

ANNUAL SCHOOL REPORT 2024



Brigidine College

Aeolia Street, RANDWICK 2031

Principal: Mrs Sharyn Quirk

Web: <http://bcrandwick.syd.catholic.edu.au/>

About this report

Brigidine College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'Proprietor' with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents, carers and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and SCS. This Report has been approved by SCS who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

Stepping into Brigidine College is to enter a legacy of excellence in all-girls education, rooted in the timeless traditions of the Congregation of St. Brigid. Founded by the visionary Brigidine Sisters in 1901, our College lives and breathes the values of Strength and Gentleness, embodying the charism of St. Brigid every day.

At Brigidine, we are committed to nurturing the unique gifts of each student, empowering young women to lead with confidence in a dynamic and complex world. We champion personal growth, dignity, and resilience, fostering a culture of inclusivity and academic rigour. Beyond knowledge, we instil essential 21st-century skills: critical thinking, creativity, collaboration, communication, and—above all—curiosity. Through a transformative Growth Mindset, our students discover and harness their boundless potential, achieving far more than they imagined possible.

Here, excellence is not confined to academics—it thrives across the arts, sport, and a steadfast commitment to social justice. Our students graduate as confident, compassionate, and capable individuals, ready to leave their mark on the world and embrace every opportunity with courage and grace.

More than just a school, Brigidine College is a place of joy, connection, and shared purpose. Our vibrant learning community is brought to life by the dedication, creativity, and passion of exceptional staff and students, whose collective energy shapes every corner of our campus. At Brigidine, every step forward is a stride toward a future filled with promise and possibility.

Parent Body Message

Parent of a daughter in Year 9 and a daughter in Year 7

Since 2022, we have been lucky enough to be an integral part of the Brigidine community. My eldest daughter in Year 9 has experienced an incredible amount of support and encouragement from not only her teachers, but her Pastoral Care Coordinator as well.

Now with two daughters attending Brigidine, we can't speak highly enough of the overall experience they have both had. We chose Brigidine originally based on the academic results and location, but now we are the lucky ones! Brigidine has offered my daughters a fantastic variety of subject options and a wonderful variety of sporting opportunities.

I've always believed that your High Schooling years are some of the best memories we can have. I know that with the immense understanding and dedication shown towards my eldest this year, this will ensure she can reflect on Brigidine as a beautiful chapter in her life, in time.

The connections, the friendships, and the level of professionalism shown from every member of Brigidine towards my daughters, is exactly why we are so blessed to be a part of this wonderful community.

We definitely look forward to continuing our journey together with the unwavering support and dedication from every member of Brigidine. Thank you and God bless.

Parent of a daughter in Year 11

As a parent, I am very happy with Brigidine College and watching my daughter grow into a strong, self-motivated and independent young woman. The school's emphasis on fostering independence and encouraging critical thinking has been instrumental in her growth and self-confidence. I particularly value the open communication and partnership between the school and our family, which has allowed us to work together to support her growth and development.

My daughter was very fortunate to participate in World Youth Day and the first College immersion to Cambodia. These opportunities enabled my daughter to broaden her mind to the world and create long-lasting memories. My daughter lives by the Brigidine motto of Fortiter et Suaviter, nothing is so strong as gentleness, nothing is so gentle as real strength.

Student Body Message

Year 10 Student

Being a student at Brigidine College has honestly been life-changing. There are so many reