



# St Brigid's College Horsham

## 2021 Annual Report to the School Community



Registered School Number: 1122

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## Contact Details

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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 2021 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 Schools.

02/03/2022

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

## Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

## Our College Vision & Mission

### Our Vision

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

### Our 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

### Our Values

S - Succeeding T - Together R - Respecting I - Inspiring V - Valuing E - Empowering

## College Overview

In 2021, St Brigid's had 232 students enrolled on Census Day. In 2022, the College will undertake the School Improvement Process which will generate a new 5-year Strategic Plan.

The priorities from the existing plan are as follows:

1. In order to ensure the day-to-day living of the Vision in the life of the school, shared ownership of a vision will be built that honours our Catholic faith and traditions and Brigidine charism.
2. In order to believe in and achieve high levels of learning for all students, we will collaboratively develop and improve teacher efficacy and collective responsibility for students' learning outcomes.
3. In order to ensure sound and effective leadership, we will develop leaders who work collaboratively and respectfully to build a culture of trust.

## Principal's Report

Commentary on the school's success in achieving Annual Action Plan Targets.

### Catholic School Culture

*Goal:* To ensure that St Brigid's maintains its identity as a Catholic school and to engage in Catholic education when students and teachers are today more religiously, culturally and ideologically diverse than ever before

*Evaluation:* 2020 marked the Centenary Year for St Brigid's College and the final year that the College was governed from within the local Parish.

Due to the impact of COVID-19 restrictions and Remote Learning in 2020 and 2021, many of the planned religious celebrations were cancelled or modified. However, the Year 9, 11 and 12 students still managed to participate in their Retreats.

The Beginning of Year Mass was held on 17 January in St Michael's and John's Catholic Church. However, the Caritas Walk and Holy Week Liturgy, Yr 10 Street Retreat, Feast of the Assumption Mass and whole school Graduation Mass were all either cancelled or modified to a virtual experience.

Work continues on the scope and sequence of the Awakenings Curriculum as collaborative planning was curtailed. The College did not unpack the ECSI data in 2020.

### Learning and Teaching

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

*Evaluation:* While the teaching staff have continued participation in the Professional Learning (PL) Community, the chance to work in PL teams was severely curtailed by the restrictions and this target was not met. Staff are working towards this in 2022.

### Wellbeing

*Goals:*

1. Fostering positive, healthy and respectful relationships
2. Upholding the safety and wellbeing of all
3. Preparing students to be positive contributors to society

*Evaluation:* Again, due to COVID-19, two of these three targets were not met. The Respectful Relationships Program and the Structured Pastoral care program are yet to eventuate. There has been allowance made in 2023 to timetable one period a week for these programs. The Commendations for positive student behaviour were introduced in 2021.

### Leadership and Stewardship

*Goals:*

1. To work within the confines of the present Leadership Structure in the absence of a Deputy Principal for 2021
2. To improve the decision-making process through the PLC lens
3. To review Child Safe practices across the St Brigid's College community

*Evaluation:* The culture of the College continues to evolve. The PLC was implemented to a degree, yet is still to come to life. The establishment of DOBCEL has ensured greater compliance to policy and procedure. Staff collaboration continues to be an area of potential growth.

### **Community Engagement**

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

*Evaluation:* The restrictions of the pandemic did not assist the College in achieving these targets. While much time and money has been spent on improving the marketing and branding of the College, the positive experiences primary students could have had at St Brigid's was limited due to health regulations. The increased parental and business connections will need to remain an area of continued growth for St Brigid's in the near future. The enrolment of just 35 Year 7 students for 2021 is a quantitative measure to improve.

In conclusion, I would like to recognise and thank Peter Gutteridge for his dedication to the role of Principal to St Brigid's over the last 16 years. I am confident the future of St Brigid's will be a positive one.

Gerard Raven

Principal



## School Advisory Council Report

In 2021, with the interruption of Remote Learning and COVID-19 restrictions, the Advisory Council continued to meet. The composition of the Advisory Council changed with the appointment of a new SAC Chair, Jo Martin, and Deputy Chair, Andrew Sostheim. Monsignor Glynn Murphy joined the SAC as our Parish Priest and spiritual advisor.

Andrew Watson, as the DOBCEL Education Consultant, also concluded his term at the end of 2021, to be replaced by Tim O' Farrell.

