



St Brigid's College

A Ministry of Mercy Education Limited

School Performance Data 2016

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CRICOS Code 00451F*



COLLEGE VALUES

RESPECT

We honour the uniqueness of ourselves, others and the environment.

JUSTICE

We commit to creating an atmosphere of fairness, morality and equality.

COMPASSION

We forgive all through acts of kindness, humility and patience.

COURAGE

We strive to be resilient and live passionately with vitality of spirit.

SERVICE

We use our gifts to serve others selflessly, especially those in need.

HOSPITALITY

We offer welcome to all with generous and open hearts.

OUR MISSION

St Brigid's is committed to providing excellence in international education within a Christ-centred environment. St Brigid's supports students in their growth as contributing members of the community whilst living the ethos of the Catholic faith within the spirit of Mercy.

The following information is a Federal Government requirement and pertains to the 2016 academic year.

1. General Information

St Brigid's College is a day school for girls and boys from Pre-Kindergarten to Year 6 and is exclusively for girls as day and boarding students in Years 7 to 12 with an enrolment of 1,206 students (139 boarders). The College offers a quality international education within a Christ-centred environment inspired by the legacy of Catherine McAuley. Pastoral Care is a core element of the College's 'Mercy' ethos. The College strives to make all children feel safe, comfortable and happy as they are challenged by interesting learning opportunities that prepare them for their role as contributing citizens and Christian leaders committed to human dignity, justice and peace. In addition to offering a challenging and well-rounded curriculum through vocational and tertiary entrance pathways, the College offers a wealth of co-curricular activities which include performing and visual arts, service, sports and cultural/academic competitions. The success of our College has always depended not just on its size, facilities and curriculum, but its vitality of spirit and its commitment to the values of Compassion, Courage, Hospitality, Justice, Respect and Service.

The College is situated in Lesmurdie in the Perth hills approximately 30 minutes east of the Perth Central Business District. Our students come from the local and surrounding areas, rural Western Australia and overseas. Our families are employed in various professional areas, farming, mining and retail.

2. Teacher Standards and Qualifications

Collectively, the qualifications held by our teaching and ancillary staff members are summarised as follows:

| Qualification | Number |
|------------------------|--------|
| Doctorate | 1 |
| Masters | 19 |
| Bachelor Degree (Hons) | 8 |
| Bachelor Degree | 122 |
| Post Graduate Diplomas | 7 |
| Graduate Diplomas | 31 |
| Diplomas | 32 |
| Certificates | 45 |

All teaching staff in the College are registered as members of the Teacher Registration Board of Western Australia and are qualified to teach in Western Australian schools.

3. Workforce Composition

The College employs 80 teaching staff and 68 non-teaching staff. Non-teaching staff cover areas such as administration, boarding, maintenance and grounds. Of our total workforce of 148, 128 employees or 86% are female.

| | Number | FTE |
|---------------------------|-----------|-------------|
| Teaching Staff | 80 | 75.1 |
| Male | 12 | 11.6 |
| Female | 68 | 63.5 |
| Non-Teaching Staff | 68 | 60.6 |
| Male | 8 | 8.0 |
| Female | 60 | 52.6 |

(From August 2016 Census data)

St Brigid's College employs two Aboriginal Liaison Officers who assist us with the care of our Aboriginal students.

These numbers do not reflect the number of casual and relief staff that are employed throughout the year.

4. Student Attendance

It was pleasing to note that our student attendance rate for 2016 was 92.28%. A rate of attendance in each of the respective year levels is as follows:

| Year | % Attendance |
|-------------|--------------|
| Pre-Primary | 92.90 |
| Year 1 | 93.32 |
| Year 2 | 93.70 |
| Year 3 | 94.78 |
| Year 4 | 94.31 |
| Year 5 | 95.84 |
| Year 6 | 90.71 |
| Year 7 | 93.36 |
| Year 8 | 92.18 |
| Year 9 | 91.60 |
| Year 10 | 89.47 |
| Year 11 | 91.70 |
| Year 12 | 85.83 |

Student attendance at the College is monitored on a daily basis across the Campus. The College's pastoral care processes ensure timely contact and appropriate follow-up with parents/carers regarding school absences by both administrative and relevant teaching staff (i.e. Year Team Leaders, Heads of School). College policies clearly outline our expectations regarding attendance, the processes of dealing with non-attendance and the consequences of non-attendance in relation to assessments and identifying students at risk.

Attendance is recorded period by period in the Secondary School and twice per day in the Junior School.

5. Senior Secondary Outcomes

Year 12 Cohort

- 99 students
- ATAR Pathway 62 students
- VET Pathway 37 students
- Achieved Secondary Graduation 95 students

The 2016 Year 12 WACE results were outstanding with the notable achievements summarised as follows:

- 62 students sat for the WACE examinations. Of these, 14 attained an ATAR of 90+ compared with 9 students in 2015. 6 students scored over 95 with our highest ATAR score being 98.55. This individual result placed our student in the top 1.5% of over 11,000 full-time students from across Western Australia who sat four or more WACE examinations.
- 22 students attained an ATAR of 80+.
- A median ATAR (Australian Tertiary Admissions Rank) of 82.75, placing St Brigid's College on the SCSA First 50 Median ATAR schools list.
- A comparison from previous years shows a remarkable gain in ATAR ranking:

| 2016 | 2015 | 2014 | 2013 | 2012 | 2011 |
|-------|-------|-------|-------|-------|-------|
| 82.75 | 75.65 | 74.05 | 78.75 | 76.70 | 79.45 |

- 2 ATAR courses, namely Applied Information technology and Psychology, were placed in the top schools list for ATAR courses (based on the percentage of students at each school who had Year 12 ATAR course combined scores in the top 15% of all students in that course).
- A high success rate in assisting students to achieve the minimum literacy and numeracy standard.
- 97% of students who applied for University entrance received an offer for one of their preferences. Of these, 77% received an offer for their first preference.

SCSA (School Curriculum and Standards Authority) Awards

- Certificate of Excellence 1
- Certificates of Distinction 5
- Certificates of Merit 8

VET (Vocational Education and Training)

- All 37 Year 12 students completing VET pathways achieved a minimum of a Certificate II (54.8%) and almost 25% achieved a Certificate III (24.2%).
- The AustralianSuper Award for Excellence in VET studies was awarded to one of our students who attained five 'A's'.
- Almost 30% (28.8%) of students attained at least one A grade in their Year 12 courses.

Continuous Improvement

The agenda of continuous improvement is practised every year, irrespective of the results. College Leaders and teaching teams collect evidence of in-depth analyses not just of each Year 12 student's results, but subject by subject and question by question of the examiner's reports, and together develop goals for improvement. This is replicated across the three sub-schools.

Strategies for continual improvement throughout the College form a solid foundation for excellence in Year 12. Just as at all Western Australian schools, the Western Australian curriculum is 'what we teach' and is mandated. It is 'how we teach / learn' that adds value to the St Brigid's experience.

The rigorous standards and practices of the International Baccalaureate Organisation (IBO) are used to maintain contemporary international standards of excellence in PK – Year 10.

6. NAPLAN Information

The National Assessment Programme – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment of students in all Australian States and Territories for Years 3, 5, 7 and 9. The data from these tests gives us the ability to compare our students' achievement against national standards and with student achievement in Western Australia as well as in other States.

