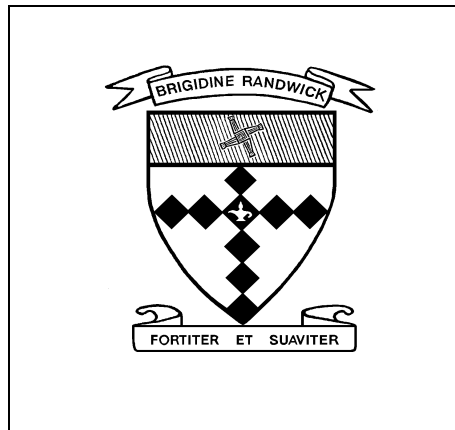


Brigidine College Randwick

Annual School Report to the Community

2011



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

AIP: Annual Improvement Plan

ATAR: Australian Tertiary Admissions Rank

BCR: Brigidine College, Randwick

BOS: Board of Studies

CEO: Catholic Education Office

ESL: English Second Language

HSC: Higher School Certificate

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area

NAPLAN: National Assessment Program – Literacy and Numeracy

SC: School Certificate

SMART: School Measurement Assessment and Reporting Toolkit

SSNPA: Smarter Schools National Partnership Agreement

TAFE: Technical and Further Education

TAS: Technical and Applied Studies

ABOUT THIS REPORT

Brigidine College Randwick is registered by the Board of Studies, NSW, and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the Community* for this year provides the community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* will be available on the school's website by 30 June 2012 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the Parent Advisory Council and Parent and Friends Meetings. Further information about the school or this *Report* may be obtained by contacting the school on 02 93986710 or by visiting the website at www.bcrandwick.catholic.edu.au

PRINCIPAL: Kate Edmondson

DATE: 29 February 2012.

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

It is a privilege and a joy for me to be Principal of Brigidine College in Randwick (BCR). The privilege is in leading an educational community of nearly 900 people, in working with intelligent and creative teachers and being able to share in the lives of so many vibrant and entirely natural young women. The joy is in seeing the way that the educational and pastoral work of the school is transformational in these same young lives and in all the fun we have along the way.

Parent Advisory Council Message

From a parent's perspective I can say that I have been very satisfied with the choice made to send our daughter to BCR. From the moment we first walked into the reception area we have felt welcomed and included as part of a "big family". The administrative team, as a first point of contact, is friendly and efficient and there is always a new display of students' work to enjoy on display in the foyer.

The early parent-staff meetings gave reassurance that the BCR staff not only know but have a personal interest and care for my daughter. I have been pleased on a number of occasions when I have had questions or any worries that these have been met with openness and have given me confidence that I am being listened to and that my daughter's needs are being recognised.

The values and ethos of this systemic Catholic school are clearly apparent with such ventures as "Social Justice Group", Fixed Days, Special Days (e.g. Founder's Day), school masses and assemblies.

Student Representative's Message

To be School Captain of such a close and loving community is an indescribable honour and achievement. I remember walking through the gates nearly six years ago and being welcomed into the wonderful, comforting environment that Brigidine College offers; so to be here today, in the position of leadership I am in, is truly remarkable, and I am very grateful. I have always worn my uniform with pride, adored my teachers and peers and can honestly say that I love my school. To lead a group of students that I have so much respect for, is really just amazing.

SCHOOL FEATURES

In 1901 the Congregation of St Brigid (Brigidine Sisters) purchased the Daintry Estate: eight acres of land and the home "Aeolia". The area of land has been significantly reduced over the years and in 2011 what was once Brigidine Convent is divided into two sections. Brigidine House is an aged care unit leased by Catholic Health Care and Brigidine College is a secondary school for girls leased by the Catholic Education Office.

Buildings in use by Brigidine College date back to 1910; some were custom built for what was then a girls' boarding school. This means that the refurbishment of the school is a constant as the school attempts to keep pace with the demands of the curriculum and general expectation of contemporary society. Using money from the Federal Government's Building the Educational Revolution initiative in 2009, the area between Brigidine House and the Cullen Centre (the college's sports/assembly hall and three classrooms) was landscaped into a large lawn area and a small "theatre" of seats. This is a beautiful space for the students to relax in and for the teaching staff to use as an outside learning space. At the end of 2010 this area was completed with a series of paths.

In 2011, Brigidine Randwick had an enrolment of 844 girls. Thirty four percent of Brigidine girls came from a Language Background Other than English. Almost two percent of students are Indigenous Australians. The present enrolment is the optimum level for the school and ensures that it is large enough to have a varied and challenging curriculum and small enough to offer the pastoral care of students which is so crucial to the school's Catholic character.

Brigidine College has a staff of intelligent, hard working teachers and the school enjoys a reputation for its excellent academic results. There are forty-nine teachers employed in a full time capacity, six full time teaching positions filled as job share and eight part time teachers. These teachers are supported by five full time ancillary staff and eleven part time ancillary staff. These staff members are employed in the Library the school office and as teacher aides in the Technical and Applied Science (TAS) and Art.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Brigidine College follows the Archdiocesan Religious Education Curriculum and uses the student texts, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell. Study of Religious Education and participation in prayer and liturgy, camps and retreats is compulsory for Brigidine students at every year level. While some teachers are Religious Education specialists, every teacher at Brigidine understands that its Catholic character is the governing idea and experience of the school and that the school's scholastic endeavours and achievements are a manifestation of the importance that learning and the intellectual virtues have always had in the Catholic Tradition. Girls in Year 11 and 12 may study either Studies of Religion 1 or 2 for their HSC. These subjects can contribute to the calculation of an Australian Tertiary Admissions Rank (ATAR). Also available to the senior girls is the endorsed course Catholic Studies which appears on the Higher School Certificate but does not contribute to the ATAR.

The study of religion and human spirituality which forms the content of Religious Education courses gives a young woman an opportunity to think and write about the "big questions" of her life. It gives her a philosophy to use when she is faced with challenges that are important to her. The Gospel of Jesus is a mirror for her to make reflective judgements about the person she wants to be and the person she shows herself to be in her attitudes and behaviours. Through Religious Education a girl is led to a liberating and confidence building belief in her dignity as a human being and the confidence that comes from knowing no matter what, she is infinitely loved and embraced by her Creator.

The true test of the Catholic life of Brigidine is the quality of relationships that exist within the context of its educational nature. A student social justice group known as St Brigid's Fire responds to contemporary issues through discussion and action such as working for the homeless and attending Vinnie's Night patrol. Every Thursday students visit the elderly Sisters at Brigidine House. A community of nearly 900 people gives ample opportunity for each member of our community to "act justly and love tenderly" throughout each school day. Life at school is real life for Brigidine students and those adults employed to care for them.

One hundred and fifty-seven students in Year 8 sat the Archdiocesan Religious Education Test in October this year. The test consisted of 50 multiple choice questions. Results of this test are analysed by staff and are used to inform teaching and learning. The 2011 Archdiocesan average for the test was thirty percent with the school average being twenty nine percent. Brigidine takes external tests seriously without "hothousing" the students in preparation for them. We hope to improve on these results through a new program of revision and training in answering multiple choice questions.

SCHOOL CURRICULUM

Brigidine Randwick follows the Board of Studies syllabus for each course offered and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined by the Catholic Education Office of the Archdiocese of Sydney. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum. At Brigidine we teach students, not subjects. We cannot speak of the school curriculum without also speaking of the pastoral care of each student. The syllabuses which guide a teacher's practice are supported by differentiated, student centred assessment, a wide range of technological resources, a well-resourced library and a learning support centre.

KEY LEARNING AREAS	YEAR 7 & YEAR 8	YEAR 9 & YEAR 10	YEAR 11 & YEAR 12
Religious Education	Religious Education	Religious Education	1 Unit Studies of Religion 2 Unit Studies of Religion Catholic Studies
English	English	English	Standard English Advanced English Extension 1 English Extension 2 English (Year 12 Only)
Mathematics	Mathematics	Mathematics 5.1 – 5.2 Mathematics 5.1 – 5.3	General Mathematics Mathematics Mathematics Extension 1 Maths Extension 2 (Year 12 Only)
Science	Science	Science	Physics Chemistry Biology Earth and Environmental Science
Human Society and Its Environment (HSIE)	Australian History Australian Geography	Australian History / Geography Elective Geography Elective History Commerce	Ancient History Modern History Economics Business Studies Legal Studies Geography
Technology and Applied Studies (TAS)	Technology	Design and Technology Information and Software Technology Food Technology	Design and Technology Information Processes and Technology Food Technology
Languages Other Than English (LOTE)	French Italian	French Italian	French Beginners French Continuers Italian Beginners Italian Continuers
Creative Arts	Visual Arts Drama (Year 7 Only) Music	Visual Arts Drama Music	Visual Arts 1 Unit Photography, Video and Digital Imaging (Year 11 Only) Drama Music 1 Music 2 Music Extension (Year 12 Only)
Personal/Development /Health / PE (PD/H/PE)	Personal Development/Health /Physical Education	Personal Development/Health /Physical Education Physical Activity & Sport Studies	Personal Development / Health / Physical Education Community and Family Studies
Vocational Education And Training			Business Services Hospitality

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Years 7 and Year 9 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

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

Further information regarding school performance in NAPLAN against State and National trends has been provided in the school newsletter dated 16th December 2011 and is available on the school website at www.bcrandwick.catholic.edu.au and from the school administration office. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au>)

NAPLAN results 2011		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	All schools	School	All schools
Year 7	Reading	53%	27%	3%	19%
	Writing	61%	23%	4%	22%
	Spelling	48%	26%	1%	19%
	Grammar & Punctuation	44%	24%	4%	21%
	Numeracy	44%	29%	8%	18%

Source: *My School* <http://www.myschool.edu.au>; Additional information can be viewed at this website.

These Year 7 results are pleasing and are reflective of the achievement of the students in their school assessment. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. Throughout the year these NAPLAN results will be used to inform and guide the direction of further improvements particularly in Numeracy.

NAPLAN results 2011		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	All schools	School	All schools
Year 9	Reading	31%	20%	15%	23%
	Writing	36%	21%	13%	33%
	Spelling	33%	23%	4%	23%
	Grammar & Punctuation	17%	19%	11%	27%
	Numeracy	25%	24%	18%	25%

Source: *My School* <http://www.myschool.edu.au>; Additional information can be viewed at this website.

These results show that the students have performed very well in 2011. These results will be further analysed to inform and guide the direction of future improvements particularly in Numeracy. The results indicate a need for intervention in teaching programs in Mathematics for this cohort and for a proactive approach to students gaining mastery of important skills in Numeracy.

School Certificate

Students in Year 10 sat for the School Certificate (SC) examination in November this year. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

	School Certificate: Percentage of students in top 2 bands (Bands 5 and 6)					
	2009		2010		2011	
	School	State	School	State	School	State
English Literacy	56%	41%	60%	37%	54%	40%
Mathematics	27%	24%	29%	28%	34%	28%
Science	51%	37%	53%	42%	35%	35%
Australian History	30%	23%	31%	19%	29%	28%
Australian Geography	34%	28%	29%	27%	25%	26%

These pleasing results show the consistency of achievement levels particularly in English. The improvement in Mathematics compared to the State is the result of a targeted intervention program in Mathematics which has increased student ability to be engaged in the classroom and to improve their problem solving skills.