## Catholic School Culture

### Goals & Intended Outcomes

See Principal's Report above

### Achievements

See Principal's Report above

#### VALUE ADDED

Year 12 Retreat - Halls Gap

Yr 11 Retreat - Adelaide

Yr 10 Street Retreat - Melbourne

Yr 9 Camp - Halls Gap

Yr 8 Camp - Roses Gap

Year 7 Camp - Robe

Inter school and Intra school sports

## Community Engagement

### Goals & Intended Outcomes

Goal: Identify a tangible improvement in parents and business interactions with the College.

Intended Outcomes:

1. Publications to be 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 Bridigine 100th Anniversary
4. Continue to celebrate and promote our 'Point of Difference' in the local market

### Achievements

2021 was certainly a challenging year. Throughout the year, St Brigid's College went into COVID-19 lockdowns. The College was able to maintain support of our families through clear communications such as email, newsletter, PAM, social media and Google Classrooms.

The Parent Reference Group (PRG) was established with families volunteering their time on a monthly basis to engage with the school on issues or concerns that they held or heard in the school community. Through this group, areas for clearer and more efficient communications were established and acted on, such as more timely announcements of upcoming Parent-Teacher interviews.

'Bright Sparks' was completed in between remote learning blocks. A growing number of students from around the Wimmera participated in activities for four Wednesdays leading up to a presentation on the final night.

We held our annual Open Day when families were able to tour the school in groups completing Learning Walks. Prospective students were able to engage in tasters of subjects to get a perspective of what learning at St Brigid's College is. Families then attended our Information Evening held in the newly operable STEAM building.

Facilities of St Brigid's College were offered to local community groups with local sporting clubs accessing our stadium for four out of five nights when restrictions allowed.

Our Parent Access Module (PAM) continues to improve, providing families with up-to-date progress on their child(ren), including the completion of medical information, homework, reports, notices and school events. Parent-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

In 2021, St Brigid's College undertook the following activities to further school improvement and Community Engagement.

1. Year Level camps and retreat program. Although impacted at times by remote learning and COVID-19 restrictions, camps and retreats were completed for all year levels, although at times altered to day excursions or shorter stays
2. Whole school, Year level and class-base Liturgical celebrations
3. School participation in Parish Eucharist celebrations when COVID-19 restrictions allowed
4. Year 11 presentation ball
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 tennis
8. Open Day
9. Young Vinnies Group
10. Career's Expo
11. Bright Sparks Program
12. Remembrance and ANZAC day services
13. Darwin Defenders service
14. Head-start program
15. Parent Information Evenings
16. Subject Selection Information evenings and interviews
17. Community garden development through STEAM subject
18. Considerable increase in enrolments for the 2022 Year 7 intake

### Parent Satisfaction

- Satisfactory attendance at Parent-Teacher interviews with parents utilising the availability of phone interviews to engage when they were previously unable to leave work or commitments.
- Parent and Student attendance at Subject selection and information evenings.
- Willingness of parents to openly discuss issues with the school through the Parent Reference Group.
- Parents volunteering in the school canteen when restrictions allowed.

School improvement survey data (Insight SRC) reflects a parent body who are largely satisfied with the progress that the College is making with their children.

## PARENT SATISFACTION

Insight SRC data obtained in 2021 shows a considerable change in parent satisfaction with the school. With the building of the new STEAM building, the parent opinion on school improvement rose considerably. Other areas that parents have shown more satisfaction are within the areas of learning focus, transitions and homework. Parents are also feeling more connected to the school since 2019 and that there is stimulating learning occurring. The rise in some areas of this data can be contributed to COVID-19 lockdowns where the learning was more visible in the homes of our families than in previous years.

## Leadership & Stewardship

### Goals & Intended Outcomes

St Brigid's is in the fifth year of our School Improvement Cycle in 2022. We concluded the previous Strategic Plan in 2020 and, due to a change in Principal, 2021 was a fallow year in readiness for the new School Improvement Plan

### Achievements

The major building and landscaping projects were completed over the summer of 2021-22, including the staff work and lunch room.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2021

St Brigid's College prides itself on the opportunities provided to staff for professional development. Through 2021, staff accessed professional development in a number of areas. Teachers of VCE subjects completed upskilling in a variety of subjects through both online and in-person platforms.

Teachers in junior maths had numerous professional development opportunities with Maths Pathways to develop their utilisation of this teaching program in the classroom.

Staff accessed wellbeing professional development on Youth Mental health and Respectful Relationships. Teachers of Health underwent targeted development in the area of consent education.

Members of leadership positions accessed network meetings and learning in their particular fields to develop whole school processes and procedures. There was a particular focus on the upcoming changes to VCE and the vocational pathways framework that will be within it, moving on from the VCAL pathway.

