INTRODUCTION

Established by the Sisters of Mercy in 1929, St Brigid’s is a day school available for girls and boys from Pre-Kindergarten to Year 6, and exclusively for girls in Years 7-12. Boarding is available only in Years 7-12. The College is situated in the Perth Hills in Lesmurdie, with our students coming from the local and surrounding areas, rural Western Australia and overseas. Our current enrolment is 1,247.

We continue to strive to ensure that students are provided with dynamic and challenging learning opportunities that prepare them for their role as contributing citizens and leaders of the world. St Brigid's is an authorised International Baccalaureate (IB) World School for the primary and middle years programmes. As an IB World School the College undergoes annual moderation within the international community to ensure that international standards are being met. The associated transparent processes of the programme, enables staff to provide learning experiences for students at the highest standards and to receive equally valuable feedback, as to the validity of these experiences. We seek out new learning technologies to provide opportunities for all students to become independent learners in a digital age. On offer, in addition to a challenging academic curriculum, which caters for both students aiming for university entrance and those following a vocational pathway, are a wealth of extra-curricular activities. Enrichment programmes such as Altiora, the Davinci Decathlon, Robotic, Lego League and Optiminds are available as specialist programmes for further literacy and numeracy skill development.

It is essential to note that the success of our College has always depended not just on its size, facilities and curriculum, but on its vitality of spirit and its values of compassion, justice, respect, hospitality, service and courage.
FOCUS AND PERFORMANCE

Our continued focus is a commitment to the raising of standards in literacy and numeracy, commencing in the very first years of schooling and consolidated in the ensuing years. Furthermore, grammar and punctuation have also been identified as areas to be addressed College wide.

2015 will see the further consolidation of numeracy (though with literacy embedded closely into the numeracy programmes of all learning areas) as a key focus, in response to results achieved in the 2014 NAPLAN and other data sources. A collaborative approach has been used in order to respond to the data provided in NAPLAN, PIPS, IBMYP Moderation Report, W.A.C.E. Reports and other standardised results (for example AGAT, PIPs, PAT – R and PAT – Maths). Data is examined by the Deputy Principal, Heads of School (Junior, Middle and Senior), the Director of International Baccalaureate, Curriculum Team Leaders (and in particular Learning Differences Coordinator and Junior School Team Leaders) and the various Curriculum Teams across the College. In analysing data, particular attention is given to ‘Like Schools’, however, it is essential to note that there are limited numbers of schools who offer the same teaching and learning programmes as the College, and ‘Like Schools’ does not take this into consideration.
Explanation of Foci

Learning and Teaching standards are established, monitored and enhanced through a range of mechanisms. These mechanisms are intended to raise the standard of teaching and learning experiences in the areas of literacy and numeracy across all learning areas.

Teaching Standards

- Staff members are required to regularly evaluate their teaching and learning programmes - this is regularly documented. There should be evidence in the IBPYP and IBMYP Unit Planners of this evaluation, and is done in a collaborative manner with staff from Pre-kindergarten to Year Twelve. Staff who conduct an audit of a programme of a year level that they do not teach, in order to gain familiarity with other year levels and to maintain an objective perspective. Collegial feedback is essential for our improvement cycle.

- Class visits were extended into the Religious Education classes from Pre-Kindergarten to Year Twelve. In 2015, Junior School classes will be regularly visited by the Deputy Principal in a 'hands on role’ as per 2014.

- Teachers are encouraged to actively participate in internal and external professional development with lead teachers offering their expertise in a particular area to other teaching staff. Teachers are encouraged to developed local, national and international networks. In 2015 our focus shall be on meeting International Baccalaureate professional development requirements, in order to consolidate understandings of the revised IBPYP and IBMYP. In addition, staff are being encouraged to reconnect to local CEO networks.

- Staff are developing familiarity with the AITSL standards.

Teaching and Learning Programmes

- Teaching and learning programmes are required for submission at the start of each term with an audit of the programmes being undertaken by the Deputy Principal, in collaboration with Curriculum Team Leaders (PK-12). These are audited to ensure they address all systemic and international requirements, for example learning differences are addressed, varied strategies are used to communicate varied approaches to learning.

