



A Kildare Ministries school in the Brigidine tradition

2021 ANNUAL REPORT

Strength and Gentleness

OUR COLLEGE AND ITS VALUES

This report provides parents, staff, students and the community with meaningful information about Brigidine College and is prepared to comply with the requirements of Commonwealth and State governments.

Brigidine College was founded in 1929 and for more than 90 years has been a beacon of learning and hope for generations of young women.



Brigidine College is a Kildare Ministries school in the Brigidine tradition. It is an Independent Catholic College for girls Year 7 to Year 12. The College Board supports Kildare Ministries Trustees in the school’s administration and has representation from Brigidine Sisters, past students and the community. The Board, through its Chair, is accountable to the Trustees of Kildare Ministries. A Senior Leadership team of the Deputy Principal Curriculum, Deputy Principal Students, Deputy Principal Mission, Assistant to Principal Administration and Information Technology, Assistant to the Principal Professional Teaching and Learning and Business Manager assist the Principal, who in turn is responsible to the College Board.

The College is located at 53 Ward Street Indooroopilly - eight kilometres from Brisbane city. Students are drawn from the local area as well as the wider Brisbane area. The 2021 enrolment average is 852 students. The students come from diverse cultural and socio-economic backgrounds. Around 14% of students speak a language other than English.

Enrolments	2019	2020	2021
Total	767	837	852
Indigenous	16	16	24

The College is committed to providing quality and affordable education for the empowerment of girls. Its core values are to:

- ✦ be faithful to the Catholic heritage;
- ✦ welcome all people, especially the most vulnerable;
- ✦ celebrate all that is good with joy and gratitude;
- ✦ engender a love of learning, hope and a sense of purpose: and
- ✦ image and practise justice and service.

The Brigidine motto *Fortiter et Suaviter* (Strength and Gentleness) and the Brigidine Sisters’ vision of creating a just world through education remain central to College life. The Brigidine Sisters are women of faith and love who, for over 200 years, have provided opportunities for young people to learn. They also welcome and shelter the most vulnerable in society at any time and continue to be inspirational role models for the Indooroopilly community.

The gifts of *Fortiter et Suaviter* are etched in the ongoing story of *Wonder – Celebrating all that is good with joy and gratitude*, the College theme in 2021. With an explicit drive to engage, connect, learn and reflect, the College embraced the 2021 theme of *Welcome*, and provided the opportunity and challenge to staff, students and the Indooroopilly Community to:

- ✦ be present to our spiritual lives through Jesus and St Brigid;
- ✦ be present to gifts we have and through encounters with other, share;
- ✦ be ready and willing to learn, share wisdom and encounter the world as we find it.



The community is respectful of relationships that provide dignity and care for others, interdependent and reliant on the gifts we share as we work for the common good, empowered through the experience of sharing gifts that help us to achieve our goals. Students and staff are invited to explore, discern and discover that God is not only with us but is also working in us and through us. This spirit continues to inform and strengthen our community.

With a focus on *Inspiring young women to be the difference*, the goals outlined in the Strategic Plan provides direction for the College:

Catholic Identity and Spirituality – Living the Brigidine tradition and Catholic Mission in a contemporary way by:

- reinterpreting the Catholic Faith, Spirituality and Scripture in the contemporary pluralistic content
- expressing Faith and Spirituality in the inclusive, eucharistic community
- actively engaging in faithful service of others in a just way.

Learning Culture – Enhancing a passion for learning and educational excellence by:

- cultivating a culture of continual improvement, where challenge is valued, without fear of failure that leads to achievement
- transforming learning into purposeful action
- embedding evidence-based practice, research and resources to enhance innovative and contemporary pedagogy and curriculum.

Wellbeing – Developing and nurturing a resilient community by:

- promoting a safe and inclusive school community where students can flourish
- supporting all staff to model wellbeing at the College
- working in partnership with families and the broader community to develop authentic relationships.

Stewardship – Caring responsibly for a sustainable future by:

- ensuring financial sustainability
- providing a safe working environment
- delivering digitally enhanced operations
- enhancing the presence and profile of the College
- reducing the College’s environmental footprint.

DISTINCTIVE CURRICULUM OFFERINGS

As a learning community, Brigidine College recognises the transformative power of education and is committed to fostering excellence in teaching and learning. Teachers model learning experiences and critical interpretative skills so that students shape their own learning into the future. Through shared learning pursuits, the students and teachers engage together to expand their understanding of learning, and that learning is interactive, integrated, collaborative and creative. This is where critical thinking, effective communication, teamwork and personal and social skills are developed. Brigidine College’s curriculum is structured according to phases of learning - Middle Years, Year 7 to Year 9 and Senior Years, Year 10 to Year 12.



The College’s Strategic Plan focuses on enhancing a passion for learning and educational excellence. Students are encouraged to excel in all areas of their learning by focusing on a growth mindset, reflective practice and continual improvement. Students take part in learning that develops their skills to become independent, reflective, challenged, resilient, collaborative, risk-takers, higher order thinkers, effective communicators and responsible learners.

The College *cultivates a culture of continual improvement, where challenge is valued, without fear of failure that leads to achievement*. To achieve this goal, the College:

- embeds *Brigidine Learning Paradigm* practices in all areas of learning and;
- enhances learning options by providing challenging learning and assessment options across the College curriculum.

The **Brigidine College Learning Framework** was launched and implemented in 2019. The design of the framework is student-centred, and the circles encompassing the student include:

- The key attributes of the **Brigidine Learning Paradigm** followed by,
- Whole school learning areas which interlink the day-to-day practices in the areas of Curriculum, Wellbeing and Cocurricular – all equally important to achieve outcomes for the students.
- This is then surrounded by elements that support student learning – Learning Practices which are based on elements from the Dimensions of Learning Pedagogical Framework, ie. Attitudes and Perceptions and Habits of Mind and Learning Dispositions.
- The *key structures and processes* circle highlight the key supporting structures and processes to ensure support for the components in the previous circle.
- The final and outer circle are the key elements of the College’s *Mission Statement* encompassing all the areas. The Mission Statement is embedded and considered in all elements of learning at the College.

