

From the Principal's Desk

**ST. BRIGID'S COLLEGE**  
A MINISTRY OF MERCY EDUCATION LTD  
ABN 69 154 531 870

200 Lesmurdie Road, Lesmurdie  
Western Australia 6076

Telephone: (+61 8) 9290 4200

Facsimile: (+61 8) 9291 8813

Email: [sbc@stbrigids.wa.edu.au](mailto:sbc@stbrigids.wa.edu.au)

Web: [www.sbcl.wa.edu.au](http://www.sbcl.wa.edu.au)

CRICOS Provider Code: 00451F



**ST. BRIGID'S**  
**COLLEGE**

Dear members of the St Brigid's College community,

The year 2021 has been a very rewarding one in so many ways. I have been proud of the many and varied achievements of our students and appreciative of the dedication and hard work of our staff.

I hope you will enjoy reading the various Reports that follow.

With kind regards,

**Carmen Cox**  
**Principal**

3<sup>rd</sup> December 2021

## PRINCIPAL'S REPORT

---

It is with great pleasure that I share with you news about the marvellous year we have had at St Brigid's College this year. I had hoped not to use that COVID word, but unfortunately that cannot be avoided, even now, nearly two years since we first heard the term.

I am sure I don't need to remind you that after 2020, we were looking forward to a new year with many opportunities and activities. Needless to say, the snap lockdown of the first week of the academic year did not really mean an extra week's holiday! For staff, who had already spent two days in professional development, it meant that we were kept busy ensuring that we were fully aware of the latest developments; some staff were undergoing COVID testing as our Ball had been held at a reported 'hot spot', and we were very busy organising programs so as to be ready to start the year with remote teaching and learning should this be necessary.

We were grateful that despite the Week 1 lockdown and the subsequent return to a shortened Term One, our staff and students hit the ground running for 2021.

With outdoor activities, lots of hand sanitiser, the WA Safe App and regular counting of the numbers in attendance, we were able to conduct our Term One activities so that the students did not miss out on the many extracurricular events that we usually provide, especially as they needed to be accommodated in an eight-week term. I never thought for one moment that we would be able to hold our secondary Inter-house Swimming Carnival, but happily it was held as scheduled, all rules obeyed and masks worn!

We have learnt to cope with the new COVID 'normal' even though we are always on standby for our new scary word, 'lockdown'. We regularly review our COVID Plan, check Department of Health sites and listen eagerly for our Premier's announcements. This is a new established part of our life at school. But COVID aside, I would like to highlight some of this year's achievements, categorised under the areas of Catholic Identity, Education, Stewardship and Community.

### **Catholic Identity**

Each year we focus on two of our College values, and whilst not forgetting to show Respect and Service, last year's focus, we focussed on Compassion and Hospitality this year.

In the gospel of Luke (10:30-37), Jesus told his disciples The Parable of the Good Samaritan. It is the story of a man who willingly helps a stranger, despite the fact that others have chosen to ignore his need.

What a beautiful story demonstrating how Jesus expects us to behave towards others. The good Samaritan showed compassion and hospitality, not because of any hope of reward, but because of his love for his fellow man. For us today, it is easy to love friends and family and to show Compassion and Hospitality, but it is much more difficult to love those who we may not get along with, or even those who may harm or hurt us. Jesus is telling us to help others, regardless of who they are, unselfishly.

Catherine McAuley is a wonderful model of Compassion and Hospitality. She saw the poor around her in Dublin and she was moved to act. She had practised acts of charity all her life, and in 1824 when she inherited a large sum of money, she used it to build a House of Mercy where she and other lay women would shelter homeless women, reach out to the sick and dying, and educate poor girls.

There is a well-known story about Catherine. When Catherine McAuley was dying, many of the sisters gathered around her bedside to say good-bye and to pray the prayers of the dying. At the end of a long

day of waiting, and shortly before she died, she said to one of the Sisters, "Be sure you have a comfortable cup of tea for them when I am gone." Ever since, the comfortable cup of tea has been a symbol of a warm and caring relationship and of the Hospitality which was at the heart of Catherine McAuley's Mercy vision. We have been wearing our 'teacup' badges this year to remind us that Catherine worked for many years for the benefit of others, leading her life as Jesus would want her to.

This year staff have also engaged in the process of updating our Evangelisation Plan. We have made it possible for our secondary students to attend year group Masses throughout the year, as well as our whole school Masses each term. We thank our priests, Fr Michael McMahon, Fr Michael Separovich and Fr Bill Ousley, for the time and commitment they provide to our College and boarding community.

## **Education**

2021 has been our first year as a non-IB registered school. We have solely presented the West Australian School Curriculum and our students have adapted quickly to grades based on marks. We have adjusted our curriculum programs so that the emphasis is no longer on IB requirements. This hasn't meant that we have 'thrown out the baby with the bathwater'. Good teaching pedagogy is always our intent. However, freed from previous constraints, staff are able to expand their repertoire of strategies and approaches. Inquiry based learning is still an important feature of our students' learning, but not all curriculum is delivered in that way all of the time.

We have introduced explicit instruction strategies for literacy and a focus on numeracy in our primary classes. The introduction of Spelling Mastery, Lexile reading and investigation into Talk for Writing has been well received by staff, students and families. Of course, the reason for such changes need to be substantiated by improved outcomes. While end of year testing is yet to occur, we are pleased that early indications, such as 2021 NAPLAN results, already highlight greater effect sizes for our students. This is extremely encouraging, as we take our first steps with our new strategies. Staff are looking forward to continuing to receive further professional development to enhance learning for our students.

At the centre of all that we do at our College, is the care and wellbeing of all our students. With an increased focus on child safety, staff have spent many hours throughout this year in preparation for embedding the Keeping Safe Program across K-12 for 2022. Throughout 2021, we have also ensured that all ongoing, temporary and relief staff, volunteers, contractors, pre-service teachers and College Advisory Council members have completed Mandatory Reporting and child safety training appropriate to their role.

At the start of this year, we opened SEQTA to our community. This is a powerful tool that allows students, staff and families to access information and communication. As with any new technology, there is much to learn, and as late adopters, while we observed how it was used in other schools, we also heeded their advice, that is, "Go slow and do it properly, otherwise you will need to keep backtracking". So, we did go slow and we have not had to do any backtracking.

Reports were successfully communicated to our families, and as our reports are specifically designed for our students, I do not need to tell you the behind the scene headaches of not 'buying off the shelf'. Our Pastoral information is easily accessible and parents and students have access to curriculum plans, marks and reports through SEQTA Engage and SEQTA Learn. We will continue to develop the use and scope of SEQTA, as the combination of SEQTA and Teams has ensured us that we are well placed for a sudden need to return to remote teaching and learning. Once again, this year, we were able to carry out our planned Student Parent Teacher Interviews through the use of Teams.

The introduction of extended homeroom in the senior school has been well received. The longer pastoral period has meant activities are targeted during this time and has resulted in less interruptions to the classroom teaching. Team Leaders have worked throughout this year on a new curriculum structure for 2022 that removes the previous IB constraints. In future, our students in Years 9 and 10 will have more flexibility in their choice of elective subjects. This year we trained one of our staff members, in partnership with Murdoch University, to deliver the FlexiHigh program in Year 12 next year. Enrolments are higher than what we had hoped for, so we are very pleased to provide our students with this alternate pathway to University entry.

## **Stewardship**

The idea of stewardship, that is, the careful and responsible management of resources entrusted to one's care, has been at the forefront of many discussions this year, as we have spent significant time, reflection and discussion on the preparation of our Strategic Plan for the next five years.

Throughout this year, our community has reflected on our Vision and Mission and 'the journey ahead'. Early in the year, staff engaged with the Mercy Charter, our previous Strategic Plan and other such documents to articulate our successes and achievements over the years, and to use data to identify areas of improvement for future direction.

Throughout the year we held several focus groups with students, parents and the College Advisory Council. We tried to ensure that the process was inclusive and consultative across our community, and I thank the many community members who provided feedback. A real positive outcome throughout the process was that while different groups placed emphasis on different aspects of the Plan, there were many common threads, and as we sifted and collated data, very clear pathways for the future emerged from all the focus groups that blended beautifully.

As a result of this collaboration, we now have our Strategic Plan for the next five years. It is with pleasure that a copy of the plan will be provided to our families in the new year.

Many of the plans made last year, came to fruition during this year. The Early Years Playground refurbishment, the new seating around the College, and an increase in the Lexile readers, are resources provided from funds made available by the Parent Forum. In addition, we were able to make significant improvements to the student toilet facilities on both campuses, and our plans for continued capital works around our buildings should commence during the coming break.

## **Community**

With some easing of restrictions this year, we welcomed the ability to spread our wings and engage with more members of our community.

Firstly, this year we were pleased to have partnered with the Wirrpanda Foundation who now run the Deadly Sista Girlz program at our College. With some careful manoeuvring, we have been able to run all our events, and it was marvellous to welcome nearly 400 visitors to our Mother's Day Assembly and morning tea. Our Year 12 Mother and Daughter Dinner, Year 11 Father and Daughter Dinner, Parent sundowner, parent seminars and our new Year 7 Family Picnic were all well attended.

We have also been able to spread out into the wider community as we have forged closer ties with Mazenod College through our student leaders, our combined social justice sleepout and other faith and mission activities, and our combined musical production scheduled for 2022. Mr Andrew Watson and I, along with some other staff members, have not only visited our many Catholic primary schools together, but we ventured as far as Esperance, Narrogin and the Pilbara and Gascoyne regions. We

love to visit these areas as it provides us with an opportunity to connect personally with our boarding families who we know very much appreciate that we have taken the time to visit them.

People who join our College in whatever capacity, as staff or enrolled students and their families, often comment to me on the strength of the sense of community at our College. I agree with them wholeheartedly. It is a mark of this community that we are united, inclusive and there for one another. This is therefore an appropriate opportunity for me to mention the special groups who can always be relied upon to support our students through their work at the College.

I would like to acknowledge the work of the College Advisory Council. This group continues to work for the benefit of our College. The members start each meeting with a reflection on what it is to be "Mercy" and they support our College in many ways.

After 10 faithful years of service on the Advisory Council, eight of which were as the Chair, this year we will farewell Sr Joan Buckham. While officially Sr Joan needs to step down, we know that she won't be far away from us! We know that St Brigid's College has a very special place in Sr Joan's heart and her long history and association with our College is not ending, just because her tenure on the College's Advisory Council is ending. Sr Joan is an advocate, not only for our students, our College and our work, but for Catholic education in Western Australia. We have been privileged to have this close association for so long and we are sure there will be many other ways in which she will continue her relationship with St Brigid's College.

I would also like to acknowledge the dedication and commitment to our College of Mr Dave Thomasson. Dave has been on our Advisory Council for the past nine years, but has also contributed to our College as Parent Forum President, and volunteer at many events. We will miss Sr Joan and Dave, but we are grateful for the many years of combined service they have given for our students.

I would like to thank our Parent Forum members. They have continued to support our College through their meetings, the provision of fruit for all at our many sport events, the welcoming afternoon tea and by providing extra opportunities for our students and families such as guest speakers during NAIDOC Week, the provision of SchoolTV and upgrades to our sound equipment. The introduction of our parent Quiz Night as a fundraiser for Mercy works was a welcome new initiative.

While COVID meant that outside help had to be limited on many occasions, we were privileged to have many of our families help with Carnivals, excursions and rehearsals. A big thank you to the many parents and family members who volunteer to help the College.

I would like to acknowledge the hard work of our priests, Fr Michael Separovich and Fr Michael McMahon and for part of this year, we also had the pleasure of welcoming Fr Bill Ousley. These gentlemen provide us with spiritual guidance, liturgies and the celebration of the Sacraments. We are truly privileged to have them work with our community.

