



# *St Brigid's College*

*A Ministry of Mercy Education Limited*

## *School Performance Data 2017*

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# 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.



ST. BRIGID'S  
COLLEGE



## Governance Statement

Governance Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries for which the Institute has sole sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, approves each school's strategic plan, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

These schools are:

- Academy of Mary Immaculate, Fitzroy, VIC
- Catherine McAuley College, Bendigo, VIC
- Mercedes College, Perth, WA
- Mount Lilydale Mercy College, Lilydale, VIC
- Our Lady of Mercy College, Heidelberg, VIC
- Sacred Heart College, Geelong, VIC
- Santa Maria College, Attadale, WA
- Sacred Heart College, Kyneton, VIC
- St Aloysius College, Adelaide, SA
- St Aloysius College, North Melbourne, VIC
- St Brigid's College, Lesmurdie, WA
- St Joseph's College, Mildura, VIC

Mercy Education is the Employer of the Principal and staff of the Mercy colleges. The existence of Mercy Education gives strength, support and solidarity to each of the member Mercy schools and its community.

The following information is a Federal Government requirement and pertains to the 2017 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 1,116\* students (139 boarders) as at the August 2017 census. 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.

\*Total enrolment of 1,116 students includes children attending our Pre-Kindergarten and Kindergarten programmes. The MySchool site shows total enrolment of students from Pre-Primary to Year 12.

## 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	21
Bachelor Degree (Hons)	6
Bachelor Degree	129
Post Graduate Diplomas	6
Graduate Diplomas	40
Diplomas	46
Certificates	78

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 79 teaching staff and 50 non-teaching staff. Non-teaching staff cover areas such as administration, boarding, maintenance and grounds. Of our total workforce of 129,109 employees or 84.5% are female.

	Number	FTE
<b>Teaching Staff</b>	<b>79</b>	<b>73.7</b>
Male	13	12.7
Female	66	61.0
<b>Non-Teaching Staff</b>	<b>50</b>	<b>44.3</b>
Male	7	7.0
Female	43	37.3

*(From August 2017 Census data)*

St Brigid's College employs two Aboriginal Liaison Officers who assist us with the care of our Aboriginal students. In 2017, the FTE of those employed in this area was represented as 0.8FTE Teacher and 1.2FTE Aboriginal Liaison Officers.

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 2017 was 93.15%. A rate of attendance in each of the respective year levels is as follows:

Year	% Attendance
Pre-Primary	93.20
Year 1	94.93
Year 2	94.16
Year 3	93.98
Year 4	95.91
Year 5	95.26
Year 6	93.77
Year 7	92.69
Year 8	92.20
Year 9	91.71
Year 10	90.98
Year 11	92.81
Year 12	92.58

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

- 103 students
- ATAR Pathway 61 students
- VET Pathway 42 students
- Attained Secondary Graduation 101 students (98%)

The 2017 Year 12 WACE results were outstanding with the notable achievements summarised as follows:

- 61 students sat for the WACE examinations. Of these, 13 attained an ATAR of 90+ compared with 14 students in 2016. 5 students scored over 95 with our highest ATAR score being 97.70.
- 17 students attained an ATAR of 80+.
- A median ATAR (Australian Tertiary Admissions Rank) of 79.30.
- A WACE achievement of 98.0%, placing St Brigid's College on the SCSA First 50 WACE Achievement schools list.
- A comparison from previous years shows a remarkable gain in ATAR ranking:

2017	2016	2015	2014	2013	2012	2011
79.30	82.75	75.65	74.05	78.75	76.70	79.45

- 1 ATAR course, namely Physical Education Studies, was placed in the SCSA 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.

### SCSA (School Curriculum and Standards Authority) Awards

- Certificate of Excellence 1
- Certificates of Distinction 4
- Certificates of Merit 9

### VET (Vocational Education and Training)

- 100% VET completion, placing St Brigid's College in the SCSA 100% VET Achievement schools list.
- Of all VET certificates completed by students at the College, 52% were Certificate III or higher.

### 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.

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								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
	[ ] = the number of students achieving below the benchmark								
<b>Reading</b>	94% [4]	94.7% [3]	98.2% [1]	100%	100%	98% [1]	96% [4]	98.3% [1]	87.5% [7]
<b>Writing</b>	97% [2]	98.2% [1]	100%	100%	100%	96.8% [2]	100%	100%	100%
<b>Spelling</b>	95% [3]	96.4% [2]	100%	100 %	98.3% [1]	96.8% [2]	96% [4]	100%	94.8% [3]
<b>Grammar &amp; Punctuation</b>	90% [6]	94.5% [3]	98.3% [1]	98.3% [1]	96.7% [2]	98% [1]	99% [1]	98.3% [1]	93% [4]
<b>Numeracy</b>	95% [3]	94.7% [3]	98.3% [1]	100%	98.3% [1]	98% [1]	98% [2]	100%	100%

## 6. NAPLAN Information Year 3

### Reading

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	11%	63%	27%

### Writing

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	16%	54%	30%

### Spelling

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	7%	62%	31%

### Grammar & Punctuation

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	25%	44%	32%

### Numeracy

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

## 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	2017
<b>Reading</b>	98% [1]	96.8% [2]	96.8% [2]	98.4% [1]	96.7% [2]	100%	96% [3]	98% [1]	96.8% [3]
<b>Writing</b>	97% [2]	98.4% [1]	100%	96.9% [2]	98.3% [1]	100%	96% [3]	100%	98.9% [1]
<b>Spelling</b>	100%	92.5% [4]	98.4% [1]	100%	98.3% [1]	95% [3]	99% [1]	98% [1]	96.8% [3]
<b>Grammar &amp; Punctuation</b>	97% [2]	98.4% [1]	96.8% [2]	96.9% [2]	100%	96.8% [2]	95% [4]	93.8% [4]	97.8% [2]
<b>Numeracy</b>	98% [1]	98.4% [1]	98.4% [1]	96.9% [2]	96.7% [2]	100%	99% [1]	98% [1]	95.7% [4]

#### Reading

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	14%	62%	24%

#### Writing

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	17%	73%	10%

#### Spelling

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	13%	67%	20%

#### Grammar & Punctuation

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	10%	62%	28%

#### Numeracy

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

## 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	2017
<b>Reading</b>	99% [1]	97.2% [3]	100%	97.9% [2]	100%	98% [2]	100%	97.5% [3]	100%
<b>Writing</b>	97% [2]	99.1% [1]	99.1% [1]	97.9% [2]	99% [1]	98% [2]	98% [2]	92.6% [9]	100%
<b>Spelling</b>	99% [1]	97.2% [3]	99.1% [1]	97.9% [2]	100%	95.9% [4]	97% [4]	95% [6]	100%
<b>Grammar &amp; Punctuation</b>	97% [2]	94.4% [6]	97.4% [3]	100%	98.2% [2]	95.9% [4]	99% [1]	96.7% [4]	97.6% [2]
<b>Numeracy</b>	94% [4]	99.1% [1]	98.2% [2]	100%	99% [1]	98% [2]	99% [1]	98.3% [2]	98.8% [1]

#### Reading

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	25%	70%	5%

#### Writing

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	33%	65%	2%

#### Spelling

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	20%	70%	10%

#### Grammar & Punctuation

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	28%	69%	4%

#### Numeracy

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	14%	76%	10%

## 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	2017
<b>Reading</b>	97% [5]	97.9% [3]	96.2% [3]	97.4% [4]	97.7% [3]	96.9% [4]	100%	98.1% [2]	98.3% [2]
<b>Writing</b>	94% [9]	100%	98.7% [4]	94.1% [9]	85.0% [18]	96.9% [4]	97% [31]	97% [3]	95.7% [5]
<b>Spelling</b>	97% [5]	95.9% [6]	96.2% [3]	94.1% [9]	97.7% [3]	96.9% [4]	97% [1]	95.2% [5]	99.1% [1]
<b>Grammar &amp; Punctuation</b>	96% [6]	95.3% [7]	92.4% [6]	96.7% [5]	93.7% [8]	93.8% [8]	98% [3]	96.2% [4]	97.4% [3]
<b>Numeracy</b>	99% [1]	95.71% [1]	97.7% [2]	98% [3]	93.7% [8]	100%	100%	99% [1]	100%

