



St Brigid's College Horsham

2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

07/03/2023

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

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and 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

St Brigid's College is a co-educational Catholic Secondary College serving the Parish of St Paul VI, Wimmera-Mallee.

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 issues 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 enroll to attend St Brigid's College, they enroll 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.

In 2022, St Brigid's College undertook a School Improvement Process and began a new 5-year strategic plan with the 3 key priorities of:

1. **Leadership and Stewardship:** Foster a positive collegial culture, informed by our Vision and values.
2. **Wellbeing:** Create a shared understanding of what wellbeing looks like for the St Brigid's community.
3. **Learning and Teaching:** Develop and implement a shared vision for learning and teaching that empowers, engages and inspires growth.

Principal's Report

As we emerge into a post pandemic lifestyle, it is important to take stock of the lessons we have learnt during the remote learning periods. We know that learning continued at St Brigid's College throughout this time and this is measurable in our growth data. There is no doubt that our understanding of learning and teaching changed during these times and the worst thing we could do is to forget those lessons and pretend COVID did not happen.

It was pleasing in 2022 to finally celebrate the formal opening of our wonderful STEAM precinct and new staff room. We were joined by Monsignor Murphy for the blessing and Senator Jana Stewart for the occasion. We also completed the landscaping works in the courtyard which now provides the students with a contemporary and comfortable outside eating and basketball / netball options. We were also excited to receive a grant from the State Government to upgrade our student toilet facilities and home economics room.

In addition to the above events, the normal cycle of College festivities began to reemerge: sporting and social events allowed the students to gain some normality in our College Calendar.

The College Leadership Team was joined by Jillian Wright as Leader of Learning and Teaching. Our quest to employ a Deputy Principal was not successful in 2022, however the CLT continues to provide sage advice. As a staff, we engaged Mackillop Education to deliver the ReLate program which develops staff understanding and strategies for dealing with trauma impacted learning. This program also supported our launch of the School Wide Positive Behaviour program, which seeks to build positive relationships through restorative practices.

The College also undertook the School Improvement Process in 2022, Through this consultative process, we have developed a new Strategic Plan for the ensuing years. I feel confident in the belief that the St Brigid's community is together moving in the right direction.

School Advisory Council Report

In 2022, 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 re-appointment of SAC Chair, Jo Martin, and Deputy Chair, Andrew Sostheim. Monsignor Glynn Murphy joined the SAC as our Parish Priest and spiritual adviser.

Tim O'Farrell is the DOBCEL representative on our SAC.

Catholic Identity and Mission

Goals & Intended Outcomes

- * To build capacity for all staff to appreciate and articulate the theological purpose of our existence.
- To continue to contextualize our programs, including curriculum, using a local context that offers students a viable belief system framed by our Catholic Faith.

Achievements

Religious Education

- With regard to Religious Education, CHECS data suggests that effective practices are mostly evident (4.12)
- Staff are engaging in Awakenings Curriculum.
- Unit plans are available on SIMON.
- All staff accredited to teaching in a Catholic school but only five to teach RE.
- Successful retreat programs.

Enhancing Catholic School Identity

- With regard to ECSI, CHECS data suggests that effective practices are mostly evident (3.88).
- The Mission and Identity Leader being on leave, the principal has assumed this role.
- The Brigidine heritage is honoured through the modern artwork representing the 100 year history of Brigidine education in Horsham.
- The Brigidine cross and other iconography is prominently displayed around the college.
- Opportunities for school liturgies.

Social Action & Justice

- With regard to Social Justice, CHECS data suggests that effective practices are evident (4.29)
- Year 10 and 11 retreats include social justice activities including working with the homeless.
- Year 11 students are engaged in community activities within the local communities, eg Vinnies, support at the St Michael's & St John's, Christian Emergency café.

VALUE ADDED

The whole school celebrated the official blessing of our new STEAM Building and Staff areas.

The Year 12 Cohort celebrated their Graduation Mass as a way to conclude their time in Catholic Education.

Different year levels experienced Retreats to develop their spirituality.