Year 3

| | Percentage of Students Achieving National Benchmark | | | | | | | |
|-----------------------|--|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | [] = the number of students achieving below the benchmark | | | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Reading | 94% [4] | 94.7% [3] | 98.2% [1] | 100% | 100% | 98% [1] | 96% [4] | 98.3% [1] |
| Writing | 97% [2] | 98.2% [1] | 100% | 100% | 100% | 96.8% [2] | 100% | 100% |
| Spelling | 95% [3] | 96.4% [2] | 100% | 100 % | 98.3% [1] | 96.8% [2] | 96% [4] | 100% |
| Grammar & Punctuation | 90% [6] | 94.5% [3] | 98.3% [1] | 98.3% [1] | 96.7% [2] | 98% [1] | 99% [1] | 98.3% [1] |
| Numeracy | 95% [3] | 94.7% [3] | 98.3% [1] | 100% | 98.3% [1] | 98% [1] | 98% [2] | 100% |

6. NAPLAN Information Year 3

Reading

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 12% | 78% | 10% |

Writing

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 20% | 63% | 17% |

Spelling

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 5% | 75% | 20% |

Grammar & Punctuation

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 7% | 82% | 12% |

Numeracy

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 20% | 73% | 7% |

6. NAPLAN Information

Year 5

| | Percentage of Students Achieving National Benchmark | | | | | | | |
|----------------------------------|--|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | [] = the number of students achieving below the benchmark | | | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Reading | 98% [1] | 96.8% [2] | 96.8% [2] | 98.4% [1] | 96.7% [2] | 100% | 96% [3] | 98% [1] |
| Writing | 97% [2] | 98.4% [1] | 100% | 96.9% [2] | 98.3 [1] | 100% | 96% [3] | 100% |
| Spelling | 100% | 92.5% [4] | 98.4% [1] | 100% | 98.3 [1] | 95% [3] | 99% [1] | 98% [1] |
| Grammar & Punctuation | 97% [2] | 98.4% [1] | 96.8% [2] | 96.9% [2] | 100% | 96.8% [2] | 95% [4] | 93.8% [4] |
| Numeracy | 98 % [1] | 98.4% [1] | 98.4% [1] | 96.9% [2] | 96.7% [2] | 100% | 99% [1] | 98% [1] |

Reading

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 25% | 63% | 11% |

Writing

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 16% | 74% | 10% |

Spelling

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 16% | 63% | 21% |

Grammar & Punctuation

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 19% | 62% | 19% |

Numeracy

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 16% | 68% | 16% |

6. NAPLAN Information

Year 7

| | Percentage of Students Achieving National Benchmark | | | | | | | |
|----------------------------------|--|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | [] = the number of students achieving below the benchmark | | | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Reading | 99% [1] | 97.2% [3] | 100% | 97.9% [2] | 100% | 98% [2] | 100 % | 97.5% [3] |
| Writing | 97% [2] | 99.1% [1] | 99.1%[1] | 97.9% [2] | 99% [1] | 98% [2] | 98% [2] | 92.6% [9] |
| Spelling | 99% [1] | 97.2% [3] | 99.1% [1] | 97.9% [2] | 100% | 95.9% [4] | 97% [4] | 95% [6] |
| Grammar & Punctuation | 97% [2] | 94.4% [6] | 97.4% [3] | 100% | 98.2% [2] | 95.9% [4] | 99% [1] | 96.7% [4] |
| Numeracy | 94% [4] | 99.1% [1] | 98.2% [2] | 100% | 99% [1] | 98% [2] | 99% [1] | 98.3% [2] |

Reading

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 24% | 61% | 15% |

Writing

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 28% | 59% | 13% |

Spelling

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 23% | 63% | 13% |

Grammar & Punctuation

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 29% | 59% | 12% |

Numeracy

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 16% | 69% | 15% |

6. NAPLAN Information

Year 9

| | Percentage of Students Achieving National Benchmark | | | | | | | |
|----------------------------------|--|-----------|-----------|-----------|------------|-----------|---------|-----------|
| | [] = the number of students achieving below the benchmark | | | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Reading | 97% [5] | 97.9% [3] | 96.2% [3] | 97.4% [4] | 97.7% [3] | 96.9% [4] | 100% | 98.1% [2] |
| Writing | 94% [9] | 100% | 98.7% [4] | 94.1% [9] | 85.0% [18] | 96.9% [4] | 97% [1] | 97% [3] |
| Spelling | 97% [5] | 95.9% [6] | 96.2% [3] | 94.1% [9] | 97.7% [3] | 96.9% [4] | 97% [1] | 95.2% [5] |
| Grammar & Punctuation | 96% [6] | 95.3% [7] | 92.4% [6] | 96.7% [5] | 93.7 [8] | 93.8% [8] | 98% [3] | 96.2% [4] |
| Numeracy | 99% [1] | 95.1% [7] | 97.7% [2] | 98% [3] | 93.7 % [8] | 100% | 100% | 99% [1] |

Reading

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 23% | 68% | 9% |

Writing

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 29% | 68% | 4% |

Spelling

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 28% | 61% | 11% |

Grammar & Punctuation

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 27% | 64% | 10% |

Numeracy

| Australian Schools | Top 20% | Middle 60% | Bottom 20% |
|---------------------|---------|------------|------------|
| St Brigid's College | 16% | 75% | 10% |

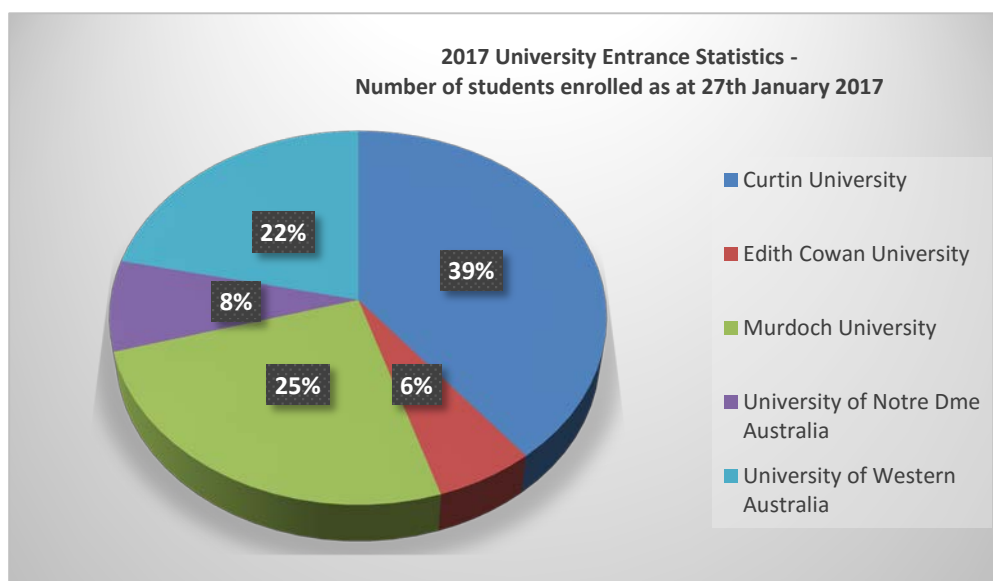
Student Gain

St Brigid's College was identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as achieving above average gain in the National Assessment Program – Literacy and Numeracy (NAPLAN) results compared to schools with similar students. St Brigid's College was one of twenty-four schools in Catholic Education Western Australia identified by ACARA in their analyses as achieving these results for the 2016 NAPLAN testing.

Should you wish to view further information in regard to Student Gains, results etc., please refer to the My School website <http://www.myschool.edu.au/>

7. Post-School Destinations

As in past years, a significant number of our ATAR students are enrolled in a university course in 2017 either at a West Australian State University or at Notre Dame University in Fremantle. The break up is as follows:



Data derived from student survey conducted by the Head of Senior School

We have students studying at State provided TAFE facilities, others are working or enjoying a gap year domestically or overseas.

