



Dear Parents, Student, Staff & Friends

As part of our commitment to offering an excellent student learning experience, and to achieve international excellence in our educational activities, pastoral care and service, we engage in regular reviews of all areas. This assists in continuous improvement. At the same time, the Governments' focus on the importance of education requires the College to report on School Performance for the 2008 Academic year on staffing and key student outcomes. Although we share our achievements with the wider community through our regular publications, this report provides further details about our school and the performance of our staff and students.

I hope that you will make the time to read this report and I thank all our families for supporting us in the educational programs of the school. It is through this strong home/school partnership that we are able to achieve our purpose.

STAFFING

The school has an extensive level of experience and stability among staff. In 2008, the retention rate of staff by St Brigid's College was 99.9% over all areas. In the teaching area, St Brigid's College retention rate was 99.9%. A number of staff members went on Long Service Leave or salary sacrifice leave and hence we had a number of new faces joining our staff at the beginning of 2009. Of the overall staff that left, one actually retired. It is pleasing to report that our average attendance rate for all staff over the 2008 year was 99.13%.

St Brigid's College is committed to providing high quality teachers with a variety of expertise. To this end, we ensure that staff members attend relevant professional development. I am pleased to report that all staff demonstrated a strong commitment to their ongoing professional learning and to work in a collaborative manner to provide a very positive and productive learning environment for all students.

The number of staff attending professional development in 2008 was 110, with every teacher attending at least one professional development course during the year. The average spent per teacher being \$410.00. This figure is a vast reduction on last year due to many of our staff having already undertaken training to offer the International Baccalaureate. Costs include course fees and any travel/accommodation costs associated with the professional development. Courses attended included but are not limited to:

- Accreditation seminars to ensure that staff members have the necessary accreditation status to work and teach in a Catholic School;
- Computing;
- Participation in Courses of Study seminars and assessment seminars;
- Science, Mathematics, Technology workshops;
- Art, music, drama and media workshops;
- Marketing;
- Advanced Cognitive Behavioural Therapy;
- Career Development;
- Alliance of Girls Schools;
- Nursing Competencies;

- Aspergers Syndrome;
- Behaviour Management – Autism;
- Leadership;
- Chemical Safety;
- Christian Service Learning;
- First Aid;
- Health and Well-being;
- Lifeguard and Pool Manager requalification;
- International Baccalaureate – on line.
- Seminars and conferences focusing on all areas of the curriculum;
- Aboriginal studies;
- Pastoral care;
- Supporting students who have learning difficulties;
- Payroll

Staff members have not only participated in the above, but on many occasions have facilitated these seminars. These have occurred often in their own time, such as after school and during the holiday periods. In addition, support staff members were provided with in-house professional development opportunities. I think this demonstrates that we have very dedicated staff members who always aim to be the best that they can for the benefit of our children.

We have a diverse range of interests and expertise in our staff, brought together to match the many different needs of our students. As new staff members join the College you will see their photographs in the newsletter together with a brief profile and their qualifications. All staff members have their qualifications listed in the Year Book.

Please do not hesitate to contact staff with affirmations, concerns or suggestions:

Should you wish to email a staff member, the format for all addresses is:

surname.christian name@stbrigids.wa.edu.au

Unfortunately, due to increased spamming, we are unable to place all teachers' email addresses on the College's Internet presence, which is found at:

www.stbrigids.wa.edu.au

STUDENTS

St Brigid's College aims to have graduates who have developed as a whole person taking into account morals, values and ethics in addition to academic learning. Academically, we cater for both university-bound students and students who prefer activities that are more practical and desire to fast track to the workforce, by offering a comprehensive range of courses of study, including VET Career pathways in areas such as business and computing, hospitality, sport and recreation and childcare. While completing these pathways, students have the opportunity to experience life in the workforce by spending one day a week in a business, which best suits their career aspirations. It continues to be a delight to witness how our students assume adult responsibilities expected of them by the world of work. It was equally joyful celebrating the successes of our Class of '08, who qualified for university/TAFE entrance in competitive courses, including Engineering, Science, Environmental Science, Commerce, Dentistry, Arts/Fine Arts, Nursing, Early Childhood Education, Health Sciences, Creative Industries Graphic Design. These achievements do not occur by accident.

In order for students to achieve, it is vital that they attend school regularly and do not miss crucial classroom teaching time. It has been pleasing to note that our student attendance rate for 2008 was 96% over the whole school population. While sickness cannot always be avoided and occasionally

opportunities to represent the State are too good to miss, I do remind parents that the practice of holidaying during the school year should be avoided, especially in the senior years of schooling. Each day a child is at school enables them to build on their knowledge and skills. Being absent means that children can miss the basic skills and may experience difficulties later with their learning. Each day helps children to build confidence in areas such as communication, teamwork, organisation and social skills. However, I do take this opportunity to acknowledge the efforts of the majority of parents who daily ensure that their children arrive at school well prepared and on time.