One significant accomplishment this year was the completion of a very successful whole school Registration Audit. I would also like to acknowledge the support of Mercy Education Limited and Catholic Education WA, not only through this process, but throughout this year. As always, our College has received their full support and we appreciate being able to network with our colleagues.

I know you will join with me in thanking all our College staff. We are actually a small K-12 school, but the complexities of a composite College with a boarding school, means that we need many more hands to run our school. I thank all of our dedicated staff for their commitment to our students. I know that our staff not only know our College values, but are active witnesses. Last year during the weeks of online teaching, many parents let me know how much they appreciate the work of the staff. Please

don't wait for another lockdown. I encourage you and your children to thank our staff, not only for teaching them, but for pruning the roses, keeping the pool running, taking care of them in sick bay, fixing IT problems, and a host of other things that I see staff do for our students and families every day. Our Mercy Sisters have continued to be of support to us in the College. It is a joy to have them attend our functions, and I can't tell you how pleased we were to give away a good number of teacup badges to the Sisters, as they wished to ensure that any Sisters who were unable to join us for the Opening Mass, did not miss out. Our connection to the Sisters of Mercy remains strong, and for this we are truly grateful. We thank them for the love they show for our College and our community.

Lastly, I wish to acknowledge and thank our students. Time and time again, they provide us with the joy that reminds us why we love to be here at St Brigid's College. Our students embrace what we have to offer and push us to do more. But that is how it should be, and that is why we are here, to provide them with the opportunities to be the best person they can be.

We look forward to a full and exciting 2022.

**Mrs Carmen Cox**  
**Principal**

## RELIGIOUS EDUCATION REPORT

---

The Religious Education programme aims to help students develop knowledge and an understanding of Catholicism, our religious beliefs, practices, language and traditions. It also enables students to consider and respond to a range of important questions related to their spiritual development, the development of values, and attitudes and fundamental questions concerning the meaning and purpose of life.

Many activities this year have complemented the curriculum in the Religious Education Learning Area and enabled students to "Light the Way" in their lives, and to remain true to Catherine McAuley, the foundress of the Sisters of Mercy, by living the Good News as revealed by Jesus.

*"...our charity must be in our hearts and from our heart and a charity such as Jesus Christ practiced while on earth" Catherine McAuley.*

The students have been given opportunities to develop their faith and spirituality through participation in retreats, prayer, liturgies and Christian Service. In May, a number of students attended the Archbishop's LifeLink Forum for Secondary Schools held at Aranmore College. The day provided a wonderful opportunity for our girls to join together to show their support for the many Church social service agencies. As well, on every Wednesday at lunchtime, students and staff were invited to the Heritage Chapel, to say the Rosary. Thank you Mrs Jo Doyle who led this prayer session and provided an avenue for all to grow in their love of the Lord.

St Brigid's participated in the *Catenians Catholic Schools Speaking Competition, Speak for Faith*, held at the Catholic Education Centre in Leederville. Congratulations to Emily Bartlett and Alyx Hawkins who competed and presented a well-argued, passionate oration on topics explored in Religious Education. The students had to speak positively for five minutes on Christian ethics and Catholic ethos. They also had two minutes to prepare for an impromptu question. The adjudicators remarked on the high standard of preparation and presentation shown by both of our students.

The Year 9s participated in the Bishops Religious Testing in Term 3. The assessment is based on the Religious Education curriculum taught, and aims to see how much knowledge and understanding our students are gaining. The Year 9s were given 100 minutes to complete multiple choice and short answer

questions covering the four topics – Jesus, the Bible, Sacraments and Prayer, and the Church. Well done to the Year 9s for their fantastic effort.

Thank you to the Religious Education team for their dedication and willingness to share their faith with the students. Staff have been amazing in ensuring the students had access to engaging programmes and resources tailored to both support and challenge their understandings. I would also like to thank all the students and commend them for their continued enthusiasm, perseverance and participation in all aspects of the course. Thank you to Fr. Michael McMahon for his continued support by sharing his knowledge, insights and many stories with the staff and students.

**Ms Caterina Dwyer**  
**Curriculum Team Leader – Religious Education**

## ARTS REPORT

---

### *A work of art can open the eyes of the mind and heart - Pope Francis*

The above quote by Pope Francis, was central to what the Arts aimed to achieve in 2021. During the year, both students and staff strove to find ways of reinforcing the importance of the Arts in our community and as a celebration of God's gifts. Of course, an important part of what we do in the Arts is our Evangelical focus and we have once again been very active in supporting College liturgical and ministry events, including our Opening and Mercy Masses.

Central to the focus on sharing our gifts were major Arts events such as our Showcase, Originals Night, Drama Evenings and Art Exhibition, all of which were outstanding successes. We were also able to continue our long-standing tradition of involvement in the Catholic Schools' Performing Arts Festival and Angelico Exhibition, achieving eight Merit, seven Excellence and four Outstanding awards. None of these achievements would have been possible without the passion and commitment of the Arts Team and the talented students, who consistently go above and beyond.

Whilst the public display and performance of our work is important, none of what we do would be possible without the underpinning of a strong Arts curriculum at the College. A key aspect of our School Improvement Plan was to develop achievement in WACE. Arts teachers have actively reviewed and rewritten programmes to ensure a strong sequential Arts curriculum underpinned by a commitment to literacy. Special acknowledgement must go to our Media Department, as we began our academic year with the news that 2020 Year 12 student Melissa Chester, had been awarded a Certificate of Distinction by SCSA for her achievement in ATAR Media Arts with her film *Loose Ends*. It was also pleasing to see Drama written examination results amongst the highest WACE examination scores at the College.

