



St Brigid's College Horsham

2020

Annual Report to the School Community



Registered School Number: 1122

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Minimum Standards Attestation

I, Gerard Raven, 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

08/06/2021

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

Our College Vision & Mission

Vision:

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

Mission:

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

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

College Overview

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

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

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

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

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

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

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

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

- a) To provide a rich, broad curriculum which, through participatory and co-operative learning, develops basic skills and provides access to our cultural heritage.
- b) To provide an environment which allows students to experience the hope and optimism of the Gospel as well as the Gospel values of freedom, truth and love.
- c) To promote the integral development of students: physical, emotional, intellectual, moral, aesthetic and spiritual, in accordance with the belief that each student is unique.
- d) To encourage young people to weigh moral values with an informed conscience, illuminated by faith and thus embracing Christian values by personal choice.

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

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

Basic to our policy is the requirement that no student may disrupt the work, or wellbeing of another student. In co-operation with the parent, the College will act quickly, positively and most firmly to achieve this. The College believes that all students must learn to have:

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

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

Principal's Report

In my first address as new Principal to the students in January, I expressed my wish to see, with the help of all, St Brigid's become the best school in the Wimmera, and even the state. Why not? People make great schools and the St Brigid's community is made up of great people.

For St Brigid's to grow into the best school, I will maintain high expectations for all; students and staff (including myself) and ask for the support of families in implementing these expectations throughout the years. St Brigid's motto is with *Strength and Gentleness (or Kindness)* and I believe this wisdom should be applied when setting our expectations and in our decision-making. I have been impressed with the welcoming nature of all in the College community and the familial knowledge our staff have.

Going forward, I would like to believe that we will work together to ensure St Brigid's becomes the best school in the state, and while we may not always agree, that communication should be a two-way street. Mistakes will be made - we will be *Brave, not Perfect*. I cannot respond to concerns that I know little about and I pledge to be transparent in leading this wonderful community. I am looking forward to working with you in partnership to deliver a quality education to our students.

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

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

Our VCE Results in 2020, the COVID interrupted year, were excellent. We had two students attain an ATAR score above 90: Sam Cameron (College Dux) and Ella Burgess. In addition to these scores, we had eight study scores above 40 putting these students into the top 9% of the State in those subjects.. Georgia Pilgrim was also trainee of the year for South West TAFE in 2020 while undertaking her VCAL at St Brigid's College.

Church Authority Report

In 2021, after 100 years as a Parish school, St Brigid's College came under the Governance of the Diocese of Ballarat Catholic Education Limited (DOBCEL).

Catholic School Culture

Goals & Intended Outcomes

At St Brigid's College we will develop to become a dialogical school where complex questions of faith of and contemporary culture are brought to a synthesis in our Brigidine context.

To nurture faith and foster positive, healthy and respectful relationships amongst our students, staff and wider school community

To engage our students in the Brigidine tradition with experiences that offer them a sense of community and an understanding of social justice

To deeply embed Catholic Social Teaching by providing opportunities for advocacy and standing in solidarity to accompany fundraising activities.

To increase numbers of staff accredited to teach Religious Education or to teach in a Catholic School.

To address Enhancing Catholic School Identity data through becoming a dialogue school in a recontextualised setting for our students

To engage the St Brigid's College community in living justly by caring for God's gift of creation through the teachings of Pope Francis and valuing the earth.

Achievements

Social Justice Events including a CARITAS Ash Wednesday pancake stall. These events included Justice Education and solidarity actions.

Year 9 students participated in an eco — spirituality Retreat. Students focused on sustainability and the protection of the environment.

Year 11 students participated in a social Justice Retreat. Students focused on both homelessness and refugees. The students were able to provide a day of service around Adelaide to support those in need including soup kitchens, Backpacks for SA kids and Habitat for Humanity.

Year 12 students participated in a Leadership Retreat

Accreditation to teach in a Catholic School, opportunities provided to staff.

Religious Education Teachers engage in professional learning in curriculum writing of the Religious Education Curriculum of the Diocese of Ballarat - Awakenings

Intentional use of ECSI recommendations to support and enhance the Religious Education Curriculum delivery to create opportunities for students to encounter faith

Staff participated in a Catholic Identity Retreat over two days.