- Provision of relief funds to release teachers from the classroom to work collaboratively and to provide meaningly learning opportunities for all students.
Learning Differentiation

- Programming requires staff to differentiate.
- Staff have been explicitly targeting strategies appropriate to students with learning differences in their programmes and assessments. In 2015, staff will continue to focus on differentiation strategies within the classroom. Professional developments and school visits will continue into 2015.
- The College’s Learning Differences Team works to provide teacher support, recommendations for strategies to respond to varying literacy and numeracy needs and conducting standardised testing in order to both support and identify students with learning differences. Furthermore, support for modifying teaching programmes, individual student support and testing in order to both support and identify students with learning differences.
- In 2015, the current approach of the team working within the classroom will be continued and the re-implementation of programmes such as Reading Recovery and EMU will be actioned.
- Enrichment programmes will continue to expand into 2015, throughout the Junior School (including the Robotics and Lego League) and Middle and Senior Schools.
- Alternative programmes are sought for students in Years Eleven and Twelve, who have literacy needs; for example additional TAFE Studies or (Aboriginal) School Based Traineeships to complement course work. This is in addition to the engagement of services of outside agencies. Data from the student’s achievement in the NAPLAN years often is for a baseline for decisions as to the suitability for students to these programmes. Support is provided for students who have been identified as unsuccessful in reaching the minimum benchmark in OLNA in 2014 – through a cross learning area approach.

Indigenous Learning

- Staff are supported by two Aboriginal Liaison Officers (ALO) (one academic and one Pastoral focused). Our Academic ALO assists staff in the development of culturally appropriate programmes and their implementation. Staff use the data provided to assess the areas which are required to be targeted for these students, to improve primarily their literacy levels.
- Students are provided with a range of post-school options through career counselling with our Careers and Transitions Officer which in many cases allows students to contribute to their own communities.
- Boarding Aboriginal students access tuition programmes each week, in addition to their regular schooling or support through the Curriculum Team Leader - Learning Differences as required.
- Indigenous learning also forms a corner stone of the College’s Strategic Plan 2015 – 2020.
Acknowledgement of Language Backgrounds of Students

- There is diversity in the languages that are spoken in the home environment by students and their families. It is identified that students speak nine differing languages in the home environment. Of these languages, Italian and Japanese are formally taught within the College. In 2015, students will be able to study Italian (Language Acquisition) from Kindergarten to Year Twelve and Japanese from Year Five to Eleven. It is important to note that the International Baccalaureate no longer recognises Japanese as one of their approved modes of study and in 2016, the College will begin to phase the study of Japanese out from the College (in 2015 investigations will begin to identify a suitable replacement).

- The College has sources literature which has been written in languages other than English and in particular those which have been published in the College’s taught language and those which are appropriate to our indigenous students.

- Of these students whose Mother Tongue is not English, students from the following backgrounds have been identified as speaking English as a Second Language (indigenous dialects) –
  - Bard
  - Jaru
  - Buurabalayji thalanyji
  - Banyjima
  - Kuku Yalanji
  - Torres Strait Islander (Western Island) and (Eastern Island)
  - Narrogin

The College will continue to strive to meet the needs of these students and to develop an understanding of their language backgrounds. Three broad guidelines are adhered to –

- Accepting and valuing Aboriginal English and all languages other than English
  St Brigid’s College believes that it is imperative that existing linguistic and learning competence of speakers of languages other than English be accepted and valued and that a world view accompany the use of languages.

- Broadening the linguistic repertoire of English as a Second Language Students
  St Brigid’s College believes that teachers need to explicitly teach students the conventions of the English language; in particular with reference to audience, purpose and context.

- Providing all students with the opportunity to be exposed to a range of language systems
  St Brigid’s College believes that this broadens students’ abilities to interact with people and cultures other than their own.
Review of School Performance Data 2014

This section comprises of analysis of data in a tabulated and graphic format, in order to highlight areas of strength and requiring improvement in 2015. This section refers to NAPLAN, OLNA and the Bishop’s Literacy Assessments and contains observations, which have guided the 2014 Literacy and Numeracy Plans for this period.

General Points – Staff Discussions

Observations

- Across the board there has been shifts above the mean in many areas, particularly in numeracy.
- We do need to remember that for the Year 3s this is the first time they have completed these tests.
  - The bottom tricile has moved into the middle section
  - In the middle tricile there is significant clumping – we need a strategy of how to we shift the middle
- Some data is conflicting (eg across the board we have improved, but Australian and state levels have dropped).
- Spelling and grammar is an area across all learning areas to address –
  - We need check our own levels of literacy in documents we produce and distribute
  - Students don’t seem to think that grammar, punctuation nouns, adjectives and capital letters are important
  - Short cuts are found in everyday text language, this is not seen as important.
  - We need to be able to differentiate between text language and assessments
  - Students are replicating ideas from games and electronic forms of entertainment and students have no idea how things work, which kids used to learn about through creative play.
- Writing, this year was the first year sight unseen – across the state had an impact.
  - some students have made significant improvement but there have been some regression between Years 7 and 9
- We need to develop an understanding of the difference between electronic and handwritten skills.
- In Year 9 there seems to have been an impact from the impending OLNA in 2015 – there was a shift in attitude but also increased stress (coming from parent expectations) levels.
- We need to develop understanding of texts, layout and the audiences for each text type – transfer.
- Focus on formative assessment to be developed.
- In the Junior School there appears to be higher level writing skills lacking.
- A focus on providing authentic feedback will occur in 2015.
Questions
- How can we shift the middle tricile upwards? Numeracy and writing in particular.
- Is spelling addressed daily?

Observations
- Whilst spelling appears to not an area of concern, when the question breakdown is displayed, it is quite concerning.

- Grammar and punctuation is identified as an area of relative weakness. (11 questions under half cohort answered correctly).

- Numeracy – clumping of results in the middle tricile (75%).
  - Results may be skewed due to number of top performers and also there were several questions which students performed very well in.
Year 5 Observations – Data

Questions

- How can we shift the middle tricile upwards?
- What is leading to the number of students regressing in writing? Do we teach persuasive writing? Was it the unknown element for teachers – have we ‘prepared’ a writing style previously?

Observations

- Significant ‘grouping’ in the middle tricile
- Band 5 seems to be higher than other schools
- Reading – most students have improved since 2012 (only two have regressed)
- Grammar and Punctuation – most students have improved since 2012 (only two have regressed)
- Numeracy – most students have improved since 2012 (only two have regressed)
- Writing has a high number of students who have regressed since 2012.
Areas of identified weakness within writing – spelling, punctuations, sentence structure, writing for an audience and to a lesser extent awareness of text structure. However, spelling overall indicates that all students have improved.

- In writing there seems to be a significant number of students regressing.
- Numeracy – the cohort has improved
  - Only 4 students (out of 97) have regressed.
  - Students seemed to have been weaker in calculator sections
Grammar and punctuation has not improved as significantly as other areas over time
  - Significant number have regressed

**Year 9 Observations – Data**

**Questions**
- What are the factors affecting regression?
- How can numeracy sustain progress?
- What has occurred in grammar and punctuation?

**Predicted OLNA 2015 (improvement)**
- Reading (48) – 89 in 2014
- Writing (60) – 76 in 2014
- Numeracy (66) – 86 in 2014

**Observations**
- Significant regression in writing
- Numeracy has shown improvement over time
  - Growth across the board has been indicated since 2012
  - Top tricile still needs addressing
  - Seems that there are some weakness in the calculator
Spelling has a significant middle tricile (71%)
Writing has a significant middle tricile (68%)
Significant regression in grammar and punctuation.
However, the cohort over time shows a slight improvement.
8 students regressed in Reading
B. BISHOP’S LITERACY TESTING

<table>
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<th>Year Level</th>
<th>State Average</th>
<th>St Brigid’s Average</th>
<th>Cohort Above 50%</th>
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<table>
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<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td>9 - 2014</td>
<td>56.3%</td>
<td>57.7%</td>
<td>24%</td>
</tr>
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A close correlation remains between the results achieved in Language and Literature/English and the Bishop’s Testing. A number of students come to St Brigid’s with little or no Religious Education and hence knowledge can be quite limited, in fact there seems to be a sizable number of students who in the test did not identify as Catholic or stated they were atheist. The College emphasises that this is our first learning area and that we need to prioritise its teaching through the support and timetabling of specialist teachers of Religious Education. It is essential to note that as a College the results are the strongest since 2009, and both year levels achieve an average above 50% (and narrowly behind the All Schools Average). Teachers have been working closely on continuity of understandings between Year 4 and 5 and Years 8 and 9.

The Religious Education Team have identified the following –

In Year 3 the students were able to address the following areas in the Bishop’s Literacy Test multiple choice section, with a relatively high amount of success.

1. Questions about Jesus (1 & 3)
   - strong understanding of how Jesus belongs to our Catholic family and that he was sent by God to show people how to love one another

2. Questions about the Bible (8)
   - Students are developing an understanding of the Gospels and their values and could identify Disciples of Jesus

3. Questions about Sacraments and Prayer (11)
   - Students are aware of the purpose of prayer and have an understanding of the role of the Sacraments including Baptism and their purpose for bring people together as a Church community.
   - Can recite common Prayers such as The Glory be and The Lord’s Prayer

4. Questions about Church (17 & 18)
   - Good understanding of the signs and symbols of the Catholic Church
   - Meaning behind the Sign of the Cross
Part 2 short answers

In Year 3 the students were able to address the following areas in the Bishop’s Literacy Test short answer section, with a relatively high amount of success.

- Students can reflect on stories in the Bible that refer to Jesus and times when he has prayed
- Students were able to identify significant events in the Church calendar such as Lent, and Feast Days

Areas where improvement is needed:

- Students had difficulty with expressing ways that Jesus showed his love to others and all creation.
- Students generally struggled to articulate their answers in short answer form and many questions in this section were left blank
- Students had difficulty specifically retelling stories from the Bible that reflected on Jesus’ life

Bible was found to be the most difficult section in multiple choice and short answers and Jesus seemed to be an area where the students experienced more success.

In Year 5 the students were able to address the following areas in the Bishop’s Literacy Test multiple choice section, with a relatively high amount of success.

1. Questions about Jesus (1)
   - Students were able to identify that Jesus belongs to a family and Jesus taught people how important it is to have a Relationship with God and that the Holy Spirit guides people to follow God

2. Questions about the Bible
   - Students have a solid understanding of the purpose of the Bible. They are aware of the significance of the Gospels and their teachings, but could not recall specific examples

3. Questions about Sacraments and Prayer (18 & 21)
   - Students can identify the seven Sacraments and make a connection between bible stories and Prayer.

4. Questions about Church (24)
   - Students understand the meaning behind making the sign of the cross

Part Two - Short answers

In Year 5 the students were able to address the following areas in the Bishop’s Literacy Test short answer section, with a relatively high amount of success.

1. Questions about Bible (34b)
   - Students were able to explain the life of John the Baptist and his role in spreading the Word of God

2. Questions about Church (39)
   - Students have a basic understanding of the 10 Commandments
• Recognise the Diocese that they belong to and identify that leader

Areas where improvement is needed:
• Jesus - Difficulty articulating specific teachings of Jesus and examples of how followers of Jesus live his teaching today. Students could not see how the stories in the Bible translate to their everyday lives.
• Students struggled to identify parts of the Old Testament and explain the life of those like; Abraham and how they followed God.
• Students were not able to explain the meaning of Hallowed be thy name” and how to describe how Catholics honour the words
• Church - Students had difficulty explaining how Catholic organisations show respect for life

Questions about Church were answered the best in the short answer sections and in the multiple choice section. Questions relating to the Bible were found to be the most difficult in both the short answer and multiple choice sections.

In Year 9 the students were able to address the following areas in the Bishop’s Literacy Test multiple choice section, with a relatively high amount of success.

1. Questions about Jesus (Question 2, 5, 10)
   • Students have a strong understanding of the life, death and resurrection of Jesus.
   • Students understand the concept of temptation and why Jesus overcame temptation.
   • Students understand the mission Jesus asked his followers to continue.

2. Questions about the Bible (Question 12, 15, 16)
   • Students understand the reasons why Christians read the bible.
   • Students understand the different literary forms that exist within the bible.
   • Students understand the role of the prophets.

3. Questions about the Sacraments and Prayer (Questions 22, 24)
   • Students can identify the sacraments and their purpose.
   • Students are aware of the link between the Last Supper and the words repeated at Mass.

4. Questions about the Church (Questions  31, 32, 39, 40)
   • Students are aware of feast days (in particular Mary).
   • Students understand that it through Baptism that we become members of the Catholic community.
   • Students understand the role of the Magisterium.
   • Students understand the term ‘Tradition’.

<table>
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<th>School Average</th>
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Short Answer Responses:

In Year 9 the students were able to address the following areas in the Bishop’s Literacy Test Short Answer section, with a relatively high amount of success.