Thus, the College curriculum, supported by *Classroom Instruction that Works* and the *Brigidine Learning Paradigm*, aims to:

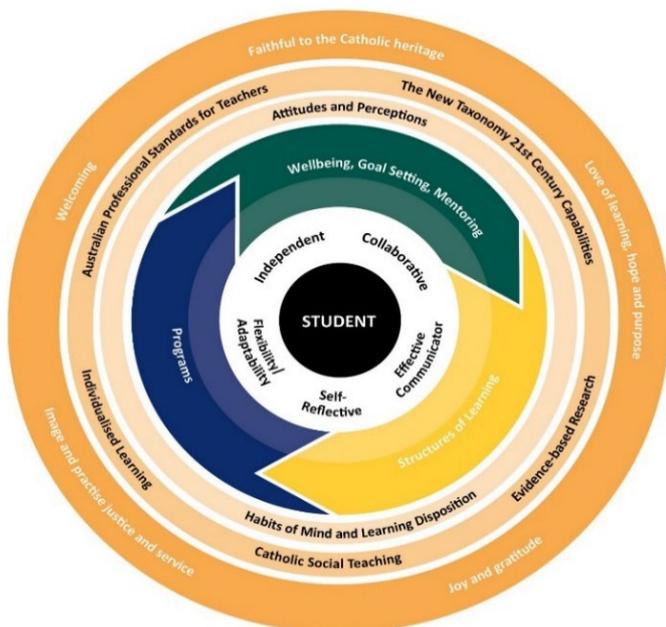
- educate the whole person;
- provide a student-centred learning environment in which the sacredness and dignity of each person is affirmed;
- recognise and support learning needs of all students with particular focus on girls’ learning styles;
- develop independent, reflective learners and promote a lifelong love of learning;
- provide for independence through inquiry, analysis and transformation;
- nurture and encourage each person’s potential and giftedness;
- provide challenges which stimulate and improve learning outcomes for all.

Religious Education is an integral part of the College curriculum and is studied by all students. The unit topics are underpinned by the Archdiocesan Religious Education Guidelines. Religious Education aims to foster the development of Catholic faith and spirituality as well as to empower young Brigidine women to create a more just society.

The core content of the Religious Education syllabus is organised into four interrelated strands. These include:

- ✦ Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- ✦ Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- ✦ Church (Liturgy and Sacraments; Communion and Community; Church History)
- ✦ Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality)

The College’s Religious Education teachers empower and inspire students to consider the morals and values that influence society and culture, through a rich understanding of sacred text, history, beliefs and purpose.



Brigidine College Learning Framework

As Brigidine College explores the *Principles of Kildare Ministries Living Justice* charter, the College has embedded Catholic Social Teaching practices across the life of the College.



Each year, students lead their peers in reverent and reflective prayer rituals that challenge them all to be engaged in contemporary issues, to answer the call to prayer and then *Walk the Talk* putting their holy words and the Catholic Social Teachings into action.

As well as explicit teaching of mandated scriptural texts, teachers introduce students to prayers from the Catholic Christian tradition. Significant Church documents, notable the Catechism of the Catholic Church and Vatican documents, like encyclicals, are also studied. This religious knowledge is fundamental to developing a strong sense of justice.

Curriculum Pathways

At Brigidine College, our curriculum program provides extensive core and elective subjects to ensure students gain a well-rounded education tailored to their interests and gifts – and, importantly, is delivered in a manner that enhances engagement and supports students through the challenges of adolescence and early womanhood. The College has a proven record of strong academic achievement and a range of curriculum pathways to meet the diverse learning needs and career aspirations of students. Details are available on our website [here](#).

Information Technology

Brigidine College equips students with future focused skills to meet 21st Century challenges. We continue to meet these challenges in many ways, both through education and with the technological advancements implemented on campus.

To achieve this outcome, Brigidine College consistently introduces, develops and upgrades technology to assist students’ learning and teachers’ pedagogy. New initiatives keep us at the forefront of digital education.

The College has an extensive wireless network with a 1:1 laptop program. Laptops are installed with a variety of industry standard software programs which, when connected via WiFi to the 1000mbs internet link, provides students with some excellent resources for learning in a wide spectrum of curriculum areas. Integrated eLearning enables students to discern and critique how best to learn and create for the future.

Brigidine College is a busy technology campus with over 1200 wireless BYOD technological devices. The College has a very robust infrastructure to ensure students have the best possible access to their digital curriculum.

The College uses the following software to enrich technology use on the campus:

SEQTA is a learning management system that provides connections and interconnections between teachers, students and families. SEQTA has an app for the iOS and Android smart phones. The app allows parents to view their daughter’s assessment, sight teacher feedback, track upcoming homework and review relevant school notices.

Microsoft Windows 10 provides for faster start up at the beginning of lessons including access to great educational apps.

Office 365 allows students and teachers to access email and calendars from mobile devices, create websites to share documents, contacts and tasks, or work with Office documents.

Microsoft Teams is a chat-based collaboration tool that provides teams whether on or off-site, with the ability to work together and share information via a common space.

Microsoft Teams is fully integrated with many other Office 365 services, such as Skype, SharePoint and Yammer.

OneDrive is Microsoft's cloud storage solution offering students the opportunity to become collaborative learners, sharing documents with their peers and teachers.

OneNote notebooks are prepopulated with curriculum material allowing teachers to appraise students work and keep track of their progress.

Clickview enables students and teachers to take a video and upload it to their workspace on Clickview's cloud servers to be shared with other students and teachers.

Vivi a purpose-built tool for education, with features and functionality designed specifically to help teachers keep students engaged and deliver 21st Century learning outcomes.

The Compass Program



At Brigidine College, we endeavour to re-interpret the Brigidine vision for a future generation of strong and gentle young women who are resilient and equipped with 21st Century thinking skills to solve problems and lead change. We strive to achieve this vision through the [Compass Program](#). Guided by the Middle School Pedagogy, with a focus on differentiation and personalised learning, the Compass Program is developed around rigorous and challenging learning experiences for High Potential Students.

Compass endeavours to develop the academic, social and emotional skills of high potential learners. Providing students with an opportunity to work with like-minded peers in a supportive and academically challenging environment fosters confidence and success.