The year also saw growth in a number of Arts co-curricular groups. Our Boys Choir has become the Boys Ensemble, encompassing both a percussion and choral ensemble. Our Senior Choir has grown steadily in number, and our Primary Dance Troupe has once again proved that our youngest students are just as talented as those in the Secondary School. This year, our fledgling Circus and Clowning Club and Middle School Drama Troupe took to the stage for the first time and were a real hit with audiences at our Arts Showcase. Of course, our Dance troupes continued to shine and like our choirs, achieved wonderful results in the Performing Arts Festival. Our Primary Sacred Chorale were awarded the Archbishop Foley Shield, for their truly beautiful performance. I also would like to acknowledge the amazing contribution Year 11 students made this year to leading and choreographing both the Primary Dance Troupe and Student Choreographic Troupe; their work was outstanding. The Year 5

students and their teachers also entered the Catholic Schools Performing Arts Festival's Choral Speaking Section and were awarded an Outstanding award and the Catholic Development Fund Award, which was a magnificent achievement. 2021 also saw the introduction of the Digital Media and Photography Club which has been a fantastic addition to the existing opportunities available to students with a passion for the Arts. Thank you to all who have helped the Arts shine in 2021.

**Mark Sills**

**Curriculum Team Leader – Arts**

## ENGLISH REPORT

---

As we start to dust off our Samsonite luggage and eye the tempting itineraries being touted on Google, we can at last find a balm to soothe our itchy feet. Offerings such as "Pharaohs and Pyramids", "Viking Views", "Splendours of Rajasthan" and "Reflections of the Rockies" sing a paean of hope for our constricted times. Our students made the most of their forced confinement and managed to travel and explore lands that were constructed of both gritty reality and utopic fantasy. They went hither and thither developing their imaginations, skill sets and ability to communicate with power.

Apart from the fascinating Potteresque locales of Hogwarts, The Leaky Caldron, Diagon Alley and the Cupboard Under the Stairs at 4 Privet Drive, our Year 7s also spread their wings and flew to other exotic destinations of their choice. Their participation in the Scholastic Literacy Pro reading programme allowed students to choose their own texts and to improve comprehension, spelling and vocabulary imperceptibly and enjoyably. Students also explored their own wide brown land on a trip to the Kimberley in the feature film, *Satellite Boy*. This beautiful narrative explored the history and spirituality of our First People and the challenges they faced maintaining their connection to country in an increasingly consumer driven world.

The Year 8 students journeyed as far as Tulsa, Oklahoma where socioeconomic divisions between the eastern and western suburbs found the Greasers and Socs battling it out in often violent ways. They also entered the realms of Namia by way of the closet door in their classroom. To further their travels the Year 8s also created travel brochures where they used their considerable persuasive powers to lure their audiences to fabulous destinations.

The Year 9 students engaged with the complicated world of the psyche in *The Running Man*. They looked at how the inner world of PTSD riddled Tom Leyton is improved by his association with fourteen-year-old Joseph Davidson. Also, on the menu was that classic *Romeo and Juliet* both of whom inhabited Verona, in Italy. In Shakespeare's era it was thought that hot climates encouraged passionate feelings. Italy was also associated with romantic passion, so it would seem that the hapless lovers could not escape either their fate or the passion induced by the climate.

In Year 10, the English course took students to Depression era California and the plight of the drifters, George and Lennie as they struggled to find the American Dream. This bitter sweet tale explored the ideas of friendship and loyalty, loneliness and isolation. Students also visited Renaissance Italy in Padua where the redoubtable Katherine is tamed. There was an outcry from our mostly feminist Year 10s who could not comprehend the patriarchal worldview of Elizabethan England. It is heartening to see our students preparing to ensure and inhabit a world involving gender equality.

The Year 11 Literature students traversed the windy elevations of the North Yorkshire moors in *Wuthering Heights*. They frolicked amid the "golden rocks" of Penistone Crags, trudged down the black hollows and up the bleak hillsides and feasted their eyes on moonlit scenery and birds eye views of miles of heath and winding roads. Our Year 11 General English travelled all the way to Florida to

bear witness to the plight of captive orcas prior to the release of the documentary, *Blackfish*. They also wrote some truly amazing persuasive speeches on why orcas should be allowed to enjoy their lives in the wild. Our Year 11 ATAR English students travelled to war torn Iraq, the fictional town of Maycomb, Alabama and the dystopic Oceania. They lightened the mood with a ramble through our beautiful grounds which were splashed in autumnal colour, to find inspiration for sensory writing.

The Year 12 General English students created graphic images of super heroes in their imagined worlds and discussed their relevance in our world in a panel discussion. Even some of our quieter students were quite vocal in this interesting unit. The Year 12 ATAR English classes made the difficult trek to the Big Apple in the immediate aftermath of the 9/11 terrorist attacks. Considering, this year marked the 20<sup>th</sup> anniversary of the event, our study of *Extremely Loud and Incredibly Close* was especially poignant. The Year 12 Literature students had the privilege of exchanging ideas with the absolutely fabulous Fr Michael McMahon. Their armchair travels took them to the repressive Republic of Gilead, Molching in Nazi Germany, the muddy tail of the Brisbane River and the world of the stage. All in all, we have explored the continuums of both space and time without moving a muscle; as our geographical limits expanded, so too did our minds.

Our journey together through 2021 has been fulfilling and enjoyable. We wish you safe and happy travels either in the comfort of your armchair or by land, sea or air.

**Ms Maxine Brown**  
**Curriculum Team Leader – English**

## **HEALTH & PHYSICAL EDUCATION REPORT**

---

The Health and Physical Education department had a jam packed programme in 2021. Students were continually encouraged to experience their learning as well as develop lifelong health attitudes and behaviours in relation to physical activity.

The year started with many of the classes engaging in swimming-based activities, undertaking a range of aquatic units. We are very fortunate to have a pool here at the College and the students made excellent use of it when looking at stroke and training techniques and water polo. This was a terrific opportunity and enabled many students to get into the pool before the highly anticipated InterHouse Swimming Carnival.