Learning and 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

-

1. Developed & implemented a shared vision for learning and teaching that empowers, engages and inspires growth.
2. Established a guaranteed and viable curriculum
3. Incorporated all departments into a Professional Learning Community
4. 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
5. Developed clarity around the explicit use of proficiency scales
6. Strengthened student feedback processes in the assessment program via the Teacher Advisor program
7. 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 altered to 26

- 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

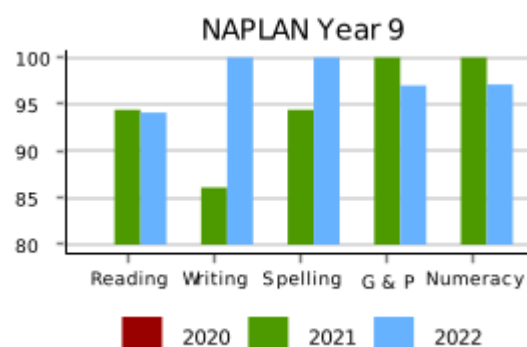
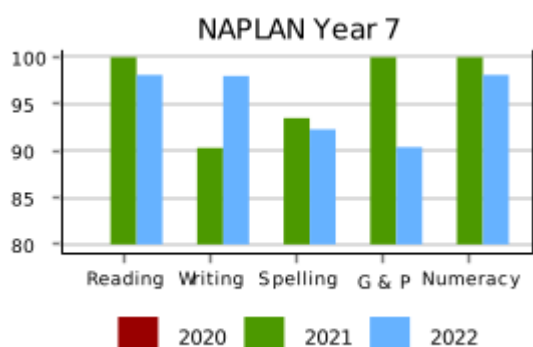
Year 9 Grammar & Punctuation	578.2
Year 9 Numeracy	596.7
Year 9 Reading	605.1
Year 9 Spelling	593.8
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	100.0	-	90.4	-9.6
YR 07 Numeracy	-	100.0	-	98.1	-1.9
YR 07 Reading	-	100.0	-	98.1	-1.9
YR 07 Spelling	-	93.5	-	92.3	-1.2
YR 07 Writing	-	90.3	-	98.0	7.7
YR 09 Grammar & Punctuation	-	100.0	-	97.0	-3.0
YR 09 Numeracy	-	100.0	-	97.1	-2.9
YR 09 Reading	-	94.4	-	94.1	-0.3
YR 09 Spelling	-	94.4	-	100.0	5.6
YR 09 Writing	-	86.1	-	100.0	13.9

* 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.



Student Wellbeing

Goals & Intended Outcomes

Goals

- Create a shared understanding of what wellbeing looks like for St Brigid's community.
- Building a shared commitment towards expected student behaviours.
- Develop a sense of pride and belonging to the College.
- Embed positive education/respectful relationships within wellbeing.

Outcomes

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

Achievements

In 2022, there was a strong focus on student wellbeing. Several exciting new initiatives came to fruition during 2022.

A pastoral care program for all students from 7-12 was implemented. Topics such as resilience, emotional literacy, goal setting and gratitude were explicitly taught in classes each week for the year. The program focused on positive education and respectful relationships to enable the students to flourish - to feel good and do good.

The school used a 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.

Funding through Wimmera Uniting 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.

2021 saw the introduction of the Student Commendations Program and this program continued throughout 2022. 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 which were presented at assemblies and at the end of year awards ceremony. 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

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 2023.

St Brigid's continued to look for programs to enhance the students social and emotional wellbeing, including Man Cave and Social Innovators programs. Man Cave aims to equip boys with the attitudes, beliefs and behaviours necessary for them to realise their full potential, build healthy relationships and take positive action in their communities. Social Innovators equips young people with the skills and confidence to invent services, programs and products that enrich the lives of their fellow citizens. Both programs were very successful.

St Brigid's began their journey with the ReLATE program in 2022. Reframing Learning and Teaching Environments (ReLATE) aims to make real, measurable and lasting change in schools to better the teaching, learning and wellbeing of not only students but staff, leaders and the whole school community. The roll-out of this program will continue in 2023/24.

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. In 2022, a lot of work was done to prepare for it's implementation in 2023, developing a matrix of expected behaviours at St Brigid's.

STUDENT SATISFACTION

The Insight SRC Survey indicates some improvement in student wellbeing and student behaviour. The Pulse data 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.

During pastoral care lessons, students were given the opportunity to give input towards the expected behaviour matrix and follow up of inappropriate behaviours as part of School Wide Positive Behaviour Support.

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. Regular absences are followed up by the Teacher Advisor and/or Student Wellbeing Team

There are many strategies that are implemented to assist families with student absences depending on the individual student needs.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	62.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	86.6%
Y08	84.3%
Y09	85.5%
Y10	84.8%
Overall average attendance	85.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	26.0
VCE Completion Rate	96.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
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, staff and students of the policies and procedures relating to Child Safety and Reporting Obligations

Achievements

We are pleased to inform you that our school has successfully implemented the new Child Safety Standards as outlined in Ministerial Order 1359. These standards aim to create a safe and supportive environment for all children and young people in Victorian schools.