- Selective entry program - High Potential Students supported by expert teachers.
- Personalised learning informed by the triangulation of data and expert teaching.
- Opportunities for curriculum acceleration, extension and enrichment.
- Problem based learning projects to develop 21st Century skills with a focus on community improvement.
- Informed by Middle Years Pedagogical approach and educational research.

Learning Mentor Program

Each year, all Senior students participate in the Learning Mentor Program. Students value having the opportunity to share with a senior staff member, the goals and progress of their Senior Learning Journey. This program enables our Seniors to remain focused in their academic lives.

Senior students appreciate the one-on-one relationship with a staff member who helps them reflect on their academic progress, their learning and their post-school goals. Mentors foster a love of learning in students that takes them into their next phase of learning with confidence.

Study Hall

Brigidine College offers separate [study halls](#) for Middle School and Senior School as well as Maths Tuition.



The Senior School Study Hall is a place for Year 10, 11 and 12 students to study any subject with the support of on-call tutors.

The Middle School Study Hall provides an opportunity for students in Year 7 – 9 to seek extra help with their studies. Staff and selected Year 11 tutors support students with their learning including set work and assignments. This is an innovative peer support system that provides each learner with the boost they may need in their academic transition to high school. Middle Years students regularly make use of this fantastic opportunity to seek assistance with their homework and preparation for exams.

Academic Enrichment

Opportunities for academic enrichment, extension and acceleration are identified for students to challenge their academic abilities. Students' participation in enrichment activities demonstrates their commitment to improving their learning outcomes and developing 21st Century skills.



Students at Brigidine College extend and enhance their learning in a wide range of classroom learning, cocurricular activities, competitions, workshops, online learning and external study that present students with rigorous learning experiences outside of the classroom. Enrichment activities, taking place outside of the traditional classroom setting, encourage students to take risks with their learning, demonstrate leadership and resilience.

Brigidine College facilitates students' participation in various enrichment programs run by local universities. Students embrace extension opportunities and attend lectures, tutorials and practical classes providing them with real university experiences whilst undertaking a full timetable at the College.

Enrichment activities highlights throughout the year include:

- Maths Manics Competition
- Australian Brain Bee Challenge
- IEUQ-NT Literary Competition
- UQ Science and Engineering Challenge
- Physics Odyssey
- Future Problem-Solving National Finals 2021
- BEAQ Accounting Challenge
- CSIRO Bebras Computational Thinking Challenge
- Suncorp Earning, Saving, Spending, Investing (ESSI) Competition
- Design and Technologies Teachers Association Annual Awards – finalists
- QUT AdSpace Competition
- Queensland Youth Parliament representation

Enrichment activities offered at Brigidine College include: Accelerated subjects from Year 11 to Year 12; State and national competitions - English, Science, Mathematics, History and Geography; Fathers' Day and Mothers' Day business venture, Technologies Day, Maths Club, Mathematics Amazing Race; Suspend Judgement; Queensland Lifesaving Society's Swim and Survive Program, Bronze Star Lifesaving Award, Sports Psychology Workshops, Safe Schools Beach Program, Sun Safe Ambassador Program; UQ Science Ambassadors Programme, Science Club; CBCA Book Week; Readers' Cup, Premier's Reading Challenge and Brisnet Competition; Middle School Study Hall Tutors, Future Problem Solving Program; Art workshops, Creative Generations Visual Art Competition; Work Experience opportunities; TAFE Study; Traineeships; Student Exchange/Immersion programmes – French and Japanese with Sister Schools, Mariotti College Noumea, New Caledonia (French) and Otsuma Tama Junior and Senior High School Tokyo Japan and Kamakura Women's University Junior and Senior High School in Kanagawa Japan (Skype sessions in 2021); Cannes Film Festival submission; Private Drama and Instrumental tuition; as well as many workshops with visiting authors, performers and artists. Cannes Film Festival submission about exchange

Cocurricular Activities

While excellence in learning is clearly demonstrated in the classroom, it is pleasing to see many students who are prepared to take risks in their learning and be challenged through a wide range of enrichment activities at the College. A strong tradition of excellence and achievement has been established. The variety of opportunities available for students allows them to have a richer school experience.

Involvement in activities beyond the classroom helps students build resilience, broaden their potential and balance the Brigidine educational experience. There are many options available including:

Service: Justice and Democracy Group, St Vincent de Paul Society, Karibu Group, Multicultural Groups, Spirit Squad, Ministry of Music, Environment Club, Crochet Club, Liturgy Committee and Cultural Immersion experiences.

Cultural: Debating, Public Speaking, Instrumental Music, Choral Groups, Dance Troupes, Diplomacy Club, Drama, Instrumental Groups, Musical Theatre Production, Suspend Judgement, Controversial Topics Club (CTC), Theatre Sports, Art Committee, Languages Club, Student Science Team, Chess and Cribbage, Book Club, Writing Group, Global Community Hub, STEM Program, Technovation and Bond Mooting.

Sport: A wide range of sports including Swimming, Indoor Cricket, Tennis, Cross Country / Run Club, Track and Field, Australian Football League, Water Polo, Volleyball, Netball, Hockey, Rugby 7s, Soccer and Futsal, Rowing, Basketball, Touch Football, Rowing and Equestrian.

Options can be viewed in the Cocurricular Brochure on the College website [here](#).

The Mission work of the College continues to be undertaken by the Justice and Democracy team, St Vincent de Paul, Ministry of Music, Controversial Topics Group, Model United Nations Group, the Refugee App Group and the Environmental Club. Our students get to be one with Jesus' kindness and compassion, through social justice initiatives that enable them to live their faith, be kind and compassionate, and serve others.



To fulfil the Brigidine vision *to image and practise justice* in the wider community, staff and students participate in the Brigidine J&D Forum, Vinnies's Homeless Sleepout and Winter Appeal and Red Earth Immersion. Within the College, the annual Caritas fundraiser commenced, highlighting current social justice issues - support is offered to the Ipswich Women's Shelter and the Refugee Protection Program at the United Church. Sorry Day is commemorated, and Domestic Violence Awareness Day campaign is considered. *Cultural Diversity Day* is celebrated and highlighted the cultural differences and connections within our College community. *Brigidine Environment Day* is held to encourage the community to embrace responsible environmental practices. The Environmental Club successfully initiated recycling into Brigidine classrooms, buildings and outside areas.

The *Spirit Squad* strives to embody the true spirit of Brigidine through their passion, support and dedication. The Spirit Squad worked tirelessly throughout 2021 to foster relationships across the year levels and promote a strong sense of justice and collective enthusiasm within the wider Brigidine community. Investing in worthy causes is at the core of the Brigidine *Spirit Squad* and the squad make an active effort to raise awareness and increase a sense of unity to create a joyful spirit and compassionate environment at Brigidine College.



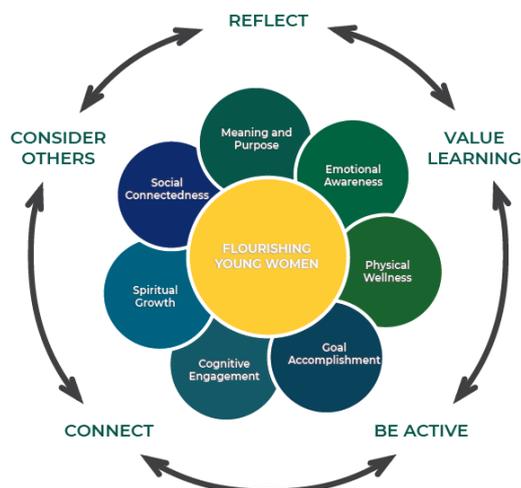
The *Spirit Squad*, with passion, support and dedication, hosted many awareness raising events to bear witness to their motto – *Strong in Spirit, Gentle in Justice*. From raising awareness about the National Day of Action Against Bullying and Violence, to assisting the Brigidine Peer Mentors on *RUOK Day* in order to encourage candid conversations about mental health, the Spirit Squad have made a concerted effort in 2021 to raise awareness and increase a sense of unity to create a joyful spirit and compassionate environment at the College. With a strong focus on social justice and fundraising, the Brigidine Spirit Squad exemplified the spirit of the College in its annual fundraiser for breast and ovarian cancer. This fundraiser called *Wonderquest* was a testament to the Spirit Squad’s determination and the dedication of teachers to support such a prevalent cause in the wider Brigidine Community.

The Social Climate of the College

Brigidine College endeavours to know, listen and value each student, to promote personal growth and wellbeing. Inclusive pastoral practices provide care for students in the contemporary world. The strong sense of community and belonging provides an environment for the holistic development of students.

As a Catholic school, Brigidine College provides a strong sense of wellbeing, belonging and security. Through the ongoing development of the physical, social, intellectual, emotional and spiritual being in each of us, each girl is affirmed and recognised. The College works hard to create a healthy and positive social context that supports wellbeing.

FLOURISHING AT BRIGIDINE: Shaping Women of Our Time



The vertical House structure creates six *family* groups which are divided into smaller Home Rooms with students drawn from each year level. Each student has the same Home Room for her time at Brigidine. This builds connection between staff and students, contributing to the settled and inclusive environment for learning which is characteristic of the College.

Brigidine College is well known for the wellbeing of its students and this is deeply connected to classrooms, Home Rooms and everyday activities. This means being concerned for the total wellbeing of students and with the development of the whole person within the context of the family, school, parish and wider community.

Formal and comprehensive pastoral care/wellbeing programs are provided at every year level. These programs address the developmental needs of adolescent girls in the 21st Century. The focus is on promoting positive relationships. Bullying behaviour contravenes this expectation and may interfere with a student’s right to strive for excellence in all dimensions of life. Every student has the right to an education free from humiliation, harassment and abuse.

Procedures and practices reflecting the anti-bullying approach are clearly outlined in the Student Planner and on the College website [Maintaining Positive Relationships](#).

The Formation Program Framework was launched in 2020. It inspires, develops and supports our young women throughout their schooling and beyond. This Program aims to balance academic and pastoral care to enable students to engage in their learning and to flourish. The Pastoral Leaders have effectively designed a Formation Program that addresses the specific developmental needs of contemporary adolescent young women, made relevant in each year level.

The Formation Program aims to: foster a sense of belonging and connectedness; enhance positive emotions, engagement, relationships and a sense of meaning and accomplishment; recognise that wellbeing is both an outcome and a process; and support the whole child to enhance learning overall.

The Formation Program provides students with the opportunity to be self-aware and to consider how to build positive relationships. Providing specific opportunities to enhance the students' understanding of the world around them, the Program is student-centred where there is active participation in each lesson. The Formation Program enhances a growth mindset and encourages students to have a voice about what is important. It is a values-based program that encourages young women to form their identity, nourished by healthy ways of being and behaving.

The House structure provides the framework for many awareness and fundraising activities like the annual Project Compassion appeal for Caritas. This spirit of generosity and participation is also evident in the various College appeals and Interhouse competitions which culminate in the creative vibrancy that is *Brigidine Day* celebrated each year.

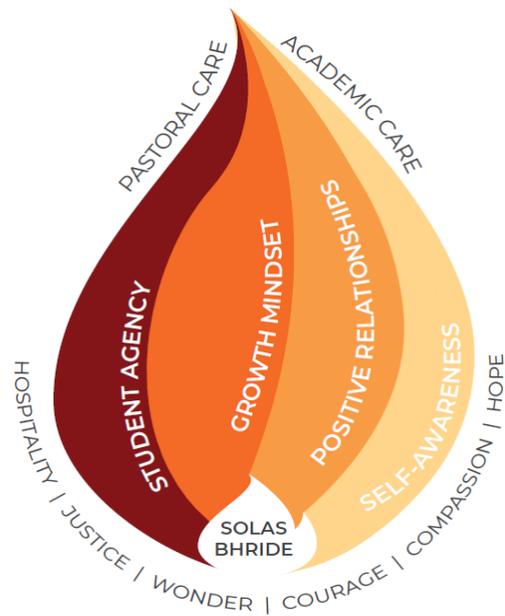
Student wellbeing is at the centre of the Formation Program. However, the College Student Wellbeing Framework underpins all that happens at Brigidine. Reflecting this Framework, programs such as *Peer Mentors* and *Spirit Squad*, as well as initiatives from the Student Leaders, enables students to participate in a range of ways to improve wellbeing. The cultural and sport cocurricular programs also enhanced student wellbeing through a variety of initiatives such as the College musical production, *'The Wiz'*.

Student Wellbeing

The Formation Program also includes Solas Bhride (Light of Brigid), an extension experience that may consist of camps, retreats or excursions. Our Formation Program shapes who young women become, and what they are capable of in the future. Across the Formation Program in each year level, there is a focus on four main elements:

- Self-awareness
- Positive relationships
- Growth mindset
- Student agency

Further details about the focus of Formation lessons and Solas Bhride activities in each year level is available [here](#).



The *Peer Mentors* program was introduced several years ago. Year 11 and 12 students participate in the *Peer Skills Program* training workshops. Students are trained in the skills to assist their fellow students in times of difficulty, by listening and problem solving a variety of contexts with further support available from the College counsellors. The Peer Mentors are available to all students throughout the year and have been crucial in giving support to girls who need a little bit of extra help.

The Peer Mentors are the face of Mental Health Week and *RUOK? Day*, joining with national campaigns which aim to raise awareness of checking that family, friends and colleagues are okay. The *Say NO to Bullying Day* is held with a focus on encouraging members of our community to make a stand against any form of bullying.



Mission

Many Masses and liturgies are held each year and they draw the community together to *celebrate all that is good with joy and gratitude*. The College assembled under the theme of *Wonder Celebrating all that is good with joy and gratitude* in 2021. At the College's Opening Assembly, the Year 12 cohort was commissioned by the Brigidine Sisters.



2021 was the 200th anniversary year for Catholic Education in Australia. We celebrated this at our Opening Mass, Brigidine Day Mass, Catholic Education Week, and our inaugural Catholic Mission's Liturgy with Archbishop Mark Coleridge.



The Year 12 cohort continued to celebrate Mission Day in 2021. Mission Day is an opportunity to engage in the charism of the College, celebrating living social justice through fun, awareness-raising, song, prayer and fundraising. In 2021 Mission Day was supported by the College Prefects who presented videos on powerful topics to centre the learning. These included body image, refugees and people seeking asylum, period poverty, mental health and women's health.

Sorry Day saw the story of Aunty Dawn Daylight retold through mediums of music and singing. It was a powerful reflection on the stolen generation story. Aunty Dawn followed her presentation with a small art workshop for First Nations students. NAIDOC Week was celebrated at Brigidine College and Ambrose Treacy College, sharing the gifts of dance and learning about cultural understanding.



Brigid's Women, a community of graduates from Brigidine College, are committed to continuing the legacy of St Brigid. Brigidine values of compassion, understanding, empathy and generosity are the principles which *Brigid's Women* endeavour to achieve through social justice awareness, education and actions supporting others. Projects include support for International Women's Day, Milpera High School, Ipswich Women's Shelter, the Brigidine Asylum Seeker Project and other fundraising initiatives.



College Site Refurbishment and Development

In 2021, these included:

- I.T. Goals / Improvement – Next Step Digital School (Road Map)
- College Signage / College Map upgrades
- Tullow Centre – Library Spaces redevelopment
- Senior Hub – Years 11 and 12 – Independent Learning – Delany and Tullow Connection
- Fencing contract for Fairley and Ward Street precinct and re-establishing gardens
- Sound Systems digital upgrade in the Kildare Hall
- Maintenance programs in Brigid Centre, Convent and Kildare Hall
- Refurbishing tennis courts – surface and line markings.
- Ongoing refurbishment of students’ outdoor furniture
- Work Health Safety improvement measures
- Ongoing maintenance and renovation of College gardens and facilities.



Strategies for Parental Involvement

The high school years are a *journey* for both student and parent. The College acknowledges parents as their daughter’s primary educator and every endeavour is made to proactively support that role. The [Parent Resources](#) page on the College’s website includes the [Parent Handbook](#), which aims to provide parents with useful information and advice while their daughter journeys through secondary school.

Parents are offered many opportunities to be involved in their daughter’s education including:

- Welcome and Orientation events for future Year 7 students and families
- Year 8 and 10 Subject Selection Evening
- Parent Information Evenings
- Year 11 Information Evening - Introduction to Senior Schooling
- Year 12 Information and QTAC Evenings
- Year 7 – 10 QCE / ATAR Information Evening
- Formal Parent/Teacher Interviews twice a year
- Parent meetings with staff as required
- Open and transparent accessibility to the College Leadership Team
- Academic reports available three times per year to parents online through the parent portal SEQTA Engage
- Cocurricular Awards Evening
- Visual Art Exhibition
- Senior Drama Evening
- College musical held at the College *The Wiz*
- Performing Arts Showcase
- Strings Soiree
- Attendance at sport carnivals and fixtures
- Fortnightly blogs and biennial edition of *The Bridge*
- Facebook
- Instagram
- College App



Other events provide a more social dimension for involvement where parents can interact with each other, staff and the wider community:

- Parents' Welcome Evening at the beginning of the year
- Annual International Women's Day Evening / Forum
- Mothers and Daughters' High Tea with guest speaker
- Dads and Daughters' Evening with guest presenters
- Awards and Acknowledgement Evening with Student Art Exhibition
- Year 12 Graduation Mass and Dinner

Throughout the year, Brigidine College parents also offer significant assistance to the College by volunteering in the Tuckshop, Uniform Shop, Book Room and Library and supporting major events like Open Day, Awards and Acknowledgement Evening, sporting events, cultural evenings and activities.



The Parents and Friends' Association is an important body working in partnership with the Principal. The Association meets the first Wednesday of each month and is an active organisation. Its focus is to:

- provide a forum for parents to be involved in their daughter's education and school life;
- support the College in educating their daughters;
- provide opportunities for the wider parent community to meet and interact with each other and enhance their involvement in College activities.



Satisfaction Surveys

Brigidine College regularly seeks feedback from key stakeholders through written and verbal feedback sessions and/or surveys. Surveys conducted in 2021 include:

- Year 12 Exit Survey
- Parent Satisfaction Survey
- Student Satisfaction Survey
- Tullow Centre Survey for staff and students

Staff Consultative Committee

The Staff Consultative Committee was established in 2014. The rationale of the committee is to:

- provide advice to College Leadership Team regarding College initiatives / workplace changes;
- provide advice regarding Enterprise Bargaining Agreement implementation;
- provide advice regarding implementation of College Strategic Plan;
- support implementation of College initiatives;
- provide advice regarding staff wellbeing;
- assist with effective communication across the College.

The Committee comprises:

- Principal
- Principal's Nominee
- IEUA Chapter Nominee
- Two Teachers or other staff
- School Officer

Staff Wellbeing Committee

The Brigidine College Staff Wellbeing Committee was established in 2019. The Committee is tasked with the responsibility of assisting the College to promote and enhance the wellbeing of all members of staff. It considers the recommendations presented by the Staff Wellbeing Report and Framework 2019 identifying areas of Emotion and Cognitive Health, Physical Health, Spirituality Health and Social and Occupational Health. It also considers ways to instigate and implement ongoing strategies to improve health and wellbeing of all staff at the College.

The Committee comprises:

- Chair: Deputy Principal Mission
- Three (3) Teaching staff, two (2) School Officers

Wellbeing programs offered to staff include:

- Staff Gym
- Staff Swimming Training
- Yoga

STAFF INFORMATION

Staff Composition in 2021

	Teaching Staff*	Non-teaching staff	Indigenous Staff
Headcounts	69	57	0
Full-time Equivalent	64.5	38.9	0

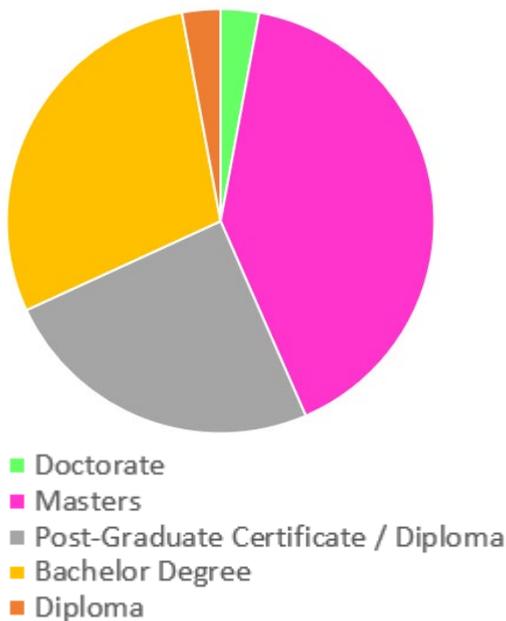
Teacher Retention Rate: 82.61% with 4 teacher retirements, ie. 6%

Teaching Staff Attendance Rate: 95.3%

*Teaching Staff includes College Leaders

Current Teacher Qualifications

Highest Level of attainment held by Teaching Staff* 2021:



Highest Level of Attainment

*Teacher qualifications for classroom teachers and the College Leadership Team members

Highest Level of attainment	Number of Teaching Staff*	%
Doctorate	2	3%
Masters	28	41%
Post-Graduate Certificate / Post-Graduate Diploma	17	24%
Bachelor Degree	20	29%
Diploma	2	3%

Professional Learning

Brigidine College is committed to excellence in teaching and learning and provides a comprehensive professional learning program for staff. All teaching staff are involved in a wide range of professional development programs that enhance their commitment to excellence in learning and teaching, commitment to student wellbeing and development of spirituality.

Brigidine College's Professional Learning Development Plan (PLDP) aims to encourage an open mindset, by providing a pathway for teachers to explore goals together. The PLDP has been developed with an ongoing aim to meet the needs of our College and to reflect the evolving nature of teaching and learning. The PLDP has also been reviewed through the lens of:

- the College Strategic Plan,
- the College Learning Framework,
- the valuable findings from the working parties in 2017,
- the Learning Paradigm, and
- the results of a PLDP survey.



Professional Learning Communities (PLC)

The Coaching and Mentoring Program continues to provide a collaborative and collegial atmosphere through shared practice among teachers and enhance their professional learning and teaching pedagogy. Teachers work together on a range of topics related to the College Strategic Plan and a range of College priority goals.

With a focus on ongoing professional learning and growth, teachers set priority goals in 2021. Due to COVID-19 goal setting was simplified:

SMART Goal 1 was based on improving student results.

Teachers also completed a **PLC Goal** based on improving students’ results in the subject/cohort.

Professional development opportunities in 2021 include:

- **Staff lead Workshops and Mini PDs:**
 - Optimal learning environments for girls’ education
 - Developing Assessment-Capable Learners
 - Podcasts Module 2, In the classroom
 - Developmental Rubrics and Guttman Charts
 - Progression scales, success criteria and feedback loop
 - Developing Staff Personal Branding
 - Class OneNotes and Tags
 - Inclusive Classroom with Microsoft
 - Integrating Office 365 technologies including Teams, OneNote, Forms, Sway and OneDrive into the Curriculum/T&L plans
 - Master OneNotes and Class OneNotes
 - Gender Fluidity
 - Outlook Productivity (emails, calendar, taskbar)
 - Growth continuums
 - Excel Support
 - Essay structure using WTE for senior students
 - Write That Essay Bingo
 - ACER Data Literacy Course – Deb Guthrie
 - Three Ways to Nurture Your Wellbeing in The New Normal by Dan Haesler

- SEQTA (College’s Learning Management System) Workshops and Mini PDs
 - Introduction to MyEd Online - Individualized Learning Paths
 - Pathways
 - Online Lessons
 - Unit Planner
 - Programme Pathways
- Ongoing IT Professional Development
- Student Protection Inservices;
- Staff Fire and Emergency Awareness Training – *Dynamiq*;
- First Aid
- Mental Health First Aid
- Teaching and Learning Strategies
- Consent Education
- Year 7 Transition and Middle Schooling Pedagogy

As well as the professional development opportunities listed, teachers have participated in subject specific professional learning and educational leadership opportunities.

