Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation ............................................................................................................. 2
Our College Vision .................................................................................................................................... 3
College Overview ...................................................................................................................................... 4
Principal’s Report....................................................................................................................................... 6
Governing Authority Report .................................................................................................................. 8
College Advisory Council Report ......................................................................................................... 9
Catholic School Culture .......................................................................................................................... 10
Community Engagement ....................................................................................................................... 12
Leadership and Stewardship .................................................................................................................. 16
Learning and Teaching ............................................................................................................................ 19
Wellbeing ................................................................................................................................................ 22
Financial Performance ............................................................................................................................ 27
VRQA Compliance Data ....................................................................................................................... 27
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Minimum Standards Attestation

I, Peter Gutteridge, attest that St Brigid’s College 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

St. Brigid’s College commits our community to being a learning environment within the Catholic and Brigidine traditions, where each of us grows to a personal fullness of faith and life.

We aim to:

• Create a community of faith which encourages and rejoices in the knowledge of our loving God.

• Actively promote spiritual growth through living according to Gospel values.

• Provide a supportive and engaging learning environment where each person may attain individual potential - spiritually, academically, culturally and physically.

• Encourage personal growth in self-confidence, integrity, compassion, respect and independence so that together we may welcome life's challenges and diversity.

• Recognise and respond to the needs of individuals by building partnerships with College members, families, Parish and local community.

• Challenge students to excellence through broad and comprehensive educational opportunities.
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.

In 1968 the co-educational school of 190 pupils moved to a new site on the corner of Robinson and Hamilton Streets. Robinson Street is at the front of the college with main entrance and bike ramp entrance to that street. There is a vehicle entrance at the rear of the College which is accessed from Hamilton Street.

A Music Centre was built in 1998 whilst a multi-purpose stadium was opened in 2004. A Technology workshop is situated on the northern boundary. Beyond the building area is situated Coughlin Park and its sporting facilities for netball, bowls, cricket, tennis and a football oval with clubrooms and facilities also located in this area.

In 2008 the College underwent a major building construction and refurbishment. A new library, three Information Technology laboratories and a multipurpose classroom were constructed and a full refurbishment of the Northern classroom wing was completed.

In 2009, the Home Economics classroom and laboratory and two Science laboratories were totally refurbished. A third, senior science laboratory was also constructed.

In 2011, the Front Office area was redeveloped to include five new offices, parent meeting room, enlarged uniform shop and multiple storage areas. In addition, the staff preparation area was doubled in size.

In 2014, our College canteen was enlarged and refurbished and a new classroom wing was built to accommodate the Year 7 student cohort. The wing incorporates four new classrooms, three offices, staff work area and storage area.

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 AUSVELS, 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 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, placed online for parental access through PAM.

St. Brigid's College is an “iPad” school throughout all Year Levels. With the continued implementation of the Australian Curriculum it is exciting to embrace these technology tools to complement it. The iPad use has stimulated how we go about our learning and teaching, ‘e-books’ technology is now widely embedded into our curriculum and used in a variety of modes and subjects.

With Christ as the centre and focus, the 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 and their rights.

(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.

Where necessary the College will ensure that all students work and study within these guidelines, and do not disrupt the harmony of the College by unacceptable action or behaviour.
Principal’s Report

As one school year draws to a close and another awaits just around the corner, I often ponder if it possible for the new year ahead to be as rich, dynamic, and exhilarating as the current year. Of course the answer is always a resounding ‘yes’!

The challenge to us on each and every day is to enjoy the moment but also plan for the moments to come. A year at St. Brigid’s College has so many glorious moments to ponder and reflect upon with a smile in one’s heart. Some of the very special moments are those in which challenges and obstacles were overcome with courage and perseverance and a willingness to accept support and guidance. I commend all in our community who will look back upon such moments with pride and a sense of a very real achievement.

Our current and past pupils have continued to inspire us through the effervescent spirit, commitment and openness to new people and new opportunities. Leadership at St. Brigid’s College must always be a leadership imbued with the Gospel values, a leadership which values each member of our community, a leadership of service and hard work. Under the leadership of our Student captains, Eilish Chesterfield and Lochie Pymer, I have seen the spirit and charism of St. Brigid continue to burn deeply in our students.

