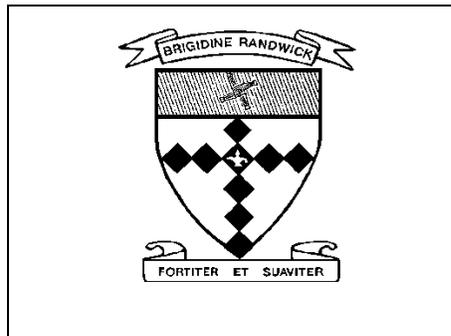


Brigidine College Randwick

Annual School Report to the Community

2010



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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

LOTE: Languages other than English

MCEECDYA: Ministerial Council for Education, Early Childhood Development and Youth Affairs

NAPLAN: National Assessment Program – Literacy and Numeracy

NPA: National Partnership Agreement

PDHPE: Personal Development, Health and Physical Education

SC: School Certificate

SMART: School Measurement Assessment and Reporting Toolkit

SRC: Student Representative Council

TAS: Technology and Applied Studies

VET: Vocational Education and Training

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 2011 following its submission to the Board of Studies (BOS).

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

PRINCIPAL: KATE EDMONDSON

DATE: February 2011

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

It is a privilege and a joy for me to be Principal of Brigidine College Randwick (BCR). The privilege is in leading an educational community of nearly nine hundred 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 college 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 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 college are clearly apparent with such ventures as social justice group, fixed days, special days (e.g. Founder's day), college masses and assemblies.

Student Representative's Message

I am very honoured to be College captain of Brigidine College Randwick. I am proud of the dreams, opportunities and achievements that I experience here on a daily basis and I love being able to share these things with every member of the Brigidine College community. Brigidine College is a big, happy family with girls succeeding in a wide range of subjects, sports, the creative arts and a whole range of co-curricular activities. The support and encouragement we give each other is endless.

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 2009 what was once Brigidine Convent was divided into two sections. Brigidine House is an aged care unit leased by Catholic

Health Care and Brigidine College is a 7 to 12 secondary college for girls leased by the Catholic Education Office, Sydney.

Buildings in use by Brigidine College date back to 1910; some were custom built for what was then a girls' boarding college. This means that the refurbishment of the college is a constant as the college 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 Education 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 2010, Brigidine College Randwick had an enrolment of eight hundred and forty-two girls. Thirty-four percent of Brigidine College girls came from a Language Background Other than English. One percent of students are indigenous Australians. The present enrolment is the optimum level for the college 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 college's Catholic character.

Brigidine College has a staff of intelligent, hard working teachers and the college enjoys a reputation for its excellent academic results. There are forty-nine teachers employed in a full time capacity, five 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 college office and as teacher aides in the Technology and Applied Studies (TAS) and Art departments.

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 College students at every year level. While some teachers are Religious Education specialists, every teacher at Brigidine College understands that its Catholic character is the governing idea and experience of the college and that the college'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 I or II for their Higher School Certificate (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 lead 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 College 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 Vinnies Night patrol. Every Thursday students visit the elderly Sisters at Brigidine House. A community of nearly nine hundred people gives ample opportunity for each member of our community to *act justly and love tenderly throughout* each college day. Life at school is real life for Brigidine College students and those adults employed to care for them.

SCHOOL CURRICULUM

Brigidine College Randwick follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) 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 college are committed to continuous improvement of teaching and learning in all facets of the college curriculum.

Subjects available at Brigidine College Randwick

SUBJECT	YEAR 7 and YEAR 8	YEAR 9 and 10	YEAR 11 and YEAR 12
Religious Education	Religious Education	Religious Education	Studies of Religion I and II Catholic Studies
English	English	English	English Standard and Advanced English Extension 1 English Extension 2 (Year 12)
Mathematics	Mathematics	Mathematics 5.1 - 5.2 Mathematics 5.1 - 5.3	General Mathematics Mathematics Mathematics Extension 1 Mathematics Extension 2 (Year 12)
Science	Science	Science	Physics Chemistry Biology Earth and Environmental Science
Human Society and Its Environment (HSIE)	Ancient 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 / Continuers Italian Beginners / Continuers
Creative Arts	Visual Arts Drama (Year 7) Music	Visual Arts Drama Music	Visual Arts Photography Video and Digital Imaging (Year 11) Drama Music 1 and Music 2 Music Extension (Year 12)
Personal Development, Health and Physical Education (PDHPE)	PDHPE	PDHPE Physical Activity and Sport Studies	PDHPE Community and Family Studies
Vocational Education Training (VET)			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 college results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Further information regarding college performance in NAPLAN against State and National trends has been provided in the college newsletter dated 24 September 2010 and is available on the college website at www.bcrandwick.catholic.edu.au and from the college administration office. Additional information can also be accessed from the MySchool website (www.myschool.edu.au).

NAPLAN results 2010 Year 7	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School ¹	All schools ²	School ¹	All schools ²
Reading	51%	29%	5%	16%
Writing	50%	23%	3%	20%
Spelling	52%	31%	6%	17%
Grammar & Punctuation	38%	26%	8%	21%
Numeracy	42%	30%	8%	16%
¹ School Measurement Assessment and Reporting Toolkit (SMART)				
² MCEECDYA National report http://www.naplan.edu.au/				
NAPLAN results 2010 Year 9	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School ¹	All schools ²	School ¹	All schools ²
Reading	33%	18%	11%	26%
Writing	24%	19%	13%	30%
Spelling	29%	22%	10%	25%
Grammar & Punctuation	33%	22%	13%	24%
Numeracy	29%	23%	17%	21%
¹ School Measurement Assessment and Reporting Toolkit (SMART)				
² MCEECDYA National report http://www.naplan.edu.au/				

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 three bands and shows comparison with results from previous years.