The College has invested heavily to support teachers, clarity instruction / pedagogy and link student outcomes and results to particularly focus on improvement. This has also highlighted the ongoing improvement in the College’s learning data, to identify and inform ongoing methodologies and practices for improvement of all students.

A total of \$173,175 was invested in all staff Professional Learning in 2021. The proportion of the teaching staff involved in professional development activities during 2021 was 100%.



Teaching in a Catholic School

All teaching staff complete 20 hours of Professional Learning in Religious Education over four years and are therefore qualified to teach in a Catholic School. Staff have the option to participate in several seminars offered by the Religious Education Department. There is also a focus on embedding a deeper and more explicit Catholic Social Teaching into our curriculum studies. In 2021, highlights include:

- **Staff Wellbeing and Spirituality Day 2021**

Guest Speakers:

- ❖ Professor Br David Hall
Dean of La Salle Academy ACU
- ❖ Dr Anne Pattel-Gray
Author of Aboriginal Spirituality
- ❖ Ms Nicola Bone
Sound Off for Schools
- ❖ Tenzin Choegyal
Tibetan singer and songwriter



Workshops:

- *The Wonder of Aboriginal Culture and Creativity
- * Groome’s Catholic Education Model for Identity
- * Sound Off for Schools

Other Staff Engagement

Staff members employed by QCAA for assessor positions:

- **Endorsers:** Geography
- **Lead Endorsers:** Chemistry, Essential English, French, Specialist Mathematics
- **Confirmers:** Ancient History, Biology, Business, Dance Food & Nutrition, Geography, Legal Studies, Modern History, Music Extension, Specialist Mathematics, Visual Art
- **Lead Marker:** Chemistry, Specialist Mathematics
- **Marker:** Dance, Geography, Legal Studies, Mathematical Methods, Modern History, Physics, Study of Religion
- **Scrutiny Panel Member:** Specialist Mathematics (1)

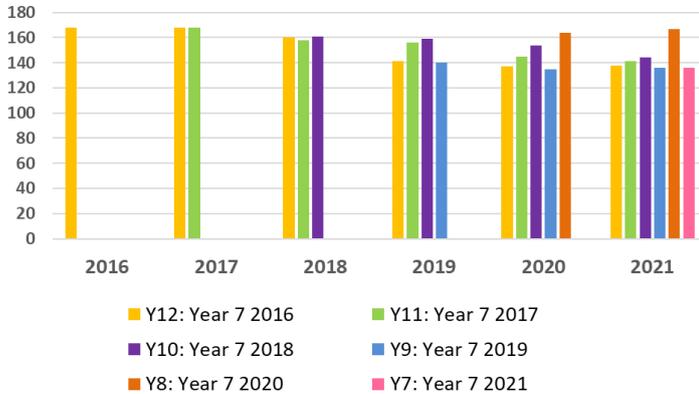


Funding

Brigidine College income is sourced from Commonwealth and State grants and private income. More information is available via the My School website: [Brigidine College Queensland](https://www.my-school.gov.au/brigidine-college-queensland).

STUDENT INFORMATION

Enrolment Trend



Student Attendance

Year Level	Attendance in 2021
7	94%
8	94%
9	90%
10	91%
11	90%
12	91%
Overall attendance rate for students at this College MySchool	93%
Attendance rate for Indigenous students at this school MySchool	91%

When a student is unable to attend school, an email or a phone call is made to the 24-hour absentee line/email address before 9:00 am. Digital roll marking occurs in morning Home Room and at the beginning of each lesson. When there is an unexplained absence, parents are alerted by an automated SMS which is sent out mid-morning. If no response is received, a follow-up phone call from St Brigid's Students Services is made.

Other expectations regarding attendance are clearly outlined in the College Student Planner and in the [Parent Resources](#) page on the College's website including the [Parent Handbook](#), or on request from the College office.

The management of student attendance entails staff working closely with families to maintain an inclusive and supportive environment for all students. Ongoing communication is the key to this process.

Retention Rate

Brigidine College Retention Rate				
Year 10		Year 12		Year 10-12
Year	Enrolled	Year	Enrolled	Apparent Retention Rate
2014	141	2016	137	97%
2015	143	2017	138	97%
2016	147	2018	133	90%
2017	63	2019	59	94%
2018	123	2020	118	96%
2019	139	2021	137	99%

This information is drawn from the August Commonwealth School Census. Brigidine College rates are well above State and National retention rate averages.



Year 7 and 9 NAPLAN Results

Year 7 NAPLAN Performance Data 2021

NAPLAN participation at Brigidine College in 2021 was 97%. All performances for Brigidine College are well above State and National averages. NAPLAN 2021 Outcomes Report available [here](#).

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar and Punctuation</i>	<i>Numeracy</i>
Australian National Average	542	522	548	533	550
Queensland State Average	537	510	544	526	542
Average score of students at Brigidine College	568	551	563	576	569
Percentage of students at or above National Minimum Standards	93.8%	89.7%	93.8%	89.9%	92.2%

Year 9 NAPLAN Performance Data 2021

NAPLAN participation at Brigidine College in 2021 was 97%. All performances for Brigidine College are well above State and National averages. NAPLAN 2021 Outcomes Report available [here](#).

	<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar and Punctuation</i>	<i>Numeracy</i>
Australian National Average	577	551	580	573	588
Queensland State Average	568	539	574	567	579
Average score of students at Brigidine College	617	610	607	612	611
Percentage of students at or above National Minimum Standards	89.7%	82.2%	91.1%	87.7%	94.7%

