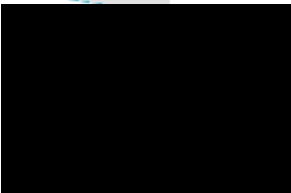




AL SCHOOL REPORT ANNUAL



48 Carters Road, LAKE MUNMORAH 2259
Principal: Mr Adam Murdoch
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St Brigid's is a community of faith, hope, peace, harmony, cooperation and togetherness. The College thrives through the positive relationships between teachers, students and families. Everyone collaborates and helps each other.

As proudly part of Catholic Schools Broken Bay, we work with our Bishop, Anthony Randazzo, and our Director, Danny Casey, to ensure genuine, professional Catholic education, delivered with care and compassion. Our purpose is to inspire hearts and minds to know Christ, to love learning, and to help our students use their talents to be the very best they can be. ^{prioritised} ^{areas; academic rigour and high expectations.}

As detailed in this report, 2022 was a year of many achievements for our vibrant college community. It was a year of building on ^{work} we started in 2020, where we interrogated our work in the three College Domains. In response, the College restructured our learning approach, enhanced how we interacted in our dynamic learning spaces, team-teach ^{our two key focus}

Sadly, 2022 came to a close with the passing of a beloved colleague, Darryl Tuppen. Darryl epitomised everything we strive for at St Brigid's and we miss him.

St Brigid's is a safe, supportive and vibrant learning community that welcomes families with open arms. The College's dedicated staff again showcased their commitment to helping our children learn. Parents appreciate the focus on learning growth. It was wonderful to have a year of learning uninterrupted by a pandemic and to remind ourselves how much we enjoy being together, in person, as a community.

Engagement with students and the parent community remains strong. The Parent Advisory Group continues to grow and develop, and

St Brigid's Catholic College is a safe, supportive and caring College community. Each morning we are greeted at the front gate by our Assistant Principal, Mr Lynch or our Principal, Mr Murdoch. Doing so sets the scene for the day and exemplifies our positive relationship with our teachers.

At the heart of St Brigid's is our

St Brigid's Catholic College, Lake Munmorah, is a 7-12 Catholic systemic co-educational College and proudly part of Catholic Schools Broken Bay. We recognise the traditional owners of the land on which our College sits; the Darkinjung and Awabakal people.

St Brigid's exists to 'Inflame hearts and minds in Christ.' Students strive to be the best they can be, to serve others and make meaningful contributions to their community.

The College takes its name from St Brigid, one of Ireland's patron saints. We are deeply proud of Saint Brigid's commitment to her faith, education and a life dedicated to serving others. St Brigid provides a beautiful and profound example of living fully and holding Christ's hand on life's journey.

Our parish is Our Lady of Perpetual Succour, Catholic Parish of Toukley/Lake Munmorah, which comprises St Mary's War Memorial Church, Toukley and St Brendan's Mass Centre, Lake Munmorah. The College enjoys a strong relationship with its Parish Administrator, Father Tomy Kuruvellil, and Assistant Priest, Father Baby Thomas. Our students come from our two Catholic feeder schools, St Brendan's, Lake Munmorah and St M

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

273	256	2	529

* Language Background Other than English

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

The average student attendance rate for the College in 2022 was 83.70%. Attendance rates disaggregated by Year group are shown in the following table.

85.20	83.00	82.90	82.30	83.50	86.90

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

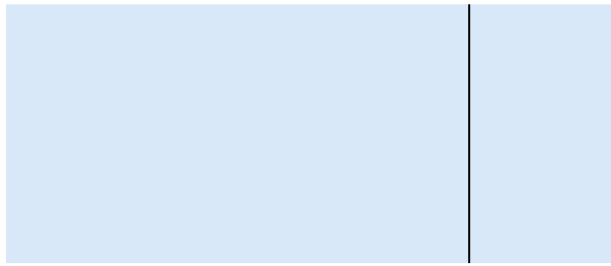
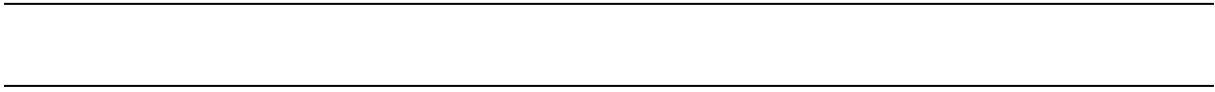
College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Of the students who completed Year 10 in 2020, 71% completed Year 12 in 2022.

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).





involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Day 1: Faith, Learning and Wellbeing at St Brigid's

Day 2: Towards 2025 (system-wide professional learning day)

Day 3: Spirituality Day

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be

These moments help us all to be inspired by the Holy Spirit and 'Inflame our hearts and minds in Christ'

The prayer life of the College was strengthened by introducing the praying of the Examen each morning in class, allowing the students to stop and look at where God is in their day through gratitude, reflection, goal setting, and our praying our College Prayer.