1. Questions about the Bible (45b)
   - Student could identify Paul/Saul for the Who am I.
2. Questions about the Sacraments and Prayer (49a, 49d)
   - Students could identify the Our Father and complete the prayer.
3. Questions about the Church (50c, 50d)
   - Students could identify the diocese they belonged to and name the bishop of the diocese.

<table>
<thead>
<tr>
<th></th>
<th>Jesus</th>
<th>Bible</th>
<th>Sacraments and Prayer</th>
<th>Church</th>
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</table>

Overall Success:
- Increased our school average compared to previous years.
- Closer to All Schools Average compared to previous years (except in 2008).
- Short Answer: Sacraments and Prayer completed well across all groups.
- Multiple Choice: Two classes above the state average.

Areas where improvement is needed:
- Even though we have improved our school average, we are always still slightly under the All Schools Average.
- Church: Students had difficulty identifying the responsibilities of the Apostles and how this is continued today.
  - Sacraments and Prayer: Students were unable to identify two spiritual gifts received during the Eucharist and they did not know the meaning of the phrase ‘hallowed be thy name’. As well, they were not aware of the signs and symbols and the rites of Confirmation.
  - Bible and Jesus: Generally poorly done in all questions relating to the Bible and Jesus in the short answer.
C. PIPs DATA

The Performance Indicators in Primary School [PIPS] is a research-based computer based programme used to assess students entering primary school. It can assist with -

- assessing the progress of students in literacy, numeracy and phonological awareness
- diagnosing individual student work and providing data to indicate what areas students are achieving or underachieving
- predicting future performance for identifying individuals who might benefit from early intervention.

This year, across the Pre-Primary cohort there was improvement in Mathematics. The cohort was below the State/Cohort average at the beginning of the year, but completed above in end of year testing. Most students achieved average progress; however two students have been identified as having difficulties with numeracy and will be targeted specifically for support in Year One. Four students made above average progress and these students will be assigned for extension Mathematics next year.

Reading for the cohort was at State/Cohort average at the start of the year, but fell below at the end of the year. Again most students achieved average progress however there is concern as seven students have been identified as below average, and will need targeted support in the 2015. Three students were above average in reading.

One student in particular shows weakness in both Reading and Mathematics; this student, along with the others identified will be tested for specific targeted interventions.
FORWARD PLANNING – THE FUTURE

The aim of the College is to continue its improvement and excellent standards so far attained with our key focus remaining Numeracy in Years PK-12; however, in response to directions from the International Baccalaureate we shall also target inquiry based learning and differentiation in the classroom. The College will also refocus on developing understanding through the Early Years Learning Framework and the new National Standards. Our educational philosophy recognises, values and supports the Mercy tradition of providing empowerment for young women and children, the Mandate of the Catholic Bishops of Western Australia (2010), the Mandate of the Catholic Education Commission of Western Australia, the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) and the Mission Statement of the International Baccalaureate Organisation (2010).

International Baccalaureate

As an International Baccalaureate World School the College is currently evaluating the teaching and learning programmes from 2014 - 2015, in response to the IB Moderator’s Reports received in all learning areas and the new subject guides (IBMYP). The rigour of the moderation and evaluation process ensures transparency amongst learning areas and also student final results. This process has resulted in an improvement of 30.5% of the number of students achieving the MYP certificate since 2012. In 2013 six year ten subjects (Italian - Phase One, Italian - Phase Three, Japanese – Phase One, Japanese – Phase Three, Technology, Personal Project) achieved a standard at or above the world average. The development of the Approaches to Learning skills categories in MYP teaching and learning programmes will further enhance the development of literacy and numeracy skills. In light of the new developments for IBMYP, significant revision of MYP programmes occurred in 2014, with programme mapping being undertaken to support implementation and will continue into 2015.