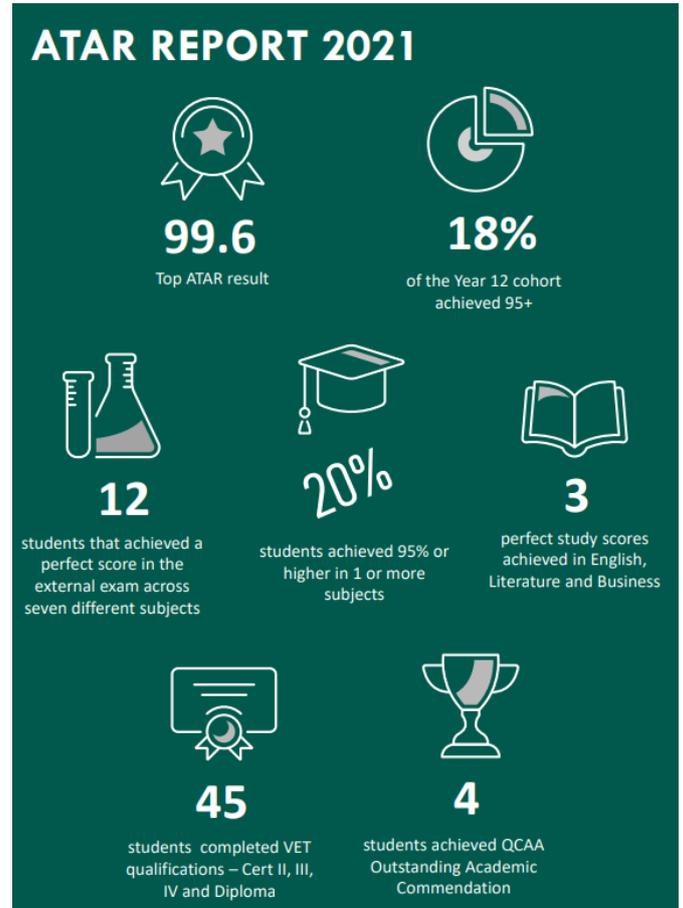


YEAR 12 OUTCOMES

Queensland Curriculum and Assessment Authority (QCAA) Performance Report 2021

The number of students who achieved:

Year 12 Results for 2021	No of Students
Number of students awarded a Senior Education Profile (SEP)	137
Number of students awarded at Queensland Certificate of Education (QCE)	132
Number of students awarded a QCIA	2
Number of students who received an ATAR	114
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications (Certificate II, III, IV and Diploma)	36
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Percentage of students who achieved a QCE	98%

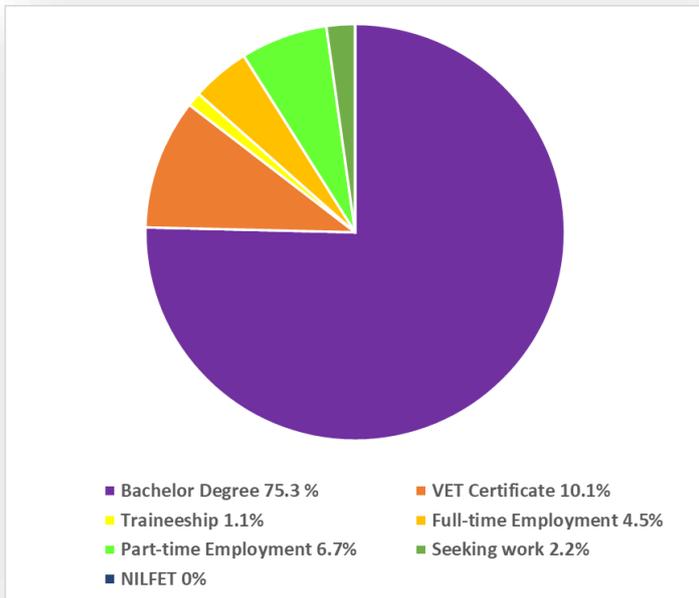


STUDENT DESTINATION DATA

Next Step 2021 Year 12 Completers Survey

In 2020, 97.8% of Year 12 completers from Brigidine College were engaged in education, training or employment in the year after they completed school.

The most common study destination was university (75.3%) with 20.2% enrolled in double degrees. Of the respondents, 86.5% continued in some recognised form of education and training.



Main destinations of Year 12 completers

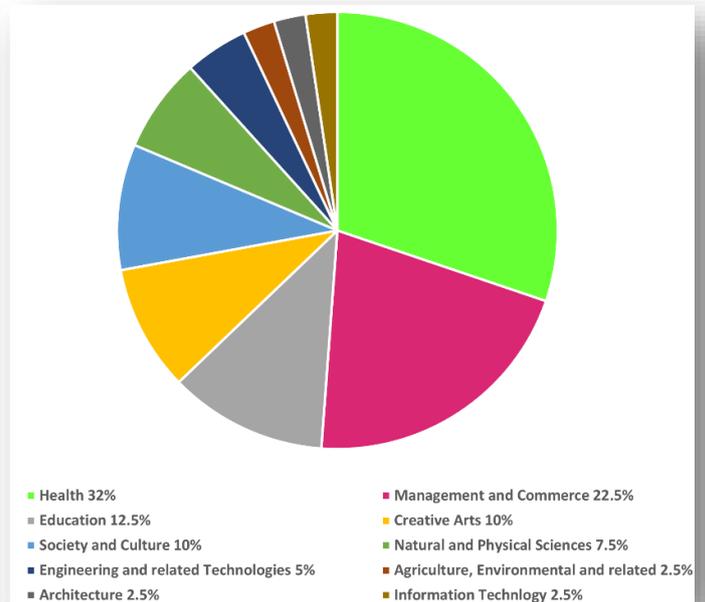
(75.4% of Year 12 2020 completers responded to the 2021 survey)

Brigidine College continues to implement a developmental series of career programs beginning in Year 10 with the SET program (conducted throughout Terms 2 and 3) and finishing with an extensive and hands-on program covering all of Year 12. We endeavour to ensure that all our students are successful in their post-school choices, whether it be further study, a gap year, or employment. Throughout their time at Brigidine, students develop career skills that will help them become self-directed and responsible for their own career destiny. The

most immediate post-school need is to help students make a specific decision about where to go next, the process involved in career decision-making.

At the time of publishing this School Annual Report, the results of the 2021 post-school destinations survey – Next Step Student Destination Report (2020 Year 12 Cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September Next Step 2021 Summary [here](#).

Post School Fields of Study



Contact

For any additional information regarding the College and its policies please visit the College website www.brigidine.qld.edu.au or contact the Principal, Mr Brendan Cahill on 3870 7225, office@brigidine.qld.edu.au (P O Box 475, Indooroopilly Q 4068).