Prayer and worship weave their way into a rich tapestry of liturgical celebrations, where students bring the Easter liturgy alive during Holy Week through drama, singing hymns and praying through scripture, the Feast Day Mass, Ash Wednesday, Assumption Mass, and the end of year Thanksgiving Mass. We are grateful for the ongoing support of Father Tomy and Father Baby, our local Parish priests, who regularly celebrate Mass for our community and provide the opportunity to build relationships with our local parish.

Other celebrations and commemorations in 2021 were ANZAC Day, Remembrance Day, and NAIDOC Week Liturgies. These experiences enable us at the College to grow in our relationship with Christ, know our mission and put it into action for the greater good of all.



The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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In 2021, the College implemented strategies to improve student academic rigour and learning outcomes and build positive learning engagement across various courses. These strategies are in response to staff, student and parent surveys and the Diocesan Strategic Plan, Towards 2025. Documents

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focus, further emphasis will be placed on literacy in the various subject areas and building our teacher's capacity to build foundational literacy relevant to each KLA.

Stage 6 continues to be a focus for teachers as they prepare students for the HSC. Implementing the Stage 6 Plans on the Page are pivotal in the classroom, along with student surveys to inform our practice and support in the classroom.

80% of our HSC students took advantage of the opportunity to participate in "Lock in" week, which provides teacher support, practice in writing and exam techniques, creating effective study notes, and completing exams under timed conditions. Students also undertook Trial HSC examinations that mimicked the HSC, including the support of the College Presiding Officer.

Continued engagement with RAP and Decourcy data informs teacher classroom practice and feedback to engage and enhance the student's growth.

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

St Brigid's Catholic College continues to focus on Pastoral Care and Wellbeing for students via a structured wellbeing program and community engagements that develop social-emotional and interpersonal skills alongside academic outcomes. At its heart, it promotes that we are all made in God's image and can achieve great things for ourselves and others with appropriate support structures and personal development opportunities.

Employing an Aboriginal Education worker has enhanced our case management processes, cultural awareness and our ability to improve educational outcomes for our Aboriginal and Torres Strait Islander students.

As part of our tiered Case Management Process, we regularly engage with the CSBB Pastoral Care and Wellbeing Team. We focus unrelentingly on Safeguarding and work closely with the Safeguarding team, Police Youth Liaison Officers and the Department of Community and Justice. Our internal processes effectively capture, manage, and respond to child protection and safeguarding presentations.

Attendance is at the heart of our improvement agenda. The wellbeing team uses data to enhance our attendance processes and respond to students with problematic attendance patterns. We also celebrate students with strong patterns of attendance. These initiatives and a focus on attendance in our communications with students and parents are making a difference.

The House structure continues to be pivotal in community engagement and is at the heart of College life. In response to reparations are underway for introducing an 8th Mentor group in 2024, finalising our mentor structure and further reducing the staff-to-student ratio. Regular House-based activities, including the new St Brigid's Goes to Hollywood film festival, work

alongside the College sports carnivals, merit system and weekly House masses to provide students with various participation pathways.

Finally, our outdoor education program for Years 7-10 continues to be extremely popular and beneficial for our students. It provides them with experiences to develop their leadership and personal growth and explore our College values of Compassion, Courage, Stewardship and Wisdom.

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

In 2022, the Senior Leadership continued engaging the services of Linda Bendikson to help identify areas of improvement in the College and respond to the CSBB Strategic Plan, Towards 2025, focusing on academic achievement and improving learning outcomes and growth.

We achieved the following key areas for improvement:

- Creating a Culture of Academic Rigour and High Expectations using 'What Works Best?' and 'High Impact Teaching Strategies'
- Introduction of Academic Milestones
- Middle Leader Meetings with Senior Leaders
- Updating College Reports to provide more meaningful feedback to students and parents
- Appointment of a Youth Minister
- Appointment of Literacy and Numeracy Coordinators to oversee Literacy and Numeracy Classes to address learning gaps and extend our high-potential learners
- Completion of the National School Improvement Tool to identify areas for improvement.

The key improvements planned for 2023 fall into two main categories, Student Achievement and Evangelisation and Catechesis, as identified in the CSBB strategic plan, Towards 2025.

Student Achievement

- increase teacher awareness of the teaching practice of other teachers in the College
- introduce the new learning management system, Canvas
- commence a three-year literacy program working with Trish Weekes
- introduce ability-based classes and restructure the use of learning spaces
- introduce learning intentions and success criteria in lessons
- improve data analysis to identify the point of challenge for students

Evangelisation and Catechesis

- identify and create further opportunities for the faith formation of our students to build on our existing faith formation program
- increase student participation in the planning and delivery of Masses, liturgies and prayer
- program for the new RE 7-10 syllabus

