same Teacher Advisor for the student's entire secondary school journey.
- Six of our Year 10 students served the senior members of our Parish at an afternoon tea in the Parish Centre. The afternoon tea was to honour our Senior Parishioners who continue to serve the Parish in their retirement. The Parishioners had a wonderful time talking with our students and were most thankful of their willingness to celebrate with them this event.



- Congratulations to our VCAL students and teachers for organising and hosting the White Ribbon Foundation Trivia Night and White Ribbon assembly. It was wonderful to see such an enthusiastic and organised young team pull together a great event in support of The White Ribbon Foundation. As a school and community, we strongly support the prevention of violence in our community, in particular, men's violence against women. In November our Year 10 students and staff participated in the White Ribbon Walk.
- A continued commitment to small VCE classes has been made despite economic restrictions. A number of VCE classes operate as partnerships with other schools because of their small numbers.
- The Parent Access Module (PAM) has now been in use at St Brigid's College as a major means of communication between the College and home for a number of years. During that time, many parents/carers have utilised the facility to view aspects of the education of their daughters and sons.
- We were pleased that the level of student connectedness and the level of student initiated activity was as high as ever in 2019. The student attendance on special days and the money raised for charity are two examples of evidence of this.

- Students continue to support the online academic feedback program agreeing that the more direct feedback on their assessment tasks is greatly assisting their academic progress.
- Daniel Delaney awards are presented to students who display outstanding qualities of leadership, community spirit and excellence in some field of endeavour.
- Awards such as the Margaret Simonds Bursaries and School Advisory Council awards acknowledge student effort across a range of criteria and disciplines.
- Our Year 7 “Welcoming” Dinner offered the opportunity for our staff, Year 7 students and their families to develop understanding of the expectations of St Brigid's College.
- Homeroom groups are structured vertically. Groups are comprised of a mixture of Year 7 through to Year 12 students. A buddy system and a transition program are important facets of the House program that facilitate student transition from primary to secondary school. The combination of year levels is one of the main reasons that St Brigid's College enjoys such positive relations between students of different levels.
- The Student Wellbeing centre which is always staffed by a member of the Student Wellbeing team thus allowing immediate response to any issue raised by our students.

#### VALUE ADDED

Apart from the many achievements listed above, St Brigid's College administers a number of Camps, Retreats and Work Experience that directly impact the students' wellbeing and connectedness to the school and the wider community.

- The Year 7 Orientation camp at Robe, South Australia, was another huge success, with a positive spirit being generated amongst our students. The development of understanding of the community spirit of St Brigid's was clearly evident as the students established new friendships with their peers and teachers.
- Our Year 8 students enjoyed the thrills and spills of their Camp at Roses Gap. The camp's objectives included opportunities for our students to experience fun, adventure, exploration of the outdoors, attainment of skills in the outdoors and the development of teamwork amongst all.
- Our Year 9 students undertook their Ecological – Spirituality' retreat at Tandara in the Grampians. This retreat complements the studies in Religious Education 'Discernment' and Science 'Ecology' focuses on eco-spirituality awareness with a view to empower students to make a personal contribution to the sustainability of the earth through appreciation for the environment. The students will be engaged in various conservation activities which will enable them to actively participate in ecological service in the Grampians.



- Our Year 10 Retreat was a three-day immersion-style program based in the City of Melbourne where our students were provided with a unique opportunity to engage with groups of disadvantaged and marginalised people and also be given an opportunity to discover cultural aspects of Melbourne. In addition to engaging with people from different walks of life, the Retreat also exposed the students to the social and cultural perspective of the impact of various events on the development of Australia, with visits to places and organisations of historical importance.
- Our Year 11 students participate in a “Street Ministry” retreat in Adelaide. The opportunity for our students to witness and be involved in the service of Christ is one that is both enlightening and humbling. A greater appreciation of who they are and their impact on others, are the major outcomes of the retreat. The itinerary incorporated: a City Justice Walk, Refugee Tutoring, Ethical Shopping, Asylum Seekers, Interfaith issues, avenues for supporting people in difficult circumstances and Action Plans.
- Our Year 12 students opened the year with three days at Norval, Halls Gap, where they reflected on their lives, their families and had opportunities to set personal goals and bond as a group. With assistance from the Sacred Heart Ministry Team our students were confronted with numerous personal challenges but approached each with enthusiasm and openness.

## STUDENT SATISFACTION

- Student willingness to participate in all aspects of the extra-curricular program
- Student organised and led College assemblies
- The large number of initiatives organised by students and fully supported by staff
- Excellent response rates to student surveys

The School Improvement Survey reflects a student cohort who are largely satisfied with the offerings that the College is making. Particularly noteworthy is student satisfaction with student motivation, connectedness to school and peers, student behaviour in class, safety and purposeful teaching.

## STUDENT ATTENDANCE

Working towards full attendance by all Year 7 – 12 students is a core goal of St Brigid's College. Without regular and consistent attendance, students cannot maximise academic, social and psychological achievement.

Parents are asked to advise the Front Office (53823545) Option 1 by 8.40am if their child will be absent from school that day. Messages may also be left on the school answering machine. Should a student not be present at homeroom or Period 1 and has not completed a late pass, then a text message will be sent to parents' mobiles seeking clarification of the absence. Roll marking occurs for all periods of instruction.