The strong Brigidine spirit of our students across all aspects of life at St. Brigid’s College energised us all throughout the year. The manner in which our guests from Japan were welcomed into our school and classes confirmed to me that our students do exude the qualities that we uphold at this College. The cheerful and open manner in which our Year 12 students celebrated the final week of secondary school classes was reflective of the approach they have taken to all aspects of life at St. Brigid’s College. I have great confidence in a future in which the class of 2015 will be leading, in smaller and larger settings.

I commend all our students and staff whose work for justice has continued to bring vibrant life to the Brigidine vision of education that would not only assist the individual but would contribute to a better and more just society. Through the work of our Young Vinnies group, our Monday Munchies group and our participation in the Caritas Walkathon, our Catholic Fete day and our Relay for Life team clearly demonstrate that the need for justice in our society is understood and responded to in a tangible way by all in our community.

The active participation of our students in a diverse array of extra-curricular opportunities is worthy of great celebration. Our students have embraced opportunities within public speaking, music, Socrates club, Study Slam, sport and so much more. Our production of “The King and I” rightly received numerous accolades, as have our students in the sporting arena.

It was a very great pleasure to join students and parents at a range of functions and Liturgies, including the Opening of the School Year Mass, the year 7 Welcoming BBQ, Class liturgies, Caritas Walkathon, Catholic Missions Fete, Monday Munchies, the Presentation Ball to name but a few. As I look back upon all that has been achieved in 2015 I have a great sense of pride in students and staff and a great sense of appreciation for the generous support of parents and friends of St. Brigid’s College. I am particularly appreciative of parents who are generous
volunteers in the Canteen, the Uniform Shop, the Musical and at sports. Through this wonderful partnership we can ensure not only that current opportunities continue to be available to students but that new ones are created.

In the academic program, our teachers take on a multitude of roles. They not only bring knowledge, wisdom and practical strategies that will support students in starting from where each is and moving strongly forward, but they care greatly for the academic and personal well-being of each. I express a strong commendation to all members of staff for their commitment to supporting each student to be the best they can be. I pay tribute to Mrs Mac who retired this year after many years of noteworthy service in the canteen. On behalf of all in our community, both now and in the past, I thank Marg for everything she has done for us and for being the “mum” to generations of our students.

I am delighted to report to the school community a snapshot of our Year 12 students’ results for their VCE. Tayla Gutteridge was announced Dux of the College for 2015, achieving an outstanding ATAR of 98.7. Our College had a 100% satisfactory VCE completion rate with 19% of our students achieving an ATAR of 80 or more and 73% of our students achieving an ATAR of 50 or more. Congratulations to the following students who achieved scores of 40+ in individual subjects which placed them in the top 8.8% of the study cohort: Eilish Chesterfield, Laura Elliott, Ashleigh Fogarty, John French, Tayla Gutteridge, Luke Hedt, Boyd Rosevear, Malory Ryan, Shauna Stringer, David van Veldhuisen and Kayde Woolman.

I extend our appreciation to all staff who will be departing St. Brigid’s College at the end of 2015 for their commitment and dedicated service. Our students and staff are the better because you have worked with us. I thank Ms Elsbeth Zeegers, Ms Deb Shannon, Ms Brittany Burns and Mr Jordan Wakeling and wish them well in their future life away from St. Brigid’s.

The best measure of a school and its mission is the quality of the students who represent it and the values that they espouse and uphold. It is always a delight to walk through the school each day and be greeted without exception by young men and women who exemplify the College values of Faith in Action, Excellence, Justice, Compassion and Care for others.

It is exciting times to be associated with St. Brigid’s and I thank all staff, students, parents, Council members and friends associated with this College for their support and dynamic output.

I look forward to 2016 with hope and excitement.

Peter Gutteridge

Principal
Governing Authority Report

A spirit of prayer, support, volunteerism and generosity sweeps through St Brigid’s College in response to the vision and mission statement of our College. At the start of this year, and each other year I have been here, it is a privilege to join the College Staff with the Year 7’s and their introductory retreat to our College. Amidst all the activities in which the students come to know each other and the Staff present, a highlight is the celebration of the Mass at the foothills of the Grampians.

With this backdrop, the students celebrate the all-embracing presence of God in the life of the College, as I reflect with them on the motto of our College “strength in kindliness and friendliness”. I pray with them that our College will give them the very best in education with the curriculum we have. To be a better College, we need each student to know and respect what our College motto offers, in the charisms of the Brigidine traditions. They will achieve so much with all that our College offers them, but without these strengths, we fail as an education institution.