#### Reading

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	30%	63%	7%

#### Writing

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	38%	58%	4%

#### Spelling

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	31%	59%	10%

#### Grammar & Punctuation

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	32%	61%	8%

#### Numeracy

Australian Schools	Top 20%	Middle 60%	Bottom 20%
St Brigid's College	13%	74%	14%

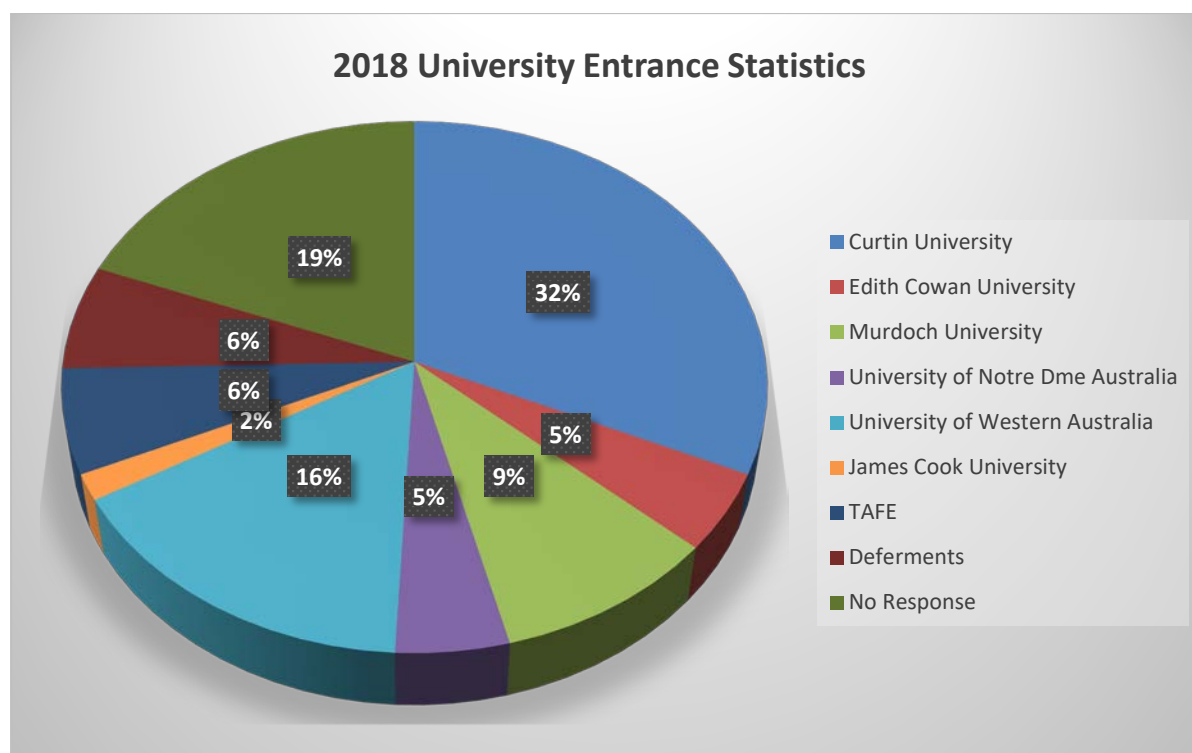
## 7. Student Gain

St Brigid's College was identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as having demonstrated substantially above average gain in reading and / or numeracy achievement as measured by NAPLAN results compared to schools with similar students.

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/>.

## 8. Post-School Destinations

As in past years, a significant number of our ATAR students are enrolled in a university course in 2018 either at a West Australian State University or at the Notre Dame University in Fremantle. This year, one of our students has enrolled at James Cook University in Queensland where she is studying Marine Biology. The break up is as follows:



*Data derived from a student survey conducted by our Community Relations Team*

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

## 9. 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
- Breakfast Club
- Parent Forum Garden Party
- 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

- Cambodia

### Social Justice

- Sorry Day
- RUOK Day

### Service Through Leadership

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

### 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 staff members 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.
- High level of staff engagement.
- Exit interviews with staff that provide excellent feedback.