The Middle School Physical Education programme focussed on building an understanding of movement, and how to improve performance in a variety of sporting contexts such as floor ball, handball, football, touch rugby, volleyball and badminton. There was also a focus on performance throughout the year; encouraging students to work together cooperatively as a team, challenge themselves and take risks outside of their comfort zones when performing cheerleading in Year 7 and rhythmic gymnastics in Year 9. The Middle School students were given opportunities to develop their interpersonal skills, including leadership, communication and organisation. Year 10 students in particular, took charge of their own learning by creating a community basketball club which involved students taking control of everything required for a club to run effectively, such as fixtures, first aid, coaching, umpiring, public relations, statisticians and results.

Junior School student learning emphasised fundamental movement skills in the younger years. Students participated in many activities focussed on improving running, throwing, catching, rolling and general movement skills. Older students within the Junior School extended their fundamental movement skills and applied those skills in a range of invasion, evasion, striking and fielding activities.

In all Junior School Physical Education lessons, students also worked towards improving their attitude towards physical activity, self-management and cooperation skills, and transferring the learning of skills to different sports and contexts.

In Health, students developed the knowledge, understanding and skills to support them to be resilient, develop a strong sense of self, to build and maintain satisfying relationships, and to make positive health decisions in order to enhance their own and others health, safety and wellbeing. It was pleasing to see students enjoying and engaging in the collaborative learning environments created within Health units involving topics such as nutrition, online safety, relationships, personal identity and risk taking. Students embraced the opportunity to work in groups, creating role plays, debating question topics, sharing opinions, researching current health information and listening to guest speakers.

The Health and Physical Education department again offered six Senior School subjects; Year 11 and 12 ATAR Physical Education Studies, Year 11 and 12 General Physical Education Studies and Year 11 and 12 Certificate III in Sport and Recreation. Each programme involved content of both a theoretical and a practical nature. The practical aspects of each course often allowed students to further their knowledge of theoretical content and opportunities to improve physical skills. Students involved in Physical Education Studies experienced a range of learning opportunities when exploring content on Functional Anatomy, Sports Psychology, Exercise Physiology, Biomechanics and Motor Learning and Coaching. The Certificate III Sport and Recreation Course continued to be a popular choice amongst students. The course worked towards providing students with skills that can be utilised post school. Students were very fortunate and had opportunities to participate in outdoor units such as canoeing on the St Brigid's dam and travelling to Dwellingup for a 3-day Camp. In addition to taking part in all these enjoyable experiences, students were also involved in the planning processes including developing an understanding of risk management, logistical planning strategies, improving leadership and coaching skills, and developing programmes and session plans to ensure all events ran smoothly and efficiently.

**Ms Leanne Caine**

**Curriculum Team Leader - Health and Physical Education**

## **HUMANITIES & SOCIAL SCIENCES REPORT**

---

The study of Humanities and Social Sciences (H.A.S.S.) provides students with essential skills and knowledge that help to define them, their culture and the society in which they live. They learn to be analytical, develop critical thinking and appreciate the human values and spirit of *all* human societies and cultures.

2021 saw the first Year 12 class graduate with a course study that included Aboriginal and Intercultural Studies. This general course was rich with history, culture, politics integrated with science and economics. The students embraced the content, discussed diverse perspectives and developed a deeper understanding of the contribution the First Nations of Australia make to our contemporary society.

Learning History from Years 7 – 12 took the students on a journey from the ancient world of the Greeks, the Medieval period, the Industrial Revolution, and to the causes of both World Wars. By Years 11 and 12 the students were ready to pursue a more detailed analysis of the events and ideas of the 20<sup>th</sup> Century. Years 11 and 12 ATAR History students were able to understand and relate to the context of the times and connect key ideas to current affairs. The students took the opportunity to attend revision courses, organised by the History Teacher's Association of WA, at Notre Dame and UWA. Year 12s attended a movie night in the classroom and watched the 1971 film, *Nicholas and Alexandra*. Whilst

the film may appear dated, the students found it very helpful for the study of Russian history. Eating pizzas during intermission also helped!

The Year 7s took advantage of the beautiful and diverse environment that surrounds St Brigid's College and incorporated a discovery walk to support their Geography studies. Students were able to identify and recognise how humans have adapted the environment to suit their needs.

The Year 11 ATAR Geography class also participated in outdoor activities. The students, with Mrs Toop, visited Mundaring as part of their field work. Studies of how prescribed burns help to reduce fires were analysed, measured and compared to areas where prescribed burns had not occurred. The weather was perfect and the studies were able to proceed uninterrupted.

Civics and Citizenship classes in the Middle Years continued to build upon the learning undertaken in primary school. Students developed a deeper understanding of the responsibilities and privileges of being an Australian citizen. Year 7 students examined how our political and legal system functions. During these unusual times, students in all grades had the opportunity to observe the power of the State Governments in dealing with the health crisis of the year. Year 10s engaged in a more global outlook as they researched Australia's involvement in, and contribution to, the international community.

Economics and Business studies continued to explore and use real life examples as a way of developing an understanding of how an economy affects our daily lives. Year 9's looked at how innovation and creativity can provide an excellent grounding for new business ventures. Students explored ideas and recognised the challenges of developing successful business plans.

The students continued to amaze us with their ability to grow and achieve to the best of their potential. Australia's future will be in safe hands!

**Ms Cathy Santarelli**  
**Curriculum Team Leader – Individuals and Societies**

## LANGUAGES REPORT

---

"Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents" WA Curriculum - Languages. "Learning another language is not only learning different words for the same things, but learning another way to think about things." Flora Lewis.

Language teachers passionately endeavoured to expose students to language and culture in a variety of contexts. Students accessed a wealth of authentic online material including famous art gallery collections, city virtual tours and opera performances. They engaged in enjoyable leisure activities such as watching films, listening to music and playing board games in the target language. The various topics covered allowed students to gain cultural understandings about the target country and critically reflect on their own. They gave rise to further exploration such as discovering the wonderful contribution Italy made to our own food culture and lifestyle. They were also able to demonstrate their creativity in a variety of relevant learning experiences.