The Junior School continues the process of refining Programmes of Inquiry; which will further enhance language work conducted (through the focus of oral, visual and written language skills). The principals which the IBPYP (International Baccalaureate Primary Years Programme) centres upon is that “Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners” (Language Scope and Sequence, 2009, p. ix), hence this principle will drive all literacy strategies implemented to respond to data presented. The College will be able to track whether there has been any impact on student overall results.
Exiting Year Twelve Results

St Brigid’s College aims to have graduates who have developed as a whole person taking into account morals, values and ethics in addition to academic learning. Academically, we cater for both university-bound students and students who prefer activities that are more practical and desire to fast track to the workforce, by offering a comprehensive range of courses of study, including VET Career pathways in areas such as business and computing, sport and recreation and childcare. While completing these pathways, students have the opportunity to experience life in the workforce by spending one day a week in a business, which best suits their career aspirations. As previously advised in College publications in 2014, individual students as well as the Year Twelve cohort achieved outstanding results. Again the College anticipates 100% of students attaining secondary graduation and VET Certification.

These results can only be achieved through longitudinal planning as students transition through the College, as each year level forms the ‘building blocks’ for a student’s success. Communication between the three sub-schools is critical to this end, but does need to extend to our key feeder schools.

It is important to acknowledge the practices which have assisted in the achievement of the results below and will continue to be refined in 2015.

- Students who are deemed at academic risk are individual counseled prior to entering Year Twelve and are allocated a mentor from within the College’s middle-management team. This mentor focuses on the individual needs of the student to achieve success and importantly works in close collaboration with families to ensure that a ‘united’ approach is adopted.
- Analysis of Academic Performance factors will continue to occur and reported to the College community; identifying factors which impact on performance and appropriate counseling/support structures put in place.
- The Altiora programme which is open to all students in Years Ten to Twelve has provided an environment for students to be extended beyond their regular studies.
- St Brigid’s College was ranked first in relation to our Vocational Education and Training programme.
- The College continues to be proud of its strong vocational education and training pathway. Partnerships with State Training Providers (TAFE) have been forged to cater for varied future pathways.
- The College’s Head of Senior School regularly surveys students in Years 7 – 12 to determine factors which impact upon student academic performance, reports to the community and identifies with the pastoral and Senior Leadership Team strategies to work with each cohort.
## ATAR/TER Scores 2006 – 2013