Higher School Certificate

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

	Higher School Certificate: Percentage of students in top 2 bands (Bands 5 and 6)					
	2009		2010		2011	
	School	State	School	State	School	State
Studies of Religion 1	59%	49%	52%	51%	45%	49%
English Standard	53%	5%	45%	4%	57%	9%
English Advanced	100%	52%	97%	58%	100%	58%
General Mathematics	49%	25%	36%	26%	40%	24%
Mathematics	41%	43%	60%	48%	94%	51%
Visual Arts	91%	53%	88%	50%	83%	48%

These results are pleasingly consistent. Given that Brigidine is a comprehensive secondary school the results are a testimony to the hardworking partnership created by staff and students in their approach to learning and assessment in the HSC year. The improvement in Mathematics in 2011 is the result of a concerted effort by the Mathematics staff to provide extra tuition to their students in targeted areas of the syllabus. In 2011, within a cohort of one hundred and thirty-four students, sixty-two students received at least one Band six result for a subject. One student was placed third in New South Wales in Hospitality. Four students were named as Top All Rounders. Of the twenty-nine courses taken by HSC students in 2011, twenty-five gained results above the state average.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences. Individual teachers negotiate with the Principal their attendance at professional learning which is specific to their subject or area of pastoral interest.

The school held five whole staff days in 2011. The content of these days was as follows: Celtic Spirituality in the Brigidine tradition; Use of Information and Communication Technologies (ICT) in the classroom; Quality Assessment; preparation for one to one laptop teaching; and First Aid. Faculty meetings are held each fortnight and full staff meetings are held once a month; pastoral teams meet each fortnight; a technology committee also meets once a fortnight and a Learning Forum meets once a month.

Teacher Standards

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	69
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2011 was 97.01%. This figure does not include teachers on planned leave. The teacher retention rate from 2010 to 2011 was 94.2%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate for the school during 2011 was 93%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	96%
Year 8	93%
Year 9	92%
Year 10	92%
Year 11	93%
Year 12	92%

This attendance rate is consistent with previous years' attendance. Student attendance is taken very seriously at Brigidine with a range of processes in place to ensure that students arrive on time to school and that parents inform the school when students will be absent and about reasons for absence.

Retention Rates

Ninety one percent of the 2009 Year 10 cohort continued onto Year 12 (2011). Students leave Brigidine at the end of Year Ten to attend a different kind of school: a co ed school or a State school or Technical and Further Education (TAFE).

SENIOR SECONDARY OUTCOMES

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

Senior Secondary Outcomes; Year 12, 2011	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	33%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

POST SCHOOL DESTINATIONS

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories shown as compared to State figures.

Destination Data Year 12, 2011 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	77%	10%	4%	9%
State*	30%	30%	30%	10%

*State figures reported on: <http://www.boardofstudies.nsw.edu.au/hsc-results/beyond.html>

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via this link to the Catholic Education Office public website:

<http://www.ceosyd.catholic.edu.au/Parents/Pages/Enrolment.aspx>

The full text of the Archdiocesan Enrolment Policy may be accessed via the link:

<http://www.ceosyd.catholic.edu.au/Parents/Curriculum/Pages/Policy.aspx>

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools* which can be accessed via the link:

<http://www.ceosyd.catholic.edu.au/Parents/Curriculum/Pages/Policy.aspx>. In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds*, *Dealing with Illegal Substances in Schools*, *Dealing with Prohibited Weapons in Schools*, *Strategies for Dealing with Cyberbullying*, *Disability Standards 2005*, *Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

At Brigidine the approach to student welfare centres on the encouragement within students of the gifts of self knowledge and self discipline. The student welfare procedures of the school intend to provide students with a physically and emotionally safe place of learning. In addition the school is of service to families and students during stressful situations. All teachers and students are expected to contribute to the atmosphere of respect, joy and hope which nurtures personal growth. The full text of the school's Pastoral Care Policy may be accessed via the school email www.bcrandwick.catholic.edu.au under Policies.

Student Management Policy.