We welcomed back past students, Ellaby Hansen and Tanisha Cayley who reflected on their school language experience and provided an insight into university life. It was wonderful to see the girls continue to be part of the College community.

We were very fortunate to have access to Italian Assistants in the Senior Italian classes thanks to the amazing technology that allowed us to connect across the oceans that separate us. Our *assistenti*, Veronica, Clarissa and Gabriella, enhanced authentic cultural understandings on a variety of topics. The opportunity to participate in individual online tutoring sessions from home greatly assisted students in developing confidence and fluency. It was truly sensational that despite the remoteness and virtual delivery, we were able to develop a warm relationship with these dedicated, passionate young Italian ladies.

The Year 11 and 12 Italian classes enjoyed a cultural evening at His Majesty's Theatre where they saw the operas *Cavalleria Rusticana* and *I Pagliacci*. The Italian units in both Year 11 and 12 have a strong focus on the evidence of Italian culture in the students own city and also the importance and influence at a world level of the Italian Arts tradition. The students were very privileged to experience such a beautiful art form and an exceptional production by the West Australian Opera. The Year 10 and 11 Italian students were encouraged to take advantage of Italian culture present in our own city and soak up the atmosphere of the annual Italian Film Festival.

Students had the opportunity to engage in culinary experiences at home, school and in restaurants. The French classes enjoyed a wonderful array of French delicacies such as duck terrine, camembert and macarons. Students also tried their hand at cooking some French foods. The Italian classes indulged in a variety of Italian food experiences. The Year 9 students enjoyed an evening with friends at the Vault Restaurant and ate a variety of delicious pastas and pizzas. The Year 10 classes ventured to Our Table Restaurant, where they savoured typical Italian dishes based on the salubrious, celebrated Mediterranean cuisine.

The Year 12 Italian students participated in the ATAR oral practice afternoon organised by WAATI. It was an excellent session that allowed students to meet other students and participate in conversation practice prior to the WACE Practical Exam. They were able to experience different approaches by a variety of teachers in small groups. The Year 11 Italian students participated in an interactive day of immersion in the Italian language at Willetton Senior High School. Students were provided with great study ideas and tips, listening and speaking opportunities and help with exam preparation. Students participated in the Education Perfect Global Languages Championships and spent many hours outside of the classroom aiming for the highest possible score and some were awarded certificates.

Our younger learners participated in an array of activities to help learn the Italian language and culture. They celebrated *Carnevale* by making masks and eating traditional treats, learnt to play Italian games, created raps, sang songs, performed role-plays, wrote stories and read books. The various classes made connections with the world of art and music, as they linked language and culture through creating their own pieces of art and learning the *Tarantella*. The Year 2 and 3 and Year 9 Italian classes shared language activities. It was an interactive, productive session enjoyed by everyone.

Students participated in the Education Perfect Global Languages Championships and the WAATI - *Fammi un Poster* competition. They developed a great enthusiasm to revise and develop new skills with a number of students winning awards in both competitions.

**Ms Maria Calabro**  
**Curriculum Team Leader, Languages**

## **MATHEMATICS REPORT**

---

Last year, the Mathematics Yearbook article focused on the importance of statistics, both in our daily life (as seen in the constant updates on the progression of both the pandemic and vaccinations) and in the curriculum. This year, I thought we would focus on another important area of Mathematics – measurement. Again, this area of Mathematics has featured heavily in the news this year – with people

continuously being asked to stand 1.5 metres away from each other, with shops only being allowed one person per 2 square metres, people asked to not go further than a 5-kilometre radius from their home, and even in the Olympics as we watched how far people could run, jump and throw.

The area of measurement was also a key focus point in the curriculum studied by the students, with each year group focusing on different aspects. Examples include:

Year 7: Established area and perimeter formulas and use in problem solving

Year 8: Chose appropriate units of measurement to use, and convert to correct units

Year 9: Used Pythagoras and Trigonometry to solve problems with right triangles

Year 10: Calculated volume and surface area of different three-dimensional shapes

Year 11: Used and calculated time intervals, using different time zones and situations

Year 12: Use of calculus to determine maximum areas and volumes

and through all of this, the skill of being able to estimate – distance, mass, time etc. – was a vital life skill to which the students were exposed.

Apart from all the formal learning, students also participated in various activities during Maths Week, which occurred in Week Three of Term Three. There were daily puzzles for students to solve and submit to win cool prizes. Selected Year 7 and 8 students stayed behind at the end of the day to participate in the state-wide 'Have Sum Fun' Competition, which involved working in teams to solve challenging problems. The highlight of the week was seeing a number of students compete in the national 'Australian Mathematics Competition'. This was conducted on-line, with students working through increasingly difficult problems over the course of 75 minutes. Well done to all those students who received Certificates of Distinction and Credit. And well done to everyone who participated in all the Maths Week activities.

None of the above could have taken place without having a fantastic team in place who are always ready to step in and help. Thank you to everyone for their help with Maths Week activities, with the fabulous library display, but most of all with their daily help with the students in the classroom. I also want to make special mention of the teachers working with the students in Years 10-12 who have not yet passed the Numeracy section of their OLNA. Mathematics teachers (and of course the students themselves) have been working hard to improve their mental maths skills and mathematical literacy in order to pass this important test.

**Mr John Cumpsty**  
**Curriculum Team Leader - Mathematics**

## **SCIENCE REPORT**

---

2021 was another year of learning and fun in Science. The Science Team worked tirelessly to give students a range of opportunities and experiences to engage and excite them; including writing new programmes and assessments for the change from International Baccalaureate to a standard Western Australian curriculum. Our Middle School teachers continued to give our students the best foundation possible in Science. The knowledge, enthusiasm, wide variety of experiences and skills will set them up for success in the future. This was evident in the large number of students achieving success in Science in the Senior School in both ATAR and General Science courses.

In their first year of High School, the Year 7s were introduced to a wide range of Science experiences. They have covered units on Mixtures, Classification, Forces and Gravity, Seasons and Sustainability. Along with these lessons, students visited Herdsman Lake to study the ecology of the area.