I am delighted to be part of the life of the College, through the co-operation I receive from Mr Peter Gutteridge, Principal, Mr Kingsley Dalgleish, Deputy Principal, and Mr Les Butler, the Religious Education Co-Ordinator.

Les is wonderful to work with, and each Term we work out a list of Liturgies or Masses for each year or class level. Les communicates extremely well with all students in speaking of the Catholic education the College offers. He explains to the students of all religious and other backgrounds, how we celebrate our Catholic faith in these ways. I feel a deep sense of respect from the students for these Liturgies. Parishioners certainly comment on the behavior and attitude of the students at any Masses we have in the Parish Church.

Our College commits itself to the care of each person, to the well-being of the whole person, as each student has gifts, talents, personalities and spirits that will be tried and tested in the course of the year.

The Pastoral Care given to students highlights this support. Our College works with families to seek and maintain our College values and work ethic at home.

I pray for the work of the College, and thank families, staff and students for the very caring spirit I see all around the College.

Fr. Peter Hudson
Canonical Administrator
College Advisory Council Report

My thanks go to all members of the 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 and with our students continuing to shine in many areas and representing the College in an impeccable manner both within and outside of the St Brigid’s community. The strong demand for enrolment into St. Brigid’s College is testament to the above and something for which we can all be proud.

This year’s production “The King & I” the Musical was beautifully presented and as usual with many new stars unearthed.

St Brigid’s has continued its ongoing development of the College Facilities and at the same time has maintained 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.

We also saw the completion of the “Strategic Plan” for the College buildings and surrounds and whilst we have chosen to not action these plans immediately, this work has certainly provided an initial blueprint for the future of the College.

The students have again had an outstanding year with many gaining recognition for outstanding results in sport, aerobics, science and public speaking, as well as being acknowledged for many community projects that they have participated in that have been well publicised in the local media. 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, both in staff morale and teamwork and in student outcomes.

This year saw the retirement of Mrs Mac who has been a pillar of the college canteen for many years. On behalf of the Advisory Council I would like to wish her all the best for whatever the future may hold. The PTF continues to achieve outstanding results from the small but dedicated team and their contributions are valued by all in the College community.

I also recognise the huge contributions of the many parents who have assisted throughout the year with the school production, PTF Catering, Presentation Ball and the many other events that have taken place during this time.

In closing I would again like to thank all Advisory Council members for their contribution over the past year and hope that the year ahead continues to see St Brigid’s College as a highly sought after place of learning in the local area.

Dean Winfield

Chairperson
Catholic School Culture

Goal

To build a commitment to the development of a stronger Catholic Identity across the school community

Intended Outcomes

• Encourage more staff and students to participate in social justice activities
• Create more opportunities for community service for all year levels
• Increase student participation and involvement in masses and liturgies
• All staff and students are immersed of the Brigidine Tradition of St. Brigid's College

Achievements

• The staff of our three Parish schools; St. Brigid's College, Ss. Michael and John’s Primary school and Our Lady Help of Christians Primary school, attended the Commissioning Mass to celebrate with Parish members the commencement of the school year and to be blessed and commissioned by Fr. Peter in our roles as educators. A greater understanding amongst staff of their role as educators in a Catholic school through staff induction within the Ss. Michael and John’s Parish community was achieved.

• 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.

• St. Brigid's College continued to work with volunteer agencies, welfare organisations, guest speakers and classroom programs to enhance its mission involvement. This involvement ensures the Vision and Mission of the College is maintained in a proactive and visible way.

• Our Catholic Missions College Fete was once again 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 $3000 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.

• 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.

• Compulsory Religious Education curriculum from Years 7 -11 whilst in Year 12, students are offered Units 3&4 in Religion and Society or a Community Service component of the RE program.

• Our walkathon, on the last day of Term 1, raised much needed funds for Caritas Australia. A total of over $400 was donated to the works of Caritas Australia which supports people to help themselves out of poverty, hunger and injustice.
- Young Vinnies is a group of 20+ students from Years 9 & 10 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. The students have organised a BBQ which raised $333 which was allocated to the “Assist – A – Student” program which provides education for children in Third World countries. St Brigid’s now sponsors 6 students from the Phillipines and Indonesia. The group also organised a Sleepout to highlight homelessness. As a College we will continue to support the work of this group as they aid the marginalised in both our school and the community.