	School Certificate: % of students in bands 4, 5, 6					
	2008		2009		2010	
	School	State	School	State	School	State
English Literacy	97%	77%	98%	83%	98%	83%
Mathematics	65%	50%	61%	50%	65%	54%
Science	82%	66%	80%	71%	93%	75%
Australian History	75%	51%	73%	59%	73%	53%
Australian Geography	81%	67%	76%	60%	78%	60%

The Year ten students of Brigidine College in 2010 were able to continue the pattern of achievement of results superior to the State in all subjects. The improvement in Science results is pleasing and a response to explicit teaching of literacy skills in Science.

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 three bands and shows comparison with results from previous years.

	Higher School Certificate: % of students in bands 4, 5, 6					
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion I	83%	77%	88%	83%	73%	79%
English Standard	88%	38%	98%	36%	86%	35%
English Advanced	100%	89%	100%	89%	100%	93%
General Mathematics	63%	56%	79%	54%	74%	57%
Mathematics	73%	72%	82%	71%	100%	75%
Studies of Religion II	85%	80%	98%	87%	97%	77%

In 2010, ninety-three percent of HSC courses taught at Brigidine College were above the State average; many results significantly above the State average. English results were again excellent however Visual Arts, Music, Drama and TAS subjects were of a similar high standard.

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 college staff days, subject specific inservices, meetings and conferences.

The college held five whole staff days in 2010. The content of these days was as follows: Giving quality feedback to students on their learning, school improvement, Brigidine spirituality and first aid. Key Learning Area Faculty meetings are held each fortnight and whole staff meetings are held twice a term. Teachers meet to assist individual students at times which suit the desired outcome. There are a number of meetings to focus on the pastoral needs of the students.

Teacher Standards

The following table sets out the number of teachers on the college 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.	62
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 2010 was 97%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 94%.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

The average student attendance rate for the college during 2010 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	91%
Year 9	93%
Year 10	92%
Year 11	90%
Year 12	93%

Parents of students who are absent from school are asked to inform the school by phone and to write a note explaining the absence when the student returns. It is Brigidine College policy to ring home on the second day that a student is absent if there has been no contact from her parents or guardian. Girls who suffer long term illness or a tragedy are cared for by the college according to individual needs.

Retention Rates

93% of the 2008 Year 10 cohort continued onto Year 12 (2010). This is the usual retention rate for Brigidine College. Students leave the school to attend Technical and Further Education colleges and co educational colleges.

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, 2010	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	25%
% 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, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
School	72%	8%	10%	10%
State*	30%	30%	30%	10%

*State figures reported on: <http://www.boardofstudies.nsw.edu.au/employers/hsc/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 the link: [CEO public website](#). The full text of the Archdiocesan Enrolment Policy may be accessed via the:

- college website www.bcrandwick.catholic.edu.au

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the Sydney [CEO public website](#). 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)*.

Brigidine College's Student Welfare Policy covers aspects of student achievement, progress and discipline. It uses a level system to classify student achievement. The policy rests on and assumes high quality relationships between all members of the college community. Students receive recognition and thanks for positive behaviour through a system of merits and awards which are given through the student planner, at year meetings and college assemblies.

Brigidine College's pastoral care of students is the integration of the Welfare Policy, best teaching practice, a series of workshops, guest speakers and whole day activities which are intended to engage a young woman in thinking about her personal development. Each cohort has a different program of these activities and the program is changed each year as we respond to the changing needs of our young women. Brigidine College teachers are skilled at changing these activities as the needs of the girls change.

The full text of pastoral care policies may be accessed via:

- Archdiocesan *Pastoral Care Policy for Catholic Schools (2003)* [CEO public website](#)
- The college's web site www.bcrandwick.catholic.edu.au

Discipline Policy

Discipline at Brigidine College is inseparable from the expectation of self discipline on students, staff and parents who understand that they are working to create a safe educational community. Teachers challenge students about behaviour which is working against their growth as a competent student and as a young woman with a strong sense of self. Our working with students has the outcome of strengthening character and a sense of personal development rather than simply giving punishments. 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 Code of Conduct may be accessed via the college website, www.bcrandwick.catholic.edu.au.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) 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 Sydney [CEO public website](#).

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 Management 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 college's Regional Consultant.

In 2010 we continued to improve the ways that teachers give feedback to students about their learning. It is particularly important that we communicate to parents that they and their daughters receive much more feedback to them than the semester report. All assignments were updated in 2010 to ensure that written feedback on the students' work is as detailed as possible and is accessible for parents. Brigidine College was also able to improve the communication to parents through the use of email and the school website. The spirituality of the school was enhanced by a greater participation in the liturgical life of our parish. Two science labs were refurbished as was the kitchen which is now a large contemporary kitchen for the teaching of Food Technology and Hospitality. Brigidine College was able to continue the excellence of its teaching and learning as evidenced by its ranking in the top one hundred schools in New South Wales.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Brigidine College 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. Brigidine College 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 College 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's de Paul 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 presentation of awards on the last day of school a student from year 7 and a student from year 8 are given 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 some areas of the plan. These areas have appeared again on the 2011 Annual Improvement Plan. Students speak through the Student Representative Council (SRC) which meets weekly. Many valuable and very practical ideas come from this group.

There are times during the year when some 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.

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 each of the one hundred and forty-seven 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 2010 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions ¹	\$119.4	Education and School Support	\$130.3
Federal Government ²	\$555.0	Total Salary Costs	\$500.4
State Government ²	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
Total Income	\$850.0	Total Expenditure	\$850.0

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges and Building Levy and P & F contributions of \$64.8 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.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$1,059,429
School Based Fees	\$1,052,579
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$484,975
Total	\$2,596,983