The Year 8s continued their journey through units on Energy, Microscopes, Cells and Body Systems, Chemical Science and the Rock Cycle. Many students learned about the Periodic Table for the first time and were introduced to The Periodic Table Song.

In Year 9, students covered units on Homeostasis, Electricity, Light and Sound, Atomic Structure, Radiation and Chemical Reactions, Tectonic Plates and Ecology.

Year 10 is the year when students begin to choose subjects for their WACE pathway. Their formative Science education was rounded out with units on DNA and Inheritance, Motion and Forces, Chemical Reactions, Cosmology, Evolution and Natural Cycles.

In August, we celebrated Science Week. The theme for this year was "Food: Different by Design". We had a demonstration of Mentos and cola reacting, a butter churning activity and we made ice cream from dry ice, along with food related displays. Thanks to Ms Martha Wood, Ms Vivian Bahbah for their assistance, and a special thank you to Mrs Fiona Harris for all that she did to make Science Week a memorable experience for the students.

In the Senior School, students were able to learn about Science outside of the classroom. The Year 12 Psychology class attended the Perth Zoo to examine the training techniques used by the Zoo's staff on the animals. In Human Biology, students visited the BioDiscovery Centre to learn more about Stem Cells and examining DNA. The Year 11 Biology class also carried out some field work at the Perth Hills Forest Centre, including a memorable animal encounter.

The students were provided with wonderful opportunities to engage in Science throughout the year.

**Darren McGoran**  
**Curriculum Team Leader - Science**

## **TECHNOLOGY & ENTERPRISE REPORT**

---

The Technologies Department has undergone significant changes since 2020 with the transition from International Baccalaureate to WA Curriculum affording the opportunity to significantly rewrite courses and open up new avenues of study for students.

### ***Business Technology***

The girls began the year looking at the wonderful things that spreadsheets can be used for. They entered data, created charts, predicted future trends and created queries

The Year 9s investigated suitable bank accounts for teenagers as well as best mobile phone plans available on the market, searched for job requirements and created resumes and cover letters. They investigated what their rights and duties were as a casual or part-time worker and learned how to complete a simple tax return. The Year 10 Business students, created a guide to help teenagers buy their first car and investigated what is required to start up their own business. The Year 10s finished the year by learning some very simple coding in C# using Visual Studio.

In Year 11 and 12, the Certificate III Business students looked at how to stay safe when working, how to work effectively with others and how to make their documents look professional.

### *Child Development*

Year 10 Childcare Students all had the opportunity to care for a “Real baby” infant simulator to experience taking care of a baby. They also created Uthando Dolls that were sent off to less fortunate communities to assist with therapy for traumatised children. Year 12 Children Family and Community students produced traditional food from a variety of countries to celebrate Harmony Day.

### *Food Technology*

Year 7 Food students developed their cutting skills and considered healthy eating when producing nutritious wraps and Mexican taco bowls.

Year 8 Food students designed and produced a healthy burger that would appeal to a teenager.

Year 10 Food students created High Iron Meals and also designed Aboriginal Fusion Food. They had the opportunity to explore indigenous ingredients in a tasting session, and explored using new technologies in the kitchen.

### *Information Technology*

In Year 7 and 8, students had their first experiences with coding, using Scratch Junior and Microsoft MakeCode to create simple games and entertainment products. Year 7 students researched the impacts of social media on teenagers and created an interactive product to explain these impacts. Year 9 IT students studied a variety of topics and produced a number of products including a self-designed and programmed message encryption service, a 3D printed enhancement for their mobile phone and a prototype of a mobile app.

### *Textiles Technology*

Year 7 Textiles students designed and painted creative aboriginal dot-painting inspired pictures on Calico, and used their newly acquired sewing skills to produce a tote bag.

Year 8 Textiles students created lined zipper pouches. In Term 3, students also used the embroidery machine to embellish their zipper pouches.

During Term 1, the Year 9 Textiles students created boxer shorts using patterned cotton fabric with personalised embellishments. In Term 2 they created hooded jumpers from a warm, stretchy polar fleece fabric for the cold winter months and during Term 3, students used their creativity and knowledge of sustainability and upcycling to create an item from discarded denim clothing.

### **Rob Hill**

**Curriculum Team Leader – Technologies and Enterprise**

## **VOCATIONAL EDUCATION & TRAINING / CAREERS REPORT**

---

We are so fortunate and privileged to be living in a country that allows young people to dream and have aspirations about their future, which can be achieved.

Our senior students have once again performed well this year in the vocational and training certificate courses. Many of our Year 12 students were successful in completing the Certificate IV in Preparation for Health and Nursing Studies offered by South Metropolitan and Central Regional TAFEs. Congratulations to the other Year 12 students who successfully completed other TAFE and Fremantle Education Centre courses in Retail Cosmetics, Business, and Dance. Several of our Year 12 students have been successful in attaining early offers to Western Australian universities.

Our Certificate III in Education Support, and Sport and Recreation are always popular as they offer students the opportunity to work with other professionals, experience an out of school activity and further their social, academic and physical skills. All VET Certificate III courses are conducted by the College and have remained popular. Many of our Year 12 students have successfully completed Certificate III courses in Business, Sport and Recreation, and Education Support. Several students have completed a partial Certificate IV in Education Support.

We highly value our professional association with a number of Catholic, State and Independent primary schools for their willingness to support our Education Support students in a school practicum (110 hours). Our St Brigid's College primary teachers enthusiastically allow students to work with them when the occasion arises. Some students have been fortunate to complete their primary school practicum regionally.

Year 10 course selection interviews were conducted online this year and subsequently, the process was more streamlined and uplifting. Due to COVID-19 cases resulting in the cancellation of the Careers Expo, our Year 10 students, once again, benefitted from the St Brigid's Virtual Careers Expo. Fortunately, some career and skills expos were available and, as a result, our students were given the opportunity to attend a Career Expo at Notre Dame University, organised by the Wirrpanda Foundation.