Our school has taken a proactive approach to the implementation of these standards, ensuring that all staff have received appropriate training and that our policies and procedures are in line with the new requirements.

As a result of this implementation, we are confident that our school is providing a safe and supportive environment where children and young people are protected from harm and abuse. Our commitment to these standards demonstrates our ongoing commitment to the wellbeing of all members of our school community.

We would like to thank all staff, parents, and students for their support throughout this process, and we look forward to continuing to work together to ensure that our school remains a safe and welcoming place for all.

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
- Liaise with the Parent Reference Group on Child Safe issues

Leadership

Goals & Intended Outcomes

Shared Leadership

- With regard to Shared Leadership, CHECS data suggests that effective practices are mostly evident (3.61)
- There has been growth in the Insight SRC SIS data in terms of Teamwork, Empowerment, Ownership and Engagement.
- A Teaching and Learning Team of 4 has replaced KLAs.
- The Leadership structure for 2023 is the principal and a team of leaders with no defined DP.

Building Staff Capability

- With regard to Building Staff Capability, CHECS data suggests that effective practices are mostly evident (3.63)
- IT support to staff to upskill them for remote learning.

A Culture of Continuous Improvement

- With regard to building a Culture of Continuous Improvement, CHECS data suggests that effective practices are mostly evident (3.93)
- The introduction of Commendations to recognise student achievements in a range of areas.

Stewardship of Resources

- With regard to Stewardship of Resources, CHECS data suggests that effective practices are mostly evident (3.51)
- Purchase of two commuter buses to encourage enrolments from Nhill and Murtoa.
- Extension of Boardroom; completion of STEAM building., new staff lounge and staff work area, shaded and landscaped seating area for students.

Achievements

The College Leadership Team has engaged the services of Leading Teams for 2023. This organisation will interrogate our Culture and willingness to continually improve.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

ReLate - Transforming the Learning and Teaching Environment - The MacKillop Institute Day 1 & 2

VCAA VCE Workshops

RE Curriculum Development - DOBCEL

Catholic Education Ballarat Child Safety sessions

First Aid Training

Anaphylaxis Training	
Total spend \$17 330	
Number of teachers who participated in PL in 2022	33
Average expenditure per teacher for PL	\$525

TEACHER SATISFACTION

2022 was a year of returning to normality after two years of COVID-19 interruption, however this came with its own challenges as students progressively adjusted - at differing rates - to the renewed social interactions and onsite school routines.

The most recent School Improvement Survey (2021) showed:

- 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 includes indicators of Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality Teaching.
- There has been growth in the Insight SRC SIS data in terms of Teamwork, Empowerment, Ownership and Engagement.

In 2022, St Brigid's College experienced:

- Excellent attendance at College liturgies, Sports Days and assemblies
- Regular and productive staff meetings with a focus on student learning, wellbeing and safety, and on staff upskilling.
- The College staff began the ReLate (Reframing Learning and Teaching Environments) program, especially important following two years of mixed remote learning & teaching, and combed with
- a Restorative Practices program.
- Excellent staff engagement in Awakenings Curriculum, support for Caritas, Catholic Missions and SRC fund-raising.
- The Teacher Advisor (TA) program, with regular 5-weekly meetings with each student from year 7- 12. The TA Program 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.

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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	73.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	13.3%
Graduate	23.3%
Graduate Certificate	6.7%
Bachelor Degree	73.3%
Advanced Diploma	6.7%
No Qualifications Listed	13.3%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	30.5
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	20.1
Indigenous Teaching Staff (Headcount)	0.0

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. Continue to celebrate and promote our 'Point of Difference' in the local market

Achievements

The Parent Reference Group (PRG) continued from its founding year in 2021 with families volunteering their time on a regular 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 such as arrangements for pick-up and drop-offs in sporting events.

'Bright Sparks' was completed in May. A growing number of students from around the Wimmera participated in activities for three 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. We updated our processes of using PAM to include school activities and other permission requirements. 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 2022, St Brigid's College undertook the following activities to further school improvement and Community Engagement.

1. Year Level camps and retreat program. 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.
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

Parent Satisfaction

- Satisfactory attendance at Parent-Teacher interviews with parents utilising the availability of phone interviews as well as onsite 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.

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.

Future Directions

Please refer to the College's Strategic Plan available on the College website.