There are many strategies that are implemented to assist families with student absence. Counselling, home visits, case management approaches, mentoring, transition back to school supports and working closely with the Student Wellbeing Team to identify additional assistance are all strategies and interventions that are applied as needed. Additionally, families are supported by our Assistant Principal - Wellbeing who initiates contact with external agencies as required if there are home issues that are affecting regular attendance at the College.

## Child Safe Standards

### Goals and Intended Outcomes

- Ensure that all policies and procedures were compliant with Child Safe Standards outlined in Ministerial Order 870.
- Further inform all stakeholders of the College policies and procedures relating to Child Safety and Reporting Obligations.

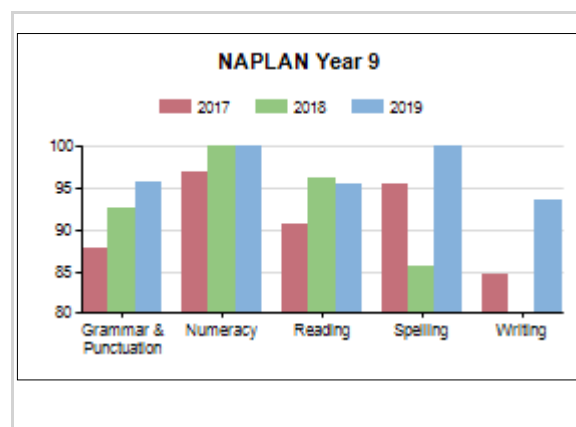
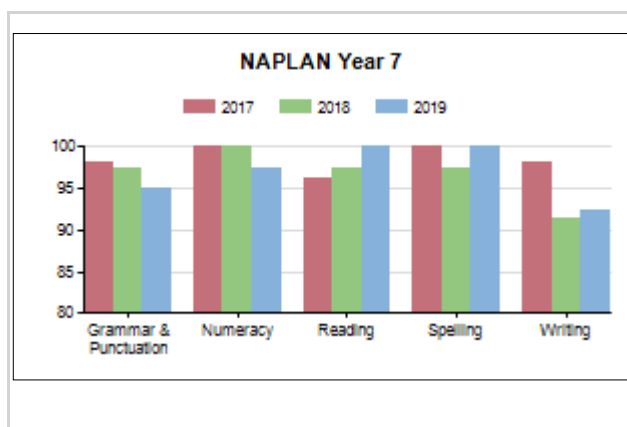
### Achievements

- Our College website under the tab “Child Safe” contains the following information:
  - i) Our Child Safe School policy
  - ii) Our Child Safe Code of Conduct for Staff
  - iii) Our Child Safe Mandatory Reporting and Other Obligations document
  - iv) Our Child Safe Incident Report Form.
 All documentation is reviewed annually by staff.
- St Brigid's has a nominated Child Protection Officer.
- All staff have read, discussed and individually signed off on our Child Safe Code of Conduct which has, at its heart, the objective of promoting a child safe environment within the school.
- All volunteers/visitors to the College are asked to produce their WWCC or VIT card before entering the school.
- All excursion forms have a Child safe section to be completed which incorporates detailed risk assessments for all activities.
- At staff meetings and Advisory Council meetings, Child Safe is a standing agenda item.
- All staff at St Brigid's have completed and passed the mandated “Mandatory Reporting” e-module.
- St Brigid's College has implemented extensive, well-articulated and comprehensive Child Protection standards for all staff, volunteers, contractors and visitors who interact with the young people in our care. All staff, visitors and volunteers are bound by certain standards of behaviour, practices and policies to safeguard children. The standards are clear and deliberately address areas of possible risk to children such as social media, potentially 'grooming' behaviours and transparency for all in positions of power over children.

- Regular inserts in the College Newsletter which highlight that at St Brigid's College we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.
- Regular surveying of the safety of our students through the use of "Bully Ballots".

## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	98.1	97.3	-0.8	94.9	-2.4
YR 07 Numeracy	100.0	100.0	0.0	97.4	-2.6
YR 07 Reading	96.2	97.3	1.1	100.0	2.7
YR 07 Spelling	100.0	97.3	-2.7	100.0	2.7
YR 07 Writing	98.1	91.4	-6.7	92.3	0.9
YR 09 Grammar & Punctuation	87.7	92.7	5.0	95.7	3.0
YR 09 Numeracy	96.9	100.0	3.1	100.0	0.0
YR 09 Reading	90.6	96.2	5.6	95.5	-0.7
YR 09 Spelling	95.4	85.5	-10.0	100.0	14.6
YR 09 Writing	84.6	79.3	-5.3	93.5	14.3



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	62.2%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.9
Y08	89.6
Y09	89.9
Y10	88.3
Overall average attendance	90.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.2%

ALLSTAFF RETENTION RATE	
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Staff Retention Rate	84.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.9%
Graduate	24.4%
Graduate Certificate	2.4%
Bachelor Degree	85.4%
Advanced Diploma	14.6%
No Qualifications Listed	4.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	32.9
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	18.5
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	576.2

Year 9 Reading	576.2
Year 9 Spelling	590.2
Year 9 Writing	528.7

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	92%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	32.0%
TAFE / VET	18.0%
Apprenticeship / Traineeship	21.0%
Deferred	12.0%
Employment	15.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	3.0%

*Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)*