8. Parent, Student and Teacher Satisfaction

Community Engagement

- Caritas
- LifeLink
- St Vincent DePaul
- Red Cross Australia
- Seeds of Justice
- Mercy Works
- Cambodia (Sr Denise Coghlin RSM)
- Guest Speakers and Workshops
- Parent Forum Sundowner
- Grandparents' Day
- Dad's Big Breakfast
- Mum's Night In
- Mother / Daughter Dinner
- Father / Daughter Dinner
- MYP Personal Project and PYP Exhibition
- Year Group Reunions
- Golden Girls' Function
- Quiz Nights

Liturgical Celebrations

- Opening Mass
- Ash Wednesday
- Stations of the Cross
- Easter Liturgy
- Mothers' Day Mass
- Year Masses and Liturgies
- Mercy Day Mass

Immersion Programs

- North West
- Cambodia

Social Justice

- Sorry Day
- RUOK Day

Service Through Leadership

- Student Leadership Council
- St Brigid's College Advisory Council

Parent Satisfaction

- Positive affirmation provided by parents and community members both formally and informally.
- High levels of participation in Parent/Teacher/Student interviews.
- Strong support from our Parent Forum and Boarding Parents.

Student Satisfaction

- Open Days – students and parents act as Tour Guides and the feedback is always positive and affirming.
- High participation in co-curricular activities across all domains – service, academic, cultural and sporting.
- High levels of participation in Parent / Teacher / Student interviews.
- High levels of satisfaction expressed in the Year 12 Exit Surveys.
- High calibre of students nominating for Student Leadership positions.

Teacher Satisfaction

- High level of support for our co-curricular programmes.
- Relatively low turnover of staff.
- High level of staff engagement.
- Exit interviews with staff that provide excellent feedback.

9. Annual School Improvement

The following information shows an overview of the College's progress in terms of our annual School Improvement Plan for the year ended 31st December 2016:

| Goal | Success Indicator |
|--|--|
| Catholic Faith, Life and Culture | |
| <ul style="list-style-type: none">• By the end of 2016, all Year 5 students have participated in a Retreat programme of Christian reflection and prayer. | <ul style="list-style-type: none">• Positive student / staff feedback following the Retreat. |

| Catholic Faith, Life and Culture | |
|---|---|
| <ul style="list-style-type: none"> By the end of 2016, all staff members were provided opportunities to raise awareness of Mercy International Association (MIA) and various actions (corporal and spiritual works) being promoted through MIA in the Jubilee Year of Mercy. | <ul style="list-style-type: none"> Goal achieved. At least 10 staff members have been engaged in the MIA 4-stage process and acted as leaders supporting colleagues to put <i>Mercy in Action</i> for the marginalised. The number of staff participating in the MRIP has steadily increased. |
| <ul style="list-style-type: none"> By the end of 2016, 5 parents and 5 daughters have experienced formation as a result of the Cambodian Immersion Tour. | <ul style="list-style-type: none"> Awareness and fundraising for Cambodian needs permeates throughout the SBC community. In 2016 we were able to 'build' a house with the help of Sr Denise and the Jesuit Refugee Service. |
| <ul style="list-style-type: none"> For all parents of children receiving the Sacraments to participate more actively in partnership within the Our Lady of Lourdes (OLOL) Parish or their respective Parishes. | <ul style="list-style-type: none"> Growing numbers of SBC parents are participating in Sacramental workshops and information sessions at OLOL or in their respective parishes. |
| Excellence in International Education | |
| <ul style="list-style-type: none"> To collect three pieces of evidence for each element of the NQS (National Quality Standard) cross the early years in time for validation during the School Registration Audit in August 2016. | <ul style="list-style-type: none"> NQS validated at SBC. |
| <ul style="list-style-type: none"> The required self-review surveys have been completed by members of the Senior Leadership Team, Curriculum Team Leaders, Teachers and Parents in preparation for IB Evaluation visits in Term 1, 2017 (for PYP and MYP) by international auditors from the International Baccalaureate Organisation. | <ul style="list-style-type: none"> Self-review surveys have been completed by staff members. Approaches to Learning (ATL) Survey completed. Building Quality Curriculum (BQC) feedback received from the IBO. IB Evaluation Visit Report affirmed success of both programmes. |
| <ul style="list-style-type: none"> Respective WACE teachers have analysed Year 12 student results from 2016, written a summary of findings and made any necessary adjustment to programmes for new subjects for 2017. | <ul style="list-style-type: none"> Written reports following regular analyses. 2016 Class analysis of results report compiled for Mercy Education Limited. Programme Audit and discussions show evidence of data being used to refine programmes of work. |