- Our Year 11 students visited Adelaide and had their eyes, their ears and their hearts opened by their encounters with refugees and those who are enduring homelessness. Students and staff were privileged to be able to sit and speak with a number of refugees who shared their personal stories of their necessity to leave their home lands and to seek refuge in Australia. Students were also given a greater awareness of the number of Australians who are homeless. Students (and staff) were greatly moved by their experiences throughout the time in Adelaide and this was confirmed when the students presented, in front of their peers, what they had learned and what they will take away from the this experience.
Community Engagement

Goal:

Build a culture of communication and recognition underpinned by positive and supportive relationships

Intended Outcomes

- Strengthen (and therefore increase) family involvement in the learning life of the school
- Strengthen staff participation in the daily/weekly/term activities of the school & students
- Develop an ongoing process of recognising Staff employment milestones and achievements

Achievements

- 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. the Monday Munchies and Relay for Life have further elevated the St. Brigid’s College reputation as an enthusiastic, positive and compassionate community member.

- Parents continue to find the SMS system for global messages or student absences to be a positive addition to the communication 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 use of the Parent Access Module (PAM) has enabled parents to follow much more closely their child’s progress, homework, reports, notices, and school events.

- The St. Brigid’s College “Relay for Life” team now consists of 225 registered staff and students. Multiple walkers walked throughout the night for a cause that has touched many in our community. To have over half of our school population participate is an amazing effort by Lesley Lannen and the senior VCAL students.

- The Teacher Advisor system continued to work exceptionally well with great satisfaction expressed by parents with the reporting of student outcomes. This system has also been instrumental in allowing parents to respond to the Teacher Advisor every five weeks.

- 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 and ‘pushed’ out to families weekly via our “St Brigid’s College Horsham – Skoolbag” app. We have over 1000 College Community members using our Skoolbag app. This app is an invaluable communication tool between the school and our parent/student community.
• Masterful performances, outstanding audiences, imaginative costumes and a fantastic dose of spirit and enthusiasm and you have “The King and I”. Our Production was a great celebration and powerful showcasing of the outstanding musical and theatrical talent we have here at St. Brigid’s. This work epitomised the importance of community that we uphold at our College.

• 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.

• Our annual Open Day was an 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.

• The Year 10 Presentation Ball held at Longerenong College was, once again, 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.

• Our community service program "Monday Munchies" for Year 10 students continues to expose our students to those much less fortunate than themselves. Each week students participate in this program with Wimmera Uniting care and the Salvation Army to provide a meal and conversation to the homeless youth of Horsham. It is a great opportunity for the students to be involved in a program that is making a difference.

• We have welcomed and farewelled 15 Japanese students: Minami Shigihara, Airi Takahashi, Yukino Mori, Miku Mizuto, Ami Saito, Yumi Nakaruya, Sakurako Watanabe, Yuka Meguro, Yuuna Kubo, Yuhi Nishio, Ayame Konishi, Kazuha Yasuda, Shuto Yomoda, Shotaro Saito and Monami Sasaki and their teacher from Matsudo International High school to St. Brigid’s over a three week period.

At the farewell assembly our Japanese classmates told all gathered that their time here has been enjoyable and fulfilling, that new friendships have been made and hopefully
some of these friends will meet again next year in Japan. The students were welcomed into a variety of classes and a deeper understanding and appreciation of life in our College and in Horsham were achieved. The many opportunities that they have experienced with our Australian culture, from animals, caves, Sovereign Hill, AFL football, boomerangs to sharing the joy of their own lives has been greatly appreciated by our students, staff and host families. We thank our Japanese classmates for the opportunities they have given to our students, to expand on their understanding of a different culture and language.

**VALUE ADDED**

In 2015, St. Brigid’s College undertook the following activities to further school improvement:

- Monday Munchies Program
- Year 11 Street Ministry Retreat Program
- Whole school, year level and class-based Eucharistic celebrations
- School participation in parish Eucharistic celebrations
- Year 11 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
- PTF Gala Night
- Open Day
- Mission Day and Fete
- Young Vinnies Group
- Careers Expo
- Horsham Field Days
- Paint the Town Purple Day
- Relay for Life
- Remembrance and ANZAC Day services
- Behaviour Management
- Headstart program
PARENT SATISFACTION

- In 2015, St. Brigid’s College had waiting lists in most Year Levels. This demand reflects a high degree of parent and student satisfaction.