## 10. 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 31<sup>st</sup> December 2017:

Goal	Success Indicator
<b>Catholic Faith, Life and Culture</b>	
<ul style="list-style-type: none"><li>• For all parents of children receiving the Sacraments to participate more actively in partnership with the Our Lady of Lourdes (OLOL) parish or their respective Parishes.</li></ul>	Growing numbers of SBC parents are participating in Sacramental workshops and information sessions at OLOL or in their respective parishes.



Goal	Success Indicator
<b>Excellence in International Education</b>	
<ul style="list-style-type: none"> <li>The required self-review surveys were completed by members of the Senior Leadership Team, Curriculum Team Leaders, teachers and parents in preparation for evaluation visits conducted in 2017 for the Primary Years Programme (PYP) and Middle Years Programme (MYP) by international auditors from the International Baccalaureate Organisation (IBO).</li> </ul>	<ul style="list-style-type: none"> <li>Self –review surveys were completed.</li> <li>Approaches to Learning (ATL) Survey completed.</li> <li>Building Quality Curriculum (BQC) feedback received from the IBO.</li> <li>SBC maintains authorisation as an IBO ‘World School’.</li> </ul>
<ul style="list-style-type: none"> <li>Consolidate the implementation of the Early Years Learning Framework.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure learning experiences are consistent and enriched for all students in PK to Year 2, regular professional learning in how best to meet the important outcomes of the National Quality Standard (NQS) for early childhood education and care are held to consolidate the implementation of the Early Years Learning Framework</li> </ul>
<ul style="list-style-type: none"> <li>Respective WACE teachers analysed Year 12 student results from 2017, prepared a summary of their findings and have made any necessary adjustments to programmes for subjects in 2018.</li> </ul>	<ul style="list-style-type: none"> <li>Written reports following regular analyses.</li> <li>2017 class analysis of results report compiled for Mercy Education Limited.</li> <li>Programme Audit and discussions show evidence of data being used to refine programmes of work.</li> </ul>
<b>Extraordinary Aboriginal Education Leadership</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students recommending school to family and friends.</li> <li>Positive conversations with parents.</li> <li>Attainment of WACE and transitioning into further education or work.</li> <li>Sorry Day, Reconciliation Day, NAIDOC celebrations, Acknowledgement of Country led by students.</li> </ul>
<ul style="list-style-type: none"> <li>Student leadership opportunities are expended for Year 9 students.</li> </ul>	<ul style="list-style-type: none"> <li>Year 9 students leading their peers in Middle School and working collaboratively with the Student Executive.</li> </ul>
<ul style="list-style-type: none"> <li>Provide authentic opportunities for past students and parents to be a part of the life of the College.</li> <li>Promote parent / caregiver participation in College events.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing.</li> <li>Emerging leadership from parents, ‘old girls’.</li> </ul>

Human, Financial and Capital Development Community	
<ul style="list-style-type: none"> <li>Efficient and effective communications are practised throughout the community: present, future and past.</li> </ul>	<ul style="list-style-type: none"> <li>Functional multi-purpose portal.</li> <li>Paperless communication.</li> <li>Social media well employed.</li> <li>Communication to prospective parents is positive and professional.</li> <li>Open Day and Tour mornings continue to be well attended.</li> <li>College facilities used out of hours by the wider community.</li> </ul>
Goal	Success Indicator
Human, Financial and Capital Development Community	
<ul style="list-style-type: none"> <li>The College's financial performance is monitored by using benchmarks and other appropriate business indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Annual financial performance goals to equal financial performance benchmarks.</li> </ul>
<ul style="list-style-type: none"> <li>All academic staff members have the opportunity to participate in performance reviews on a bi-annual basis through the National School Improvement Tool (NSIT) and also a formal review process as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Standards met.</li> </ul>

## 11. School Income

The ACARA website [www.acara.edu.au](http://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.