At Brigidine, students are encouraged to have a strong sense of self discipline and an appreciation of virtue. Brigidine staff seeks to have appropriately friendly relationships with students; a positive relationship that supports learning of all kinds. There is a wide ranging system of merit certificates for behaviour that contributes to a safe and happy environment. Behaviours that are deemed to be unhelpful and destructive are outlined for the students, the reasons why they are so deemed and the consequences created by the school for these behaviours are clearly outlined for parents and students. Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Management Policy may be accessed via the school website www.bcrandwick.catholic.edu.au under Policies. A large section of the policy is also available to parents and students in the Brigidine student year planner.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available via the link:

<http://www.ceosyd.catholic.edu.au/Parents/Curriculum/Pages/Policy.aspx> in the development of its school policy. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Pathways for raising concerns are set out in the information brochure available from <http://www.ceosyd.catholic.edu.au/Parents/Curriculum/Pages/Policy.aspx>

The full text of the school policy is available from the school website. www.bcrandwick.catholic.edu.au under Policies.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our Catholic School?*. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

Brigidine is fortunate to have two Halls; the older one, Synan Hall, was refurbished in 2011 and is a pleasant performance space especially for music recitals. A small classroom was increased in size to make a generous space and the TAS classrooms were refurbished. In pedagogy we continued to hone our skills in the writing of student centred assessment and to ensure that all research work in the Junior Secondary years are strengthened using inquiry based learning. Much work was done throughout 2011 to prepare the school for one to one laptop learning in 2012. The Brigidine Ex Students Association, after significant fund raising, was able to install a statue of St Brigid in an area of the school known as the Kilbride Courtyard. This statue stands as a testimony to the Brigidine Sisters who lived and worked at Brigidine College. The results of the HSC class of 2011 ensured that Brigidine continued as one of the Top 100 schools in New South Wales at number 80.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Brigidine Code of Conduct is on posters in every classroom and in the student diary. Teachers speak about this code with students at a number of appropriate times during the year. Students are expected to be very familiar with the code and to be able to predict accurately the attitude of Brigidine staff to their behaviour and attitude. Brigidine teachers are expected to interact with students in a manner which will allow the students to display respect and responsibility. There is a clear set of consequences for actions which are judged to be disrespectful and irresponsible in the Brigidine community and a system of detention of students is in place. All students are given opportunities to talk through issues with teachers who have this as a designated responsibility and /or with teachers with whom they have a trusting relationship. A Social Justice Coordinator who is a full time teacher and a student Social Justice Captain coordinate the work for kindness and charity in the school. This means some fund raising and also assisting with the work of St Vincent De Paul Society in regard to Night Patrol and tutoring disadvantaged children. A system of older girls tutoring younger girls in Mathematics known as "Big Sister" operates in the school. Student leaders are given guidance about their role and have a clear idea about their responsibility. All students are expected to be supportive of the responsibilities carried by student leaders. At the

awards for having a perfect attendance record for the year. Year 12 girls who were seen by the staff to have been outstanding models of the values of the school are given Kildare Awards. Kildare in Ireland was the place of Brigid's monastery that was famous for its hospitality and scholarship.

PARENT, TEACHER AND STUDENT SATISFACTION

At the end of each year Parents, teachers and students evaluate the achievements Brigidine College has made in regard to the goals of its annual plan. Parents and students who are a part of the evaluation rate the College highly while teachers are more critical of the achievement of some areas of the plan. These areas have appeared again on the 2012 Annual Development Plan. Students speak through the SRC which meets weekly. Many valuable and very practical ideas come from this group.

There are times during the year when parents are not happy with the way that Brigidine College has dealt with an incident which has involved their daughter or with the quality of her learning. While there are set times for parent teacher interviews in the school calendar, part of the work habit of all the teaching staff is dialogue with parents and students. Sometimes these conversations are initiated by parents and sometimes by staff. Responding to parental concerns and coming to a satisfactory conclusion or understanding is an important part of communication at Brigidine College.

FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2011 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$127.1	Education and School Support	\$148.9
Federal Government ²	\$448.8	Total Salary Costs	\$523.8
State Government ²	\$137.3	Capital Expenditure	\$76.5
Government Targeted Grants	\$38.6	Surplus	\$24.7
Interest and Other	\$22.1		
Total Income	\$773.9	Total Expenditure	\$773.9

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$59.2 million, School Charges & Building Levy and P&F contributions of \$ 67.9 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2011 was:

Archdiocesan Tuition Fees received	\$1,092,314
School Based Fees	\$1,109,600
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 483,431
Total	\$2,685,345