Year 7 students completed the Career Compass Programme which enables the student to consider the many career opportunities available to them.

The College places a high importance on providing career, course and subject advice and transition options to students. We have greatly appreciated the opportunity to meet parents and guardians to discuss these educational matters during the Year.

We look forward to aiding students to attain their dream and preparing them for the future.

**Ms Margherita Almond**  
**Careers & Transitions Officer/VET Coordinator**

## **PRIMARY SCHOOL REPORT**

---

One of the things that COVID has taught us is agility, flexibility and adaptability. As the safety of our students is paramount, we responded swiftly to the changing restrictions whilst continuing to provide the best possible education within our power. There was a delay in the commencement of the 2021 school year due to the COVID lockdown, however, this has not affected our students who continued to achieve excellent results.

This year saw the move from International Baccalaureate and we entirely focussed on the Australian Curriculum. We wanted to implement pedagogies that would have a substantial impact on the students' learning. We researched and planned, and looked at exemplary schools. The pedagogies and strategies were evidence-based practices which produced significant gains in the academic area. Our teachers are to be commended for their dedication, in working as a team, to implement the strategies formulated. They researched and retrieved data from the students' work using the information gained, to tailor lessons according to the specific needs of their students.

Explicit Instruction is one of the vital evidence-based strategies we employ, which evidentially has one of the highest impacts on a child's academic achievement. This direction has initiated a systematic spelling program known as "Spelling Mastery" for Years 2 to 6 and "Letters and Sounds" for Early Childhood. In the morning, students moved with precision to the different spelling classes catering for

their individual needs. We also further enhanced our vocabulary studies using Explicit Instruction which extended the students capability to use challenging words in their writing and increased their reading abilities. However, we have not discarded Inquiry Learning. It still has a role to play in our daily teaching. With high expectations and the implementation of these programs, we have experienced significant improvements and growth in our NAPLAN results.

I would like to acknowledge our key teachers, Mrs Catherine Wildish, Mrs Nikki Nayler, who trusted the Explicit Instruction initiatives and spearheaded the direction with me. In addition, I acknowledge the two key literacy teachers, Mrs Gisella Masella and Mr Joe Comito, who poured their heart and soul into the literacy projects.

Digital Technologies are part of our Curriculum, educating our students to be ready for the 21<sup>st</sup> century, through STEM. This year, the Year 6s re-enacted the now famous television program, "Shark Tank". Their project was to create and sell their products to professionals. Our Year 6s demonstrated innovation using the concept of STEM to develop products and services that would help to improve our world. Our primary students had the opportunity to code, and some students from the middle to upper-years took part in the RoboCup competition.

This year we introduced the Keeping Safe Child Protection Curriculum as part of our Health program. Catholic Schools in Western Australia are using this program to help students from as early as Kindergarten to discern what appropriate and inappropriate touching is and how they can protect themselves from abuse.

Our teachers should be on a pedestal!" When you graduate in other professions, you are given a specific role, however the graduating teacher is called to act in a multitude of different roles, for example, they become nurses when a child scrapes a knee, protectors as they guide their students through child safety issues whilst continuing to teach the many and varied areas of education. This era brings with it the challenge of safety in the form of cyber safety and the ethical use of social media. Technology is part and parcel of our everyday life and our students are taught about the power of the media, which can be used for good, but also for evil, and as a platform for misinformation and a fascination for scandal, as was exposed during the Trump era. Accordingly, our role as teachers becomes more extensive and intensive as we guide our students ethically through our ever-evolving technology, to code algorithms, and to use the lessons learned for the good of all and to make an impact on life.

Our Sports students, under the guidance of Mrs Bianca Openshaw and the PE department, diligently participated in additional training in the mornings. We would be remiss if we did not recognise the determination and perseverance of our sports personnel on the Primary Campus. After training, our students were rewarded with a hearty breakfast of cereal and toast, which we would like to thank the Parent Forum for sponsoring. It is therefore with a great deal of delight that I advise that their hard work paid off as SBC won the overall 2021 Cross Country Girls Championship.

Our Arts department were also rewarded for their efforts in the Awards received at the Catholic Schools Performing Arts Festival. We had innumerable entries from dance, chorale, solo pianists to choral speech. Each entry received an accolade, and in addition, St Brigid's College received two Overall Shields for outstanding performances in Sacred Chorale and Choral Speech.

As you can see, our College is a well-balanced institution where we place the importance of being Christ-Centred, excellence in academic pursuits, and in the Arts and Sports, catering to the individual talents of our students.

It was my privilege to work with four outstanding young leaders Marie (Leane) Collard, Ella Evangelista-Comito, Jinli Aird and Mikayla Powell. I thank the Year 3 to Year 5 students for voting for these remarkable leaders and thereby allowing me to learn from them the meaning of humility, initiative, and determination. I am grateful for the opportunity to watch these leaders grow into their roles. At first, they were as calm as the great rivers which gently swell and go unnoticed, and then when the right moment came, we saw them burst their banks and pour out their ideas and knowledge with enthusiasm. Finally, I see the beacon of light in every one of our leaders, as they demonstrated every sense of leadership, even embracing Servant Leadership emulating Jesus in every way.

Along with the teachers, I would like to extend a special thank you to our Parent Representatives and parents who have supported the school in more ways than one, may it be being part of Bush School or organising the College Fair, your tireless efforts are not going unnoticed. I would also like to thank our Parent Forum whose support has meant we are able to embark on our first leg of establishing the Nature Playground.

2021 has truly been a blessed year, and we look forward to next year and to being able to build continuity for our Strategic Plan and further embark on well researched, high impact strategies.

Now as we approach the end of the year, let me share a favourite Pope Francis blessing, whose humility I have often admired.

*May God bless you and keep you  
May He show His face and have compassion on you.  
May He turn his face toward you and give you peace  
May God Bless you.*

*Peace and goodwill to you and your family.*

God Bless.

**Ms Anne Tan**  
**Head of Primary School**