VALUE ADDED

School involvement in the following events to recognise the school charism and the liturgical calendar. These events include:

- Induction, Ash Wednesday, St Brigid's Feast Day and Graduation liturgies for staff, students and the wider parish community
- Morning prayers in Home Rooms
- Staff led weekly prayers
- Young Vinnies
- Year level Retreats in Year 9, 11 and 12
- Staff Retreat
- Each Catholic Identity activity is for immersing our students in the Brigidine Tradition with experiences of peace, advocacy, social justice and human rights

Offering staff and students opportunities for individual and community formation through social justice, prayer, liturgy and leadership opportunities.

Offering opportunities for professional faith development and learning in Catholic Identity through CEO speakers and professional development.

Highlighting at every opportunity the Gospel values which uphold the policies and standard operating procedures of the College

Strengthening the relationship between the College and its Parish

Continuing dialogue with parish priests, and working wherever possible with them to celebrate the Eucharist and participate in the life of the College.

Community Engagement

Goals & Intended Outcomes

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

INTENDED OUTCOMES

1. Publications to be of a high 'professional' standard with consistent 'branding'
2. Maintain and build on quality relationships with local primary schools to achieve joint outcomes
3. Maximise outcomes from the Brigidine Education 100th Anniversary
4. Continue to celebrate and promote our "Point of Difference" in the local market

Achievements

2020 was certainly a challenging year. Within weeks of the start to Term 1 and St Brigid's College went into COVID-19 Lockdown and for almost half of the year conducted its classes remotely.

Through clear communication, efficient adoption of new technologies and the great support of our families, St Brigid's College adapted quickly and adapted well to the new methods of Remote Teaching and Learning.

COVID-19 was not allowed to not stand in the way of progress however, and during this period of remote learning, Community Engagement continued.

- Sports Hall of Fame: early in 2020, the period of remote learning allowed completion of our Sports Hall of Fame, established in St Brigid's College stadium. We now proudly display in the foyer of our stadium, the photos of students, past and present, who have represented their chosen sport, at a National or International level, and as you can see, there are many such great achievers.

Bright Sparks

The first of our Bright Sparks activities for the year was scheduled during "Remote Learning", however staff did not let that impede such a great initiative. With thinking caps on, staff went about creating Bright Sparks take-home bags, where prospective year 5-6 students could complete their activities from home. This was met with great success and huge appreciation from our community members. The subsequent Bright Sparks event in Term 3 returned to a more normal activity at the school. We thank all staff for the significant effort in making this great initiative an enormous success, and we thank the attending families and their children for their support of St Brigid's College.

- Open Day: The annual Open Day was impacted by COVID-19 restrictions, however we were able to invite small family groups on scheduled walk-throughs, with appropriate masks,

sanitising and contact tracing in place. Prospective students, families and the wider community were grateful and indeed overwhelmed to see the bright, new and well-equipped STEAM Building as part of their 2020 visit. We sincerely thank those staff that gave of their time to make this access possible in such a challenging year, and we also pay gratitude to those families showing interest and support of our wonderful College.

- Offering the facilities of the College for use by the community continues to hold St Brigid's in high esteem. In particular, our sporting facilities are available for modest hire by registered community bodies and are used approximately four out of five nights of the week.
- The electronic delivery of the weekly newsletter was upgraded in 2020 to a more interactive delivery. This has further enhanced the capability for interactive content and facilitates parental access and feedback. Our Newsletter remains a weekly publication to all our parent community via our "St Brigid's College Horsham - Skoolbag" app, and is available 24/7 from our website www.stbc.vic.edu.au
- Our Parent Access Model (PAM) continues to improve, providing families with up-to-date progress on their child(ren), including reports, homework, notices and school events -Teacher interviews are also booked through PAM, allowing parents the choice of times and teachers. Our SMS system provides a global messaging service to our Parents, for student absences and short-notice advices, and continues to be a positive communication technique between school and home.

VALUE ADDED

2020 was a year of national disasters, but also a year of humanity. At a time when some were just trying to get through each day, our St Brigid's College community came together as one for a "Sewing Bee" to make fabric pouches for the wounded and abandoned animals resulting from the NSW bushfires.

A team of staff and parent-community members volunteered their time and skills to make pouches from donated materials. The pouches would be used to comfort marsupial joeys like koalas, kangaroos and wombats that had been injured and orphaned by fires.

In 2020, St Brigid's College undertook the following activities to further school improvement and Community Engagement:

1. *Year Level Camps and Retreat Program*

2. *Whole school, Year level and class-based Eucharistic celebrations*
3. *School participation in Parish Eucharistic celebrations*
4. *Year 10 Presentation Ball (cancelled for 2020 due to COVID-19 restrictions)*
5. *Year 12 Graduation Mass and Dinner*
6. *Public speaking*
7. *Intra-school and Inter-school sporting competitions in Athletics, Swimming, Cross-country, Football, Netball and Shooting*
8. *Open Day*
9. *Young Vinnies Group*
10. *Careers Expo*
11. *Relay for Life (cancelled in 2020 due to COVID-19 restrictions)*
12. *Bright Sparks program*
13. *Remembrance and ANZAC Day services*
14. *HEADSTART Program*
15. *School Production (cancelled in 2020 due to COVID-19 restrictions)*
16. *Parent Information evenings*
17. *Japanese student visit (cancelled in 2020 due to COVID-19 restrictions)*

PARENT SATISFACTION

- *Excellent attendance at parent-teacher interviews (Zoom and face-to-face), Curriculum Information, Welcoming Dinner, "Bright Sparks" and Transition sessions.*
- *Parent and student attendance at Subject Selection and Course Counselling.*
- *Willingness of parents to openly discuss issues with staff.*
- *Parents volunteering in the College canteen.*
- *Parent willingness to be guest speakers.*

School Improvement Survey, Parent Satisfaction Data reflects a parent body who are largely satisfied with the progress that the College is making with their sons and daughters. Particularly noteworthy is parent satisfaction with approachability, transitions, learning focus, student motivation, student connectedness to peers and school, student safety, reporting and stimulating learning.

PARENT SATISFACTION

Due to COVID 19 the involvement and therefore perceived parent satisfaction of was impeded in 2020.

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

Leadership & Stewardship

Goals & Intended Outcomes

GOALS:

1. To work within the confines of the present Leadership Structure in the absence of a Deputy Principal for 2020
2. To improve the decision-making process through the PLC lens
3. To review Child Safe practices across the St Brigid's College community.
4. To strengthen professional accountability strategies for all staff through appropriate feedback
5. To implement the new Vision and Mission Statements throughout the school and hold staff accountable to these statements
6. To build the leadership capability of all staff
7. Monitor workloads of all staff

INTENDED OUTCOMES

1. Continued focus on strategic planning in view of competing student enrolments from other Schools
2. Build distributive leadership among staff through the availability of targeted professional Development programs for Middle Management.
3. Maintain a leadership structure that supports and advances student learning and wellbeing
4. Decision making completed at the appropriate Position of Leadership level.
5. Improved teacher collaboration through PLC whole school implementation
6. Staff seek targeted PD which produces improved student outcomes.

Achievements

1. Publish the Vision and Mission of St Brigid's College based through a PLC lens.
2. Improvement in the use of data, both moderation and triangulation, across all areas of the school.
3. Staff are informed of both positive and negative feedback aspects of their performance and encouraged to act upon this information
4. Continued implementation of PLC across all teaching staff to facilitate improved teaching practice

Facilitate targeted Professional Development with a view to enhance the implementation of the PLC philosophy across the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to COVID19 interruptions, the PD Plan for staff was heavily impacted. Staff developed skills in the Google Suite of Tools together with Video Conferencing, for the purpose of Remote Learning.

There was a session on PLC held early in the year and all staff were required to maintain Child Safety and OHS compliance requirements.

Number of teachers who participated in PL in 2020	27
Average expenditure per teacher for PL	\$250

TEACHER SATISFACTION

This was impeded due to COVID 19.

Excellent attendance at College liturgies, Sports Days and assemblies

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

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	5.0%
Graduate	25.0%
Graduate Certificate	2.5%
Bachelor Degree	87.5%
Advanced Diploma	15.0%
No Qualifications Listed	2.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	45.0
Teaching Staff (FTE)	34.1
Non-Teaching Staff (Headcount)	25.0
Non-Teaching Staff (FTE)	21.4
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

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

1. Continue the implementation of PLC
2. Continue to establish a guaranteed and viable curriculum.
3. Establish a responsive approach to learning through the implementation of teaching cycles in Years 7-10.
4. Provide the opportunity for staff to collaborate so that the collective capacity of staff is increased.
6. Improve the use of data (moderation and triangulation) to inform student engagement and improve student learning.
7. Build the understanding that all are collectively responsible for improving student outcomes.

Achievements

Staff have participated in a Professional Learning on utilisation of Google Classroom and other software to be able to deliver learning remotely. Staff built Google Classrooms and moved their resources across into Google Drive accounts that were built by the school.

Staff delivered their curriculum during remote learning through the use of the Zoom platform. Students and teachers were able to interact in real-time through the use of this software and teaching was able to continue in a manner that achieved high levels of learning through the remote learning period.

Staff returned from remote learning with a renewed sense of what was essential to teacher after bringing their curriculum down to bare bones. They continued building proficiency scales and some teams, began teaching cycles to implement a more responsive approach to student learning.

In house professional development occurred when the staff were introduced to the 3D printers that had been purchased before remote learning began. Staff utilise software to have students design and then print as part of the design process.

Students from Years 10, 11 and 12 attended the Careers Expo and Tertiary Information Service through a virtual platform. Given the range of presenters who attended, our students received a worthwhile experience which hopefully clarified the many questions they have.

Our Year 10 students participated in the Road to Zero Program. The program engaged the students through immersive digital technology to learn about road safety issues and consider how they can contribute to achieving the vision of zero lives lost on our roads. As part of the program the students, working in pairs, created a health campaign that focused on being either a pedestrian or bike rider.

Our "Bright Sparks" program for 2020 was unable to run due to COVID-19. We continued to engage with those who would have liked to participate through home-learning packs.

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

At our end of year Mass, Presentations were made to our students who achieved success in the few competitions that were able to run throughout 2020. Students who achieved excellent academic and character and leadership results were also acknowledged.

Our Victorian Certificate of Applied Learning (VCAL) course continues to be highly regarded and commended for its innovation and ability to engage students to learn from across the state and nationally. The development of new options for students reflects their capacities to 'think outside the square' and work diligently to achieve goals.

The option of completing Vocational Education & Training (VET) courses has been offered, once again, to our Year 10 and 11 students. These VET courses provide the opportunity for students to undertake a diverse range of studies that otherwise would not be accessed via the VCE. Students are able to access VET courses through the College, South West TAFE and other VET providers. Many courses went to online platforms in 2020 to ensure the continuation of the programs through the times of remote learning.

Numeracy and literacy intervention programs for our students continued to be utilised in our College, Both intervention programs continue to achieve significant growth for the participants.

STUDENT LEARNING OUTCOMES

At the end of 2019, all students in years 7-10 participated in standardised testing through the Australian Council of Educational Research (ACER). The Progressive Achievement Tests (PAT) tests provided staff with data to analyse regarding student learning. This data was then utilised throughout 2020 to identify students for intervention and other targeted learning opportunities.

The tests were then sat again in October after the second remote learning. Staff analysed these results to establish gaps that had occurred in learning that needed to be retaught in Term Four. This data was also used to establish areas that could be targeted using the Tutoring funding that was provided by the Victorian Government.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

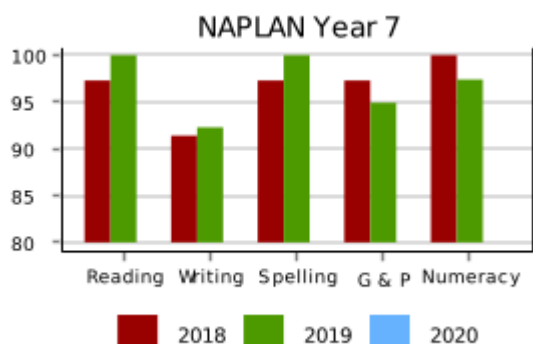
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	97.3	94.9	-2.4		
YR 07 Numeracy	100.0	97.4	-2.6		
YR 07 Reading	97.3	100.0	2.7		
YR 07 Spelling	97.3	100.0	2.7		
YR 07 Writing	91.4	92.3	0.9		
YR 09 Grammar & Punctuation	92.7	95.7	3.0		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	96.2	95.5	-0.7		
YR 09 Spelling	85.5	100.0	14.5		
YR 09 Writing	79.2	93.5	14.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

In 2020, the Student Wellbeing Team set the following goals;

- Fostering positive, healthy and respectful relationships
- Upholding the safety and wellbeing of all
- Preparing students to be positive contributors to society

The intended outcomes include;

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

The targets set for 2020 where as follows;

1. By the end of 2021, all students will be involved in participating in the Respectful Relationships program.
2. From the start of 2021, all students will be involved in a structured Pastoral Care program
3. By the start of 2021, positive behaviour management documentation will be updated and include commendations for students.