| Extraordinary Aboriginal Education Leadership | |
|--|--|
| <ul style="list-style-type: none"> Individual case management and collaboration between Aboriginal families and the College begins upon initial contact for enrolment and continues through years at SBC and beyond. | <ul style="list-style-type: none"> Students recommending school to family and friends. Positive conversations with parents. Happier and more settled students. Attainment of WACE and transitioning into further education or work. Sorry Day, Reconciliation Day, NAIDOC celebrations, Acknowledgement of Country led by students. |
| <ul style="list-style-type: none"> Student leadership opportunities are expanded for Year 9 students. | <ul style="list-style-type: none"> Year 9 students leading their peers in Middle School and working collaboratively with Student Executive. |
| <ul style="list-style-type: none"> Mercy Ethos MIA programme is supported for a senior leaders at the College. | <ul style="list-style-type: none"> A staff member has participated in the Mercy Ethos programme in Dublin, Ireland. The staff member reported that she felt personally and professionally enriched by the experience. |
| <ul style="list-style-type: none"> The Catherine McAuley Award programme is supported for an early career teacher. | <ul style="list-style-type: none"> A staff member participated in the programme during 2016. |
| <ul style="list-style-type: none"> Provide authentic opportunities for past students and parents to be a part of the life of the College. Promote parent / caregiver participation in College events. | <ul style="list-style-type: none"> Ongoing. Emerging leadership from parents, 'old girls'. SBC Twilight Carols evening was a tremendous success and a great community building exercise. |
| Human, Financial and Capital Development Community | |
| <ul style="list-style-type: none"> Efficient and effective communications are practiced throughout the community: present, future and past. | <ul style="list-style-type: none"> Functional multi-purpose portal. Paperless communication. Social media well employed. Communication to prospective parents is positive and professional. Open Day and Tour morning well attended. College facilities used out of hours by the wider community – e.g. IT classes. |
| <ul style="list-style-type: none"> The College's financial performance is monitored by using benchmarks and other appropriate business indicators. The College financials equal or exceed Somerset / MEL financial performance benchmarks. | <ul style="list-style-type: none"> College financial performance goals to equal or exceed financial performance benchmarks. Annual financial performance is in surplus after depreciation. |

| Human, Financial and Capital Development Community | |
|--|--|
| <ul style="list-style-type: none"> To have the necessary funding and approvals in place to construct a new Early Learning Centre (ELC) facilities of which will support the NQS. | <ul style="list-style-type: none"> Funding secured. Working towards – expected completion date 2017. |
| Human, Financial and Capital Development Community | |
| <ul style="list-style-type: none"> All staff members have the opportunity to participate in professional development (PD) that is appropriate to their area of employment on an annual basis. | <ul style="list-style-type: none"> Ongoing – met. |
| <ul style="list-style-type: none"> All academic staff members have the opportunity to participate in performance reviews on a regular basis through the National School Improvement Tool (NSIT) bi-annual and also a formal review process as applicable. | <ul style="list-style-type: none"> Process fully implemented in 2017. |

10. School Income

The ACARA website www.acara.edu.au hosts the *My School* profile of Australian schools <https://www.myschool.edu.au/>. Visiting this site gives comparative information including financial data.