Number of teachers who participated in PL in 2021	34
Average expenditure per teacher for PL	\$577

#### TEACHER SATISFACTION

Although 2021 was again impacted by COVID-19, St Brigid's College experienced:

- School Improvement Survey results showing a solid 11.4% improvement (2019 to 2021) in the aggregate indicator (actual scores) for Teaching Climate, a measure of quality of the school's teaching and learning environment, and including indicators of Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality Teaching.
- Excellent attendance at College liturgies, Sports Days and assemblies

- Regular and productive staff meetings (via Zoom) with a focus on student learning & wellbeing and staff upskilling
- Excellent support for Caritas, Catholic Missions and SRC fund-raising
- The Teacher Advisor program, with meetings conducted mostly via Zoom, and operates throughout Years 7- 12, continues to provide 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.
- A continued investment into Professional Development opportunities for staff.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.9%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	82.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.8%
Graduate	29.4%
Graduate Certificate	2.9%
Bachelor Degree	85.3%
Advanced Diploma	8.8%
No Qualifications Listed	2.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	30.3
Non-Teaching Staff (Headcount)	26.0
Non-Teaching Staff (FTE)	17.6
Indigenous Teaching Staff (Headcount)	0.0



## Learning & Teaching

### Goals & Intended Outcomes

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

1. Improved VCE standards and VCAL outcomes
2. Improved student engagement in learning
3. All staff participate and contribute in an efficient and effective manner in teams in order to build a collaborative culture within the school
4. All staff to have consistency of curriculum taught, pacing of teaching program, assessment and reporting for year level subject teams
5. Students can identify their learning outcomes and the steps to achieve proficiency on above

### Achievements

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1. Established a guaranteed and viable curriculum
2. Incorporated all departments into a Professional Learning Community
3. Demonstrated the effective role and interdependence of Professional Learning Teams through regular collaboration to document curriculum and exchange ideas to better engage students in their learning
4. Developed clarity around the explicit use of proficiency scales
5. Strengthened student feedback processes in the assessment program via the Teacher Advisor program
6. Developed support for students via academic assistance at Study Slam, increased participation in academic Competitions, and visits to tertiary institutions

### STUDENT LEARNING OUTCOMES

- Improved student performance as indicated by a justified increase in 'above standard' and 'well above standard' results.
- Increasing use of proficiency scales replacing rubrics.
- VCE median score increased to 28
- Successful completion of the Victorian Certificate of Applied Learning (VCAL), for Year 11 and 12 students increases to 90%
- The success of VCAL students achieving one of the following outcomes increases to 90% outcome:
  - achieving a full-time apprenticeship or traineeship

- undertake further tertiary study
- achieving full time employment
- achieving a School Based Apprenticeship or Traineeship

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

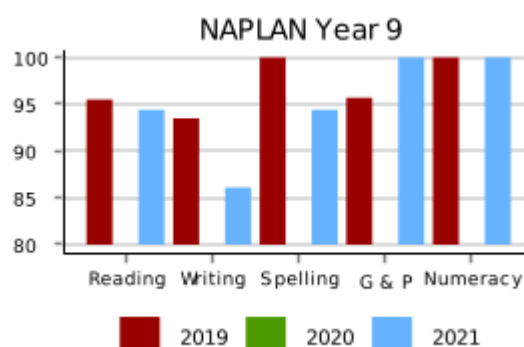
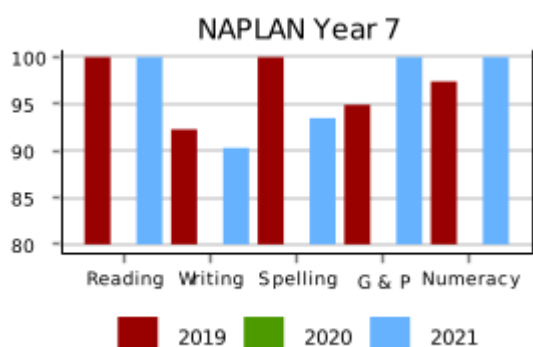
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	595.6
Year 9 Reading	589.0
Year 9 Spelling	597.0
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	94.9	-	-	100.0	-
YR 07 Numeracy	97.4	-	-	100.0	-
YR 07 Reading	100.0	-	-	100.0	-
YR 07 Spelling	100.0	-	-	93.5	-
YR 07 Writing	92.3	-	-	90.3	-
YR 09 Grammar & Punctuation	95.7	-	-	100.0	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	95.5	-	-	94.4	-
YR 09 Spelling	100.0	-	-	94.4	-
YR 09 Writing	93.5	-	-	86.1	-

\* 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

#### Goals

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

#### Outcomes

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

### Achievements

In 2021, there was a strong focus on student wellbeing. Several exciting new initiatives came to fruition during 2021.

Plans were put in place for the implementation of a pastoral care program for all students from 7-12. A pilot program was implemented, where Year 7 and 8 students participated in pastoral care activities involving positive education. Topics such as resilience, emotional literacy, goal setting and gratitude were explicitly taught in classes for a term. This has led to the roll-out of the full pastoral care program in 2022. The program will focus on positive education and respectful relationships to enable the students to flourish - to feel good and do good.

The school participated in a trial check-in system called "Pulse". Each week students completed a 60-second online check-in using the Pulse program. This enabled students to seek help from a trusted staff member of their choice if they were struggling. It also provided valuable data on the overall school experience and culture. After trialling the program in 2021, it has been decided to run the program throughout 2022.

Funding through the National Schools Chaplaincy Program enabled St Brigid's to have a counsellor on-site for two days each week. With waiting lists for outside agencies growing, this has provided much needed intensive support for our students. It has also provided much needed support and expertise to the Student Wellbeing Team. This initiative will continue in 2022.

2021 saw the introduction of the Student Commendations Program. The St Brigid's College commendations program 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. Students can receive commendations in recognition for genuine achievement across the following categories:

- Academic
- Community Service and Social Justice
- Leadership
- The Arts & Cultural Experiences
- Sports

During remote learning, the Student Wellbeing Team introduced the "Strive for Health and Happiness" Google Classroom. The Strive Google Classroom aimed to keep students connected through different activities and promote physical and mental good health. It continues to be a valuable resource for our students, who can access information from a wide range of resources on maintaining a healthy body and mind.

#### VALUE ADDED

Despite the difficulties around COVID-19, St Brigid's was able to provide a range of activities for our community.

The Year 7 orientation camp at Robe, South Australia, was another huge success, with the students developing long-lasting relationships with other students and staff.

Our Year 8 students enjoyed the outdoor challenges at their camp at Roses Gap. This camp aims to provide fun, adventure, outdoor skills and teamwork. It was another very successful camp.

We overcame several hurdles to provide a Presentation Ball for our Year 11 students, who have waited many months to do so. A great night was had by the school community and the students strengthened relationships with their peers.

Several staff were trained in the Youth Mental Health First Aid. With the mental health of young people becoming a priority, especially since COVID-19, this will provide our students with great support. We aim to have more staff trained in 2022.

#### STUDENT SATISFACTION

The Insight SRC Survey indicates some improvement in student wellbeing and student behaviour. The Pulse data will also give us great insight into the school experience and culture moving forward. The data reflects a student cohort who are largely satisfied with the offerings that the College is making. We look to grow our student voice further.

### STUDENT ATTENDANCE

Without regular and consistent attendance, students cannot maximise academic, social and emotional achievement. Parents are contacted about any unexplained absences on the day of the absence. During remote learning, rolls were still kept and absences followed up where appropriate.

There are many strategies that are implemented to assist families with student absences.

### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	50.9%
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	88.7%
Y08	86.7%
Y09	88.3%
Y10	78.4%
Overall average attendance	85.5%

### SENIOR SECONDARY OUTCOMES

VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	41.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	15.0%
Deferred	19.0%
Employment	15.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	4.0%

## Child Safe Standards

### Goals & Intended Outcomes

- Ensure that all policies and procedures are compliant with Child Safe Standards
- Inform the College community of the policies and procedures relating to Child Safety and Reporting Obligations

### Achievements

Child Safety is considered in all areas of the day-to-day running of the College. Some of the steps taken to ensure the safety of all students at St Brigid's include but are not limited to

- A 'Child Safe' section on the school website that contains all the relevant documentation and policies
- Staff sign off on our Child Safe Code of Conduct with the objective of promoting a child safe environment
- All volunteers/visitors require a WWCC or VIT registration to enter the school
- All staff meetings contain a Child Safe agenda item where staff capacity and knowledge is built
- All staff complete the mandated 'Mandatory Reporting' e-module
- Risk assessments are required for all excursions and school activities
- Parents are informed about Child Safe information on the school newsletter
- Regular surveying of the safety of our students through the use of bully ballots
- Students complete a weekly check-in through the Pulse program
- Students are taught strategies on how to keep safe through the pastoral care program



## Future Directions

The College will undertake a Self Reflection and a Data Driven dialogue in 2022 to assist us in preparing our new Strategic Plan for the next 5 years. Three key priorities will be identified and annual actions planned to achieve these goals.