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## Appendix

**Literacy and Numeracy Plan 2015 – Action Plan**

<table>
<thead>
<tr>
<th>Literacy and Numeracy Focus 2015</th>
<th>Action</th>
<th>Person(s) Responsible</th>
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</table>
| A collaborative approach to continue to be used to respond to the data provided in NAPLAN, PIPs/EYLND, IBMYP, Moderation Reports, W.A.C.E. Reports and other standardised results (for example AGAT, PAT – R and PAT – Maths). | - Data is to be examined by the all Heads of School (Junior, Middle and Senior), the Deputy Principal, Curriculum Team Leaders and the various Curriculum Teams across the College.  
- Information is to be circulated to teaching staff for discussion at a team level and action within the classroom.  
- Results to be communicated to parents and where appropriate IEPs/CAPs developed in consultation with Learning Differences Team Leader.  
- Professional development to be held for staff to attain a better understanding of this data and how it can be used. Differentiation shall be the targeted. Staff shall also be sent to workshops to assist in empowering the class teacher in understanding data – continue from 2014. | Heads of School  
Deputy Principal  
Director of International Baccalaureate  
Curriculum Team Leaders  
Curriculum Team Leader - Learning Differences |
| Raising Teaching Standards in Numeracy | - Mathematics Lounge and Mathematics teaching aids further developed and staff will be up-skilled in use.  
- ‘Maths on the Move’ Initiative in the Junior School (using MS/SS students as mentors).  
- Teachers will participate in internal and external professional development in literacy and numeracy and the embedding in learning areas outside of language and mathematics  
- In the early years, families shall be targeted as to ways that they can support their child, through workshops and the College App sending weekly numeracy tips.  
- Staff to be sent to conferences for MAWA – Primary and Secondary and to Professionally Develop other staff.  
- Mathematics staff to hold numeracy (general capability) workshop for all learning areas. | Deputy Principal  
Director of International Baccalaureate  
Curriculum Team Leaders  
Teaching Staff  
Curriculum Team Leader – Learning Support |
| Online Literacy and Numeracy | - Rework Language and Literature and Mathematics programmes across the College to incorporate numeracy component  
- The Mathematics Department will be running two sessions a week before and after school to support students in Year Eleven who have chosen not to continue their studies in Mathematics in 2015.  
- Embed numeracy into Science classes  
- More explicit teaching of Mathematics skills especially for those at risk.  
- Emphasize use of calculators in context. | }
<table>
<thead>
<tr>
<th><strong>Literacy and Numeracy</strong></th>
<th><strong>Action</strong></th>
<th><strong>Person(s) Responsible</strong></th>
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<tr>
<td><strong>Focus 2015</strong></td>
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</table>
| Integration of Literacy and Numeracy Strategies Into All Teaching and Learning Programmes | - Teaching and learning programmes are required for submission at the start of each term with an audit of the programmes being undertaken by the Deputy Principal, in collaboration with Curriculum Team Leaders to ensure they include literacy and numeracy strategies (extension and remediation).  
- Focus to be placed upon the inquiry approach to teaching and learning, to also enhance interdisciplinary and transdisciplinary links. | Deputy Principal  
Director of International Baccalaureate  
Curriculum Team Leaders  
Teaching Staff |
| Learning Differentiation | - Programming requires staff to differentiate, addressing learning differences.  
- The Learning Differences Team will continue to provide teacher support, recommendations for strategies to respond to varying literacy and numeracy needs and conducting standarised testing in order to both support and identify students with learning differences.  
- In the Middle and Senior school, the Curriculum Team Leader - Learning Differences will continue to provide support for modifying teaching programmes, individual student support and testing in order to both support and identify students with learning differences.  
- Professional development to continue and staff to be encouraged to mentor each other (shoulder to shoulder learning). | Deputy Principal  
Curriculum Team Leaders  
Curriculum Team Leader – Learning Support  
Learning Differences Team  
Teaching Staff |
| Support Staff In The Development Of Appropriate Literacy and Numeracy Skills | - Sourcing of appropriate professional development opportunities for teachers to gain further knowledge and skills in the areas of literacy and numeracy.  
- Identification and provision of specific professional development for staff.  
- Mentoring of teachers new to teaching. | Deputy Principal  
Curriculum Team Leaders  
Teaching Staff |
| Extension of students | - Targeted professional development to be provided to staff to allow for further differentiation to occur in Years One to Ten, to extend the more able students.  
- Learning differences team to extend to include providing challenging and open tasks for students across the sub-schools.  
- Extension programmes in the Junior School to be developed, for example through robotics and Optiminds (embedding into learning areas). | Deputy Principal  
Curriculum Team Leader – Learning Support  
Curriculum Team Leaders  
Teaching Staff |
| Indigenous Education | - A collaborative approach will continue to address the significant gaps in learning of Aboriginal girls entering the Middle School, as some are up to six years below year group.  
- Inclusion in school improvement plan to ensure that is an explicit College focus. | Deputy Principal  
Curriculum Team Leader – Learning Support  
Curriculum Team Leaders  
Teaching Staff  
Aboriginal Liaison Officers |
| Addressing ‘clumping’ in the middle tricile of all College results in standardised tests | - Numeracy support teachers to assist in extending the ‘top middle tricile’ – strategies to be provided.  
- Increasingly complex terminology to be used for particular subject areas in general teaching. | Deputy Principal  
Curriculum Team Leader – Learning Support |
<table>
<thead>
<tr>
<th>Literacy and Numeracy Focus 2015</th>
<th>Action</th>
<th>Person(s) Responsible</th>
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<tbody>
<tr>
<td>Peer teaching to be used widely.</td>
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<td>Curricular Team Leaders Teaching Staff</td>
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<td>Focus by class teachers on achieving individual excellence, avoid acceptance of satisfactory results.</td>
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<td>Develop further the use of open ended tasks for top students – allow for extension.</td>
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<td>Use higher order questions across the Junior and Middle Years.</td>
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<td>Extend correctly – comfortable state of uncomfortable.</td>
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<td>Provide authentic feedback – reflected in documentation</td>
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<tr>
<td><strong>College focus on spelling and grammar across the College</strong></td>
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<td>Deputy Principal</td>
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<tr>
<td>Develop criteria to allow for a focus on spelling and grammar to be developed.</td>
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<td>Professional development to be provided for staff as to how to address spelling outside of ‘English/Literacy’ lessons.</td>
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<td>A scope and sequence has been developed in the Junior School to target skills to be explicitly taught.</td>
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<td>“Words their Way’ implemented across the College.</td>
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<td>Teaching essential spelling for subjects – revisiting strategies.</td>
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<td><strong>Curriculum Team</strong></td>
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