- Enthusiastic support for activities arranged by the Parent, Teachers and Friends association including the Year 10 Presentation Ball, Gala Night and catering ventures.

- Excellent attendance at parent – teacher interviews, Curriculum Information and Transition sessions.

- Positive feedback received regarding the implementation of the Headstart program for all students at the end of the year.

- Parent and student attendance at Subject Selection and Course Counselling.

- Willingness of parents to openly discuss issues with Principal and staff.

- School Improvement Framework, 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, learning focus, student motivation, student connectedness to peers and school, student safety, reporting and stimulating learning.
Leadership and Stewardship

Goals

- To increase the level of support to 1st, 2nd and new teachers.
- To improve transparency and accountability to all members of staff.
- To embed processes and procedures for change.

Intended Outcomes

- More productive and ‘Teaching and Learning’ focussed communication in Year Level teams.
- Build a culture of communication underpinned by supportive relationships.
- Improved teacher confidence in engaging with student learning.

Achievements

- St. Brigid’s has implemented the Change² process across the school. Change² is a robust and proven model for leading and managing change. Backed by a wide body of research and extensive experience, Change² is a consultative process for implementing sustainable change in schools. The model uses the resources already available in schools to deliver the changes identified by school personnel and required for improved teacher performance and student outcomes. Change² enables schools to build the capacity to transform teaching and learning supported by ICON. The first issue to be investigated, using the Change² process, will be “improving the Literacy Levels in Year 7”.

- Staff have worked collectively in the area of whole school behaviour management. World leader in behaviour management, Jenny Mackay was employed throughout 2015 to develop a systematic approach to student behaviour. The system presented by Jenny included 6 steps to managing the hidden curriculum for effective teaching and learning.

  Step 1: Understand behaviour and a teacher’s role
  Step 2: Understand and apply the basic concepts for managing behaviour
  Step 3: Being Proactive and working to prevent behaviour issues
  Step 4: Ensure Behaviour Guidelines – working within a behaviour framework
  Step 5: Apply the Interactive Management process – understand the “dance”
  Step 6: Apply skills and build the “pockets” in your “coat”.

- 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 complete a self-reflection according to Victorian Institute of Teaching (VIT) criteria and support their reflection with some objective data.
• A detailed College calendar is published each year, and all staff were given an opportunity to contribute to the drafting process. The calendar was made readily available to all staff.

• Staff meetings have altered to include presentations from staff on “best practices”, feedback from inservices attended, forums and SWOT analysis of key events.

• Appointment of College Development Officer.

• Inservicing of staff about SIMON and PAM and their various applications at the start of each year which includes the use of behavioural tracking for student performance.

• The Induction Mass was a wonderful school celebration of leadership within our College community. Student Leaders inducted included College Captains and Vice Captains, Student Leaders, House Captains and Vice Captains, SRC Representatives and our new Senior students.

• Mr. Roger Murray, a local paramedic with Ambulance Victoria, delivered a presentation on ELS (Emergency Life Support) and Anaphylaxis. The inservice put into context our duty of care to our students and covered a wide range of topics including: cardiac arrest, CPR theory and technique, Anaphylaxis, Asthma and Defibrillator use.

• 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 2015. 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.

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<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
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<tbody>
<tr>
<td>The following is a summary of the external professional development sessions undertaken by staff in 2015:</td>
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<tr>
<td>• Differentiation</td>
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<td>• Learning Intentions and Success Criteria</td>
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<td>• Subject Based Professional Development</td>
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<td>• Annual Careers Conference</td>
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<td>• Pathways Annual Regional Seminar</td>
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<td>• University Information sessions and visits</td>
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<td>• Preparing Students for Unit 3 and 4</td>
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<td>• Annual Conferences: PE and Health, Mathematics, English, History, Science, Visual Communication</td>
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<td>• Using iPads in Maths and LOTE</td>
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<td>• Network Meetings: Leaders of Learning,</td>
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<td>• Understanding Autism Spectrum</td>
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<td>• Training and Provisionally Registered Teachers’ Training</td>
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<td>• VCAA Training for School Leaders</td>
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<td>• Difficult Students: modifying behavior</td>
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<td>• Product, Design &amp; Technology Examination workshop</td>
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• Edrolo Presentation  
• Special Education Conference  
• Mental Health PD  
• Sustainability PD  
• Strengthening Pathways Planning  
• Student Empowerment Inservice  
• Oxford Education Conference  
• Whole School Behavioural Management  
• ICT Inservice  
• NAPLAN Training  
• SIMON Training  
• eSmart Inservice  
• QuickSmart Numeracy Workshop  
• JacPlus Presentation  
• VCAL induction Day.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL  
49

AVERAGE EXPENDITURE PER TEACHER FOR PL  
$1140

TEACHER SATISFACTION

The following activities would strongly suggest there is a high level of satisfaction among staff on the operation of the school:

• The high staff retention rate indicates a high level of staff satisfaction at St. Brigid’s College.
• Excellent attendance at College liturgies, Sports Days and assemblies
• Regular and productive staff meetings with a focus on SWOT Analysis and Best Practice teaching
• Excellent support for Caritas, Catholic Missions and SRC fundraising
• Staff participation in a plethora of roles in the College Musical production “The King and I”
• 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 and Teaching

Goal

- To work effectively in teams to bring about an improvement in the quality of teaching and learning.

Intended Outcomes

- Improved English standards, particularly writing.
- Improved Humanities standards.
- Improved VCE standards.
- Improved student engagement in learning.
- All Staff participate and contribute in an efficient and effective manner in teams in order to build a collaborative culture within the school.
- All staff able to confidently implement differentiation strategies in the classroom.
- All staff to have consistency of curriculum taught, pacing of teaching program, assessment, and reporting for year level subject teams.

Achievements

- St. Brigid’s College introduced HEADSTART, an exciting academic program that aims to meaningfully support students’ transition from one academic year to the next. This program provides educational advantage to all our students by strengthening their academic skills through the commencement of the next year’s coursework in the last two weeks of the current school year. This program commenced on Monday, 23rd November, and concluded on Friday, 4th December and involved the participation of all students from Year 7 to Year 11.

- To further improve our NAPLAN results a new Literacy Intervention Program was instigated and included 2 periods per week dedicated to explicit teaching of literacy via spelling, grammar, weekly writing tasks and academic vocabulary program. A Pilot program was run in Term 4 for Year 7 English. In 2016, the program will run at Years 7 and 8 with evaluations at mid-year and end-of-year.

- Following the decision by Education Ministers to transition NAPLAN to a computer-based assessment, ACARA has developed a comprehensive research and development program that will enable delivery of NAPLAN online tests in 2017. St. Brigid’s College was selected as a participant in ACARA’s online research study (the ‘Device Effect study’). The Device Effect study is an important element in ACARA’s ongoing research into delivering NAPLAN online. The purpose of the study was to investigate how students engage with online tests across a range of devices (PCs, tablets, tablets with keyboards).

- New subjects being offered at St. Brigid’s in 2016 will be Australian Politics, Certificate II in Small Business, Informatics and Drama.

- The continuation of the after-school “Study Slam” session in the library from 3.30pm – 4.30pm each Monday through to Thursday with staff volunteering to assist students. The number of students availing themselves of this continues to be most pleasing.
• VCAL (Victorian Certificate of Applied Learning) provided positive opportunities for students to work on community based projects, to foster personal development and to enhance employability. VCAL students completed an interesting range of projects and activities throughout the year, including a number of fundraising activities to support worthy causes such as Relay for Life, Monday Munchies and Meals on Wheels.

• The continued implementation of an exciting model of differentiation moved into Year 8 in 2015. This model continues to focus on Literacy and Numeracy. Year 8 students were set into similar ability groups for English and Mathematics where expert teaching allowed all students to achieve success and gain greater confidence and self-esteem in these two crucial areas.

• The use of NAPLAN data to highlight the relative growth of cohorts as they move from Year 7 through to Year 9. There has been reflection on Year 7 and Year 9 NAPLAN preparation by Mathematics and English teachers to maximise consistency of student achievement.

• Continue to offer the academic competitions for the more able students to extend themselves against a state or national cohort and to celebrate their achievements at the Academic assembly and at the Graduation mass.

• 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.

• The progression of Japanese into Year 9 as an elective in addition to Italian.

• St Brigid’s College students have participated and experienced success in a range of extracurricular competitions such as: Legacy Junior Public Speaking competition, the Phasmid competition, Student Exchange Australia and New Zealand and the National Youth Science Forum at the Australian National University, Canberra.
STUDENT LEARNING OUTCOMES

Students at St. Brigid’s College continue to perform well against the National Benchmark Standards as measured by the NAPLAN Tests. In most areas, over 94% of students have met the minimum standards over the three years from 2013 to 2015. It is noted that there has been continued improvement in 2015 by both the Year 7 and Year 9 cohorts of students in most categories.

The College continues to work on improving literacy outcomes for students with an ongoing focus on spelling and grammar strategies which improve understanding and confidence. These strategies are constantly under review, and are adjusted and amended to deliver continuous improvement. All literacy components will continue to be a focus for improvement. Numeracy is an area where strategies for continuous improvement are being delivered across Year 7 to 10. The work of our Numeracy Coordinator is recognised as being pivotal in the high NAPLAN scores for Numeracy.

POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>72.2%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>8.3%</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>11.4%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>22.8%</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
Wellbeing

Goal
- To continue to maintain a safe and secure environment and to improve our mentoring and coaching of students to reach their full potential. In providing a safe environment – aspects of Cybersafety are a priority.

Intended Outcomes
- To continue to improve student motivation, confidence and responsibility for managing aspects of their learning and school leadership.
- Students continue to feel safe and happy and have pride in their school
- Students are better prepared for University/apprenticeships/ employment upon leaving St. Brigid’s – VCAL, School Based Apprenticeship, VET
- To ensure Positive and Professional relationships between students and staff - strengthened through the TA system.
- Implementation of Cybersafety within the school environment given the use of IPad technology.
- Student Wellbeing Coordinator to run class sessions e.g. Bullying, Resilience, Cybersafety, Drug Education, Save a Mate, etc…
- Implementation of the National Schools Drug Education Policy.
- Ongoing review and restructure of MindMatters within the School environment.
- Ongoing development of being an eSmart School – refer to outcome 5&6.
- A greater emphasis on parents/guardians – education in the modern world of Cybersafety.

Achievements
- There was a great spirit evident at our annual Social. The positive manner in which the students entered into the “I can’t believe you’re wearing that” theme and the interesting dancing and clothing styles were outstanding. 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.

- The Year 9 students of St. Brigid’s College participated in the following programs ‘Girl’s Day Out’ and ‘Mud Map to Manhood’. The “Girl’s Day Out” program is designed to provide information on self-esteem and self-resilience for Year 9 girls. The program raised awareness about body image and the role the media and fashion industry play in influencing one’s self esteem. It provides girls with a range of strategies to help improve their body image and the body image of their peers. The students worked on their ability to identify their resilience to negativity and life’s stresses. The girls were given current, relevant and useful information that they will use in the future.

‘Mud Map to Manhood’ is a program aimed at giving Year 9 boys an added direction as they navigate their way towards manhood. The program was a hands-on, action packed day of learning and interaction. Throughout the day, the boys were given the opportunity to chat about the ‘stuff that matters’ to them as well as participating in problem solving. The sessions included: The Smart Guy; Risky Business; What Women Want and The
Good, Bad and Ugly. The sessions were facilitated by trained youth workers/social workers who bring with them a wide range of experiences.

- Continued to achieve an inclusive and educational environment in which students are encouraged to develop their strengths.

- 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.

- We were pleased that the level of student connectedness and the level of student initiated activity was as high as ever in 2015. 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.

- St. Brigid's College is an accredited and recognised eSmart school where the smart, safe and responsible use of information and communications technology is a cultural norm.

- A heavy emphasis on professional development for staff with the opportunity to pursue professional development appropriate to subject areas.

- Very solid and most pleasing VCE and NAPLAN results.

- Year 9 and 10 students participated in workshops and presentations by Legal Aid Vic which focussed on a number of relevant issues faced by these students each day.

- 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” BBQ offered the opportunity for our staff, Year 7 students and their families to develop understanding of the expectations of St. Brigid’s College.

- Homework – Study Slam implemented for all students after school.

- Student Well-Being at St. Brigid’s College is House based. All students belong to one of our four Houses: Clontarf, Kildare, Melleray and Tara. School reports, Sports Carnivals and other special days are all organised through the House system.

- House 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.
Groups of Years 12, 11 and 9 students have participated in a program to assist in teaching students from the Horsham Special School, basketball and coaching skills. The group was also taught basic principles of refereeing in a basketball game. The idea of the program was to integrate the schools and expose people to different social environments while playing a friendly game of basketball.

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.

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 Tandara was a 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 enjoy the thrills and spills of their Camp at Roses Gap. The camp’s objectives include 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 embark on an eco-spirituality retreat at The Little Desert Nature Lodge. This retreat, following up on the students’ studies on stewardship, focusses 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.

- Our Year 10 students complete 5 days of work experience around Horsham and beyond whereby they gain a greater appreciation and understanding of the possible future career paths.

- 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 incorporates: 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 experienced three days at Halls Gap, where they reflected on
their lives, their families and were given 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 which they were able to complete through teamwork with others.

STUDENT SATISFACTION

- Student willingness to participate in all aspects of the extra-curricular program
- Student and staff participation in the College Musical production “The King and I”
- Student organised and led College assemblies
- School Improvement Framework, student attitudes to school data 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, safety, learning confidence and purposeful teaching.
# Financial Performance

## Reporting Framework

<table>
<thead>
<tr>
<th></th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recurrent Income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>942,616</td>
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<tr>
<td>Other fee income</td>
<td>362,938</td>
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<tr>
<td>Private income</td>
<td>195,794</td>
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<tr>
<td>State government recurrent grants</td>
<td>1,298,696</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>4,317,717</td>
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<tr>
<td><strong>Total Recurrent Income</strong></td>
<td>7,117,760</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>5,218,209</td>
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<tr>
<td>Non salary expenses</td>
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<td><strong>Total Recurrent Expenditure</strong></td>
<td>6,222,968</td>
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<tr>
<td><strong>Capital Income and Expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
<td>-</td>
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<tr>
<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total Capital Income</strong></td>
<td>164,699</td>
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<tr>
<td><strong>Total Capital Expenditure</strong></td>
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<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
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<tr>
<td><strong>Total Opening Balance</strong></td>
<td>350,000</td>
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<tr>
<td><strong>Total Closing Balance</strong></td>
<td>326,666</td>
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</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>96.2</td>
<td>91.1</td>
<td>-5.1</td>
<td>94.4</td>
<td>3.3</td>
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<tr>
<td>YR 07 Writing</td>
<td>88.6</td>
<td>90.0</td>
<td>1.4</td>
<td>89.2</td>
<td>-0.8</td>
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<tr>
<td>YR 07 Spelling</td>
<td>92.4</td>
<td>95.0</td>
<td>2.6</td>
<td>94.6</td>
<td>-0.4</td>
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<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>93.3</td>
<td>91.3</td>
<td>-2.0</td>
<td>94.6</td>
<td>3.3</td>
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<tr>
<td>YR 07 Numeracy</td>
<td>99.0</td>
<td>98.7</td>
<td>-0.3</td>
<td>98.6</td>
<td>-0.1</td>
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<td>YR 09 Reading</td>
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<td>93.6</td>
<td>0.7</td>
<td>94.4</td>
<td>0.8</td>
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<td>81.7</td>
<td>87.7</td>
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<td>82.0</td>
<td>-5.7</td>
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<td>YR 09 Spelling</td>
<td>83.1</td>
<td>87.5</td>
<td>4.4</td>
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<td>1.4</td>
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<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>85.9</td>
<td>87.5</td>
<td>1.6</td>
<td>94.4</td>
<td>6.9</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>93.0</td>
<td>96.2</td>
<td>3.2</td>
<td>97.8</td>
<td>1.6</td>
</tr>
</tbody>
</table>
## Years 9–12 Student Retention Rate

| Years 9–12 Student Retention Rate | 82.89% |

## Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Y07</td>
<td>93.91</td>
</tr>
<tr>
<td>Y08</td>
<td>90.28</td>
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<tr>
<td>Y09</td>
<td>91.16</td>
</tr>
<tr>
<td>Y10</td>
<td>92.23</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>91.90</td>
</tr>
</tbody>
</table>

## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 88.26% |
### Staff Retention Rate

| Staff Retention Rate | 89.58% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>4.35%</td>
</tr>
<tr>
<td>Graduate</td>
<td>36.96%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.35%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>89.13%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>13.04%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>4.35%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>55</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>44.615</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>31</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>23.962</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
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### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
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</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>559.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>534.60</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>575.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>561.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>582.20</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>72.2%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>8.3%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>11.4%</td>
</tr>
<tr>
<td>Deferred</td>
<td>22.8%</td>
</tr>
<tr>
<td>Employment</td>
<td>34.2%</td>
</tr>
</tbody>
</table>