When a child is absent and the reason is “unexplained”, part of the Duty of Care of the College is to ascertain why the student is not at school as the reasons could be numerous. Parents may also be under the impression that their child is actually at school. Therefore, student services’ staff telephone home/work to establish a reason for the absence. If no response is received, a telephone call is made again the following day. If, once again, no response is received an absentee letter is sent home to parents on the last day of the week for a response to be returned to the school.

Retaining students for the whole of their education is something that we aim for whether they enter in Kindergarten or come to us in Year 8. Our retention rate of Year 9 students from 2005 to Year 12 students in 2008 was 74.3%. Students leave the College for numerous reasons, family circumstances change and an increasing number of students leave to take up apprenticeships. However, during this time there was also an increase of student enrolments of approximately 20%, making the overall Year 12 cohort 133 students.

Teachers are more closely monitoring student progress across year groups, as later academic success depends on the habits and understandings formed during in the earlier years. It is essential when viewing the achievement data for Years Three, Five, Seven and Nine that the achievements of our students are placed in a wider context of their learning journey whilst at St Brigid’s College. Parents are reminded that whilst the NAPLAN, WAMSE and the Bishop’s Literacy Testing provide an indication where their son/daughter is positioned in the State, according to test results, a student’s ability levels and potential is unable to be fully ascertained from a single assessment piece. At St Brigid’s we believe that it is important to maintain a holistic view of students’ academic development, not only in the year that they are at school, but across all the years of schooling, to celebrate individual achievements made.

When viewing the data it is important to consider that 2008 was the first year of the introduction of the NAPLAN (a nationwide assessment tool) and the WAMSE (a statewide assessment tool); and data is compared to the previous year’s WALNA results. In addition, significant intakes of students in Years Seven and Eight from varied educational backgrounds and experiences may influence results achieved in assessments such as the Bishop’s Literacy Assessments. All students are encouraged to strive for personal excellence, and the College Reports issued three times a year for Years One to Twelve, should be the formal tool for monitoring achievement (plus conversations with students and teachers plus class work and assessment pieces completed, sighted and signed by parents).

SCHOOL PERFORMANCE DATA

Religious Education Testing Years 7 and 9

Year Level	State Average	St Brigid’s Average	Benchmark	Cohort Above 50% (86 Students)
7	56%	49%	NA	53%
Year Level	State Average	St Brigid’s Average	Benchmark	Cohort Above 50% (152 Students)
9	53.4%	55.2%	NA	82%

WAMSE (Western Australian Monitoring Standards in Education) – Years 7 - 9

Test	Year Level	WAMSE Score Average	% Above WAMSE Test Standard	% In Top Third	% In Middle Third	% In Bottom Third
Science and Investigating SBC	7	443	59%	17	72	11
Science and Investigating WA	7	442	NA	20	60	20
Test	Year Level	WAMSE Score Average	% Above WAMSE Test Standard	% In Top Third	% In Middle Third	% In Bottom Third
Science and Investigating SBC	9	492	70	14	77	9
Science and Investigating WA	9	483	NA	20	60	20

Test	Year Level	WAMSE Score Average	% Above WAMSE Test Standard	% In Top Third	% In Middle Third	% In Bottom Third
Society and the Environment Investigation, Communication And Participation SBC	9	508	69	31	60	9
Society and the Environment Investigation, Communication And Participation WA	9	491	NA	20	60	20

NAPLAN (National Assessment Program Literacy and Numeracy)

YEAR THREE	NUMERACY			LITERACY	
	NUMERACY	READING	WRITING	SPELLING	GRAMMAR PUNCTUATION
AUSTRALIAN MEAN	395	399	408	400	403
SBC MEAN	387	407	430	417	416
BELOW STANDARD	3 (5%)	3 (5%)	-	1 (1%)	4 (7%)
AT NATIONAL MINIMUM STANDARD	6 (10%)	7 (12%)	3 (5%)	8 (14%)	6 (10%)
ABOVE NATIONAL STANDARD	50 (85%)	49 (83%)	56 (95%)	50 (85%)	49 (83%)

YEAR FIVE	NUMERACY			LITERACY	
	NUMERACY	READING	WRITING	SPELLING	GRAMMAR PUNCTUATION
AUSTRALIAN MEAN	474	482	485	482	494
SBC MEAN	466	505	502	487	516
BELOW STANDARD	4 (6%)	3 (5%)	1 (2%)	2 (3%)	3 (5%)
AT NATIONAL MINIMUM STANDARD	9 (14%)	4 (6%)	6 (9%)	9 (14%)	6 (6%)
ABOVE NATIONAL STANDARD	52 (80%)	58 (89%)	58 (11%)	54 (83%)	58 (89%)

YEAR SEVEN	NUMERACY			LITERACY	
	NUMERACY	READING	WRITING	SPELLING	GRAMMAR PUNCTUATION
AUSTRALIAN MEAN	543	535	532	537	528
SBC MEAN	524	541	541	536	533
BELOW STANDARD	6 (7%)	2 (2%)	4 (5%)	5 (6%)	3 (4%)
AT NATIONAL MINIMUM STANDARD	8 (8%)	13 (15%)	7 (8%)	9 (10%)	13 (15%)
ABOVE NATIONAL STANDARD	72 (85%)	71 (83%)	75 (87%)	72 (84%)	70 (81%)

YEAR NINE	NUMERACY			LITERACY	
	NUMERACY	READING	WRITING	SPELLING	GRAMMAR PUNCTUATION
AUSTRALIAN MEAN	582	578	570	576	570
SBC MEAN	571	588	589	589	587
BELOW STANDARD	7 (4%)	6 (4%)	4 (3%)	5 (3%)	10 (6%)
AT NATIONAL MINIMUM STANDARD	30 (19%)	22 (14%)	27 (17%)	24 (15%)	22 (14%)
ABOVE NATIONAL STANDARD	122 (77%)	131 (82%)	128 (82%)	130 (82%)	127 (80%)

Please note - % indicates the % of the cohort

The above data are affirming of the College's 'literacy focuses' of recent years. The data also identifies the need for a particular 'numeracy focus', a strategy that has been adopted for 2009 and will continue to be developed into the future.

Median Score Year Nine (no standardized tests Year 10)

WAMSE Year Nine Science/Investigating	496
WAMSE Year Nine Society and the Environment/ICP	514
NAPLAN Year Nine Numeracy	533
NAPLAN Year Nine Reading	493

% Changes In Benchmarks

WAMSE and NAPLAN were both new for 2008 and % change between years is limited to Numeracy and Reading (and Science Years Nine).

Using the NuLit Data these scores have been converted to 'equivalents' between WALNA/NAPLAN/WAMSE

Year 3	2007	2008	% Change
Numeracy	352	337	-4.3
Reading	334	321	-3.9
Year 5	2007	2008	% Change
Numeracy	427	420	-1.6
Reading	408	420	+2.9
Year 7	2007	2008	% Change
Numeracy	482	464	-3.7
Reading	466	458	-1.7
Year 9	2007	2008	% Change
Numeracy	532	535	+0.6
Reading	509	495	-2.8
Science	486	492	+1.2

The College supports all students to develop individualised learning pathway plans (LPPs), which motivate students to reach their potential. In Year 10, we offer the Choices and Challenges days where students are given the opportunity to explore any aspect of any career in which they may be interested in order to help them make the correct subject choices for Years 11 and 12. In addition, the Careers Information Evening and individual interviews with College staff provide students and their parents with the opportunity to speak to representatives of numerous organisations on such topics as the qualifications/skills required to enter the workforce or tertiary institutions while creating their LPPs.

Year 12 Graduation results

As previously advised in College publications, in 2008, individual students as well as the Year 12 cohort achieved outstanding results.

Western Australian Certificate of Education (WACE)	
Number of students eligible to graduate	130
Number of students who graduated	130 (100%) One of 47 schools with 100% graduation rate.
Number of students who successfully completed VET nationally recognised Certificates	34 (100%) One of only 22 schools to achieve such a percentage

In 2008, we had the following results in the TEE:

- Students gaining over 90+ 14
- Students gaining 80-90 20
- Students gaining 70-80 28
- Students gaining 60-70 10
- Students gaining less than 60 4

Total of 76 students

The average TER for our 2008 cohort was 80%

- St Brigid's was listed as one of the top schools in WA in the Wholly School Assessed subjects of Beliefs and Values, Small business Management & Enterprise, SWL Information Technology.
- Curriculum Council Certificates of Excellence were awarded to two students.
- Curriculum Council Certificates of Distinction were awarded to two students
- Western Australia Westscheme Awards were awarded to two students.
- University Scholarships were awarded to 4 students:
 - 1 from UWA
 - 3 from Curtin University

Destinations:

- 85 students applied for University with 82 places being offered. This is a percentage of 96.5% compared to WA 90.5%. This does not include students who applied to Notre Dame.
 - Curtin 38 offers 31 accepted
 - ECU 25 offers 20 accepted
 - UWA 12 offers 11 accepted
 - Murdoch 4 offers 3 accepted
 - Notre Dame 6 offers 6 accepted

- 46 applications were lodged with TAFE.
 - 15 offers were accepted for the following areas of study:
 - Certificate III in Racing
 - Certificate IV in Visual Arts and Contemporary Craft
 - Certificate IV Beauty Therapy
 - Diploma of Event Management
 - Advanced Diploma of Interior Design
 - Certificate III Teachers' Assistant
 - Diploma of Human Resource Management
 - Certificate IV in Financial Services
 - Certificate IV in Business
 - Certificate IV in Marketing
 - Certificate IV in Design (Graphic)

24 offers lapsed i.e. offer given but not accepted or rejected.

- 7 did not meet entry requirements.

Value added

While achieving above average academic results, students at St Brigid's participate in a wide variety of experiences that support them to develop fully as community-minded people. There were Medieval Festivals, Debating teams, the Academic Challenge with a visit to Europe, MIAMAD (Mercy in Action, Making a Difference) where students visit the elderly in nursing homes, knit clothes and blankets for those in need etc., Encounter Days and Retreats, the Tournament of Minds, the annual Fun Run, Dance and Drama productions, participation in the Performing Arts Festival, Socials, Dance lessons with their brother school Mazenod, Hockey, Cricket, Netball, Football and Soccer teams, Rowing – the list goes on and on. Of no small note is evidence of a growing awareness of local, national and international areas of concern and a commitment by students to making a difference in the world. Students have shared their concerns at assemblies and together have raised \$30,000 for the poor and disadvantaged through a variety of initiatives.

COMMUNITY SATISFACTION

What follows are some comments I have had the pleasure of receiving during the year from the College community, to illustrate its satisfaction:

".....very impressive standard of work coming through from our young artists" Allannah McTiernan at the "Outside the Frame Art Exhibiton".

"I am very happy with St Brigid's treatment of my daughter, their "motherhood/parenting" at the boarding house and for her education in general". Satisfied parent.

".....I am writing to tell you how pleased we are that one of your students has enrolled in Medicine at the University of Notre Dame." Letter from Notre Dame University.

Numerous comments from visitors on Open Day on the behaviour of students, their maturity, friendly and informative staff, lovely atmosphere, the hospitality, the learning environment.

"Our daughter will always treasure her boarding experiences and memories of St Brigid's College". Satisfied parent.

"The care and support enabled our students to both enjoy and benefit educationally from their stay in Australia." The President of Immaculate Heart College in Kagoshima, Japan.

One of our students was accepted into WAPPA and was told she was the most talented of those who auditioned for the 2008 year.

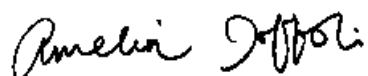
I would like to end this letter with a synopsis of a note of appreciation, which now sits on my desk and I proudly share with incoming families during enrolment interviews. The note has been written by one of our Year 10 students upon completion of a year-long and very challenging Personal Project for the International Baccalaureate program. This young person wanted to help young people in Africa who are not as fortunate as most in Australia. After organising very creative fundraising events, she was able to raise enough to purchase education goods to fill a container. She then, personally, went to an Africa school poor in resources where she was inspired with how much the people appreciated something small like a pencil and some paper. She is now challenging us all to be thankful for the many things we have, as for her new African friends what we take for granted will remain a life-long dream. She states that she came to realise that it doesn't matter what brand of clothes we wear, what car we drive, how big is our house but rather the only things that matter is having food and water, clothes on our back, people to love and a place to call home. She learned much from all the students at her African school especially that to them education is truly the light of life. In her own words:

".....but now I realise this wasn't just a project, it was a life changing event that has opened my eyes to the world around me. [It has] Taught me new ways to see things and provided me with life long memories and ambitions."

With the help of many, we believe that in 2008 we have embodied our newly refreshed College mission statement:

- The College's Mission is to provide excellence in international education within a Christ centred environment; to support students in their growth as contributing members of the community whilst living the ethos of the Catholic faith within the Spirit of Mercy.
- Our values of Courage, Honesty, Inclusivity and Thankfulness encourage individuals to be resilient and live life passionately, to be open, always searching for truth and acting with integrity, to honour the uniqueness of themselves, respect the diversity of others and the beauty of the earth and to celebrate each other, their unique surroundings and acknowledge all their blessings.

May God continue to bless us all!



Amelia Toffoli
Principal
June, 2009