Achievements

Despite COVID-19, the school worked diligently to ensure that the wellbeing of our community wasn't compromised. Through the use of zoom meetings, as well as our Teacher Advisor system and Student Wellbeing Team worked to ensure students and staff stayed connected during remote learning.

Implementing the Respectful Relationships program stalled somewhat during 2020 due to important professional development programs being canceled. These opportunities are now opening up so plenty of work is being done in this space with the hope of having full implementation in 2022.

Our year 7s are currently participating in a positive education curriculum where students are taught key concepts of wellbeing, so they can live healthy and fulfilling lives. The hope is to roll this curriculum out to other year levels in the coming years.

The St Brigid's College commendations system, which has been implemented at the start of 2021, is used to affirm students who strive to achieve personal excellence. It recognises a range of endeavours to which our students contribute and encourages positive behaviours that can enable student talents to be celebrated as a community. The system will be recorded electronically on

SIMON using student commendations. These commendations will form a cumulative value, to encourage students to strive towards badges of achievement. Students can receive commendations in recognition for genuine achievement across the following categories; academic, community service and social justice, leadership, the arts and cultural experiences, and sport.

During 2020, we applied for and received funding for the National Chaplaincy Program to be implemented in 2021. This has enabled the school to engage a chaplain/counselor onsite for the benefit of our students. This has given our students great support, especially following remote learning.

VALUE ADDED

Despite COVID-19 preventing some school activities such as presentation ball and year 10 retreat, we were lucky enough to still be able to proceed with events such as year 8 camp to Roses Gap, the year 11 retreat to Adelaide and the year 12 graduation. It was amazing to see the involvement of our parents involved in making the graduation a night to remember.

To help support students during remote learning a wellbeing Google Classroom was set up to help stayed connected with each other. The Google Classroom included weekly competitions that students and staff could enter, as well as resources for a range of wellbeing areas such as mindfulness, gratitude and fact sheets on a range of issues.

We worked hard in 2020 to gain connections to community organisations such as headspace, Uniting Wimmera and Function Therapy to help support our students. We also began a journey with Be You.

Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. Be You supports educators from schools to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health. Staff have been using the online professional learning modules to upskill and gain knowledge around mental health. This collaboration with Be You will be ongoing.

STUDENT SATISFACTION

The Insight SRC Survey data of 2019 indicates that student behaviour and student safety are a strength, while the emotional wellbeing of students is an area for improvement. This vindicates our push towards the implementation of programs such as Be You and Positive Education.

STUDENT ATTENDANCE

Staff are required to mark attendance for all classes. When a student is marked absent for homeroom and period one, an SMS is sent to those families to confirm a student's absence. The administration staff and the Student Wellbeing Team work to monitor student absences. SIMON keeps records of student attendance.

During COVID-19, staff were still required to mark the roll based on the attendance on Google Classroom and zoom sessions. Irregular attendance required that child's homeroom teacher to contact home. We worked with the families to re-engage students.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	76.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	92.9%
Y08	90.6%
Y09	87.8%
Y10	87.9%
Overall average attendance	89.8%

SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	100.0%
VCAL Completion Rate	84.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	26.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	35.0%
Deferred	9.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	4.0%

Child Safe Standards

Goals & Intended Outcomes

With remote learning, the child safe focus shifted to keeping our students safe online in 2020.

Goals and Intended Outcomes

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

Achievements

Child safety has become embedded into the schools culture, through the ongoing conversations at staff meetings, School Advisory Council meetings, the review of policies and student voice, to name a few.

A child safety team, ensures that child safety is a recurring agenda item at staff and SAC meetings, and the relevant professional learning is delivered to all staff.

The use of wellbeing checkups and secret bully ballots gave the students a voice during 2020.

Staff and students are made aware of the PROTECT documents through their presence around the school through posters.

Future Directions

The improvements to the College's facilities and capital assets continues in 2021 with plans drawn up for the refurbishment of the North Wing of the Main Building, the resurfacing of the student court yard and removal of old stock (portable classroom adjoining Coughlin Park). In 2021, the College will begin Preparation for the School Validation and Planning process in the School Improvement Cycle to create a new 5 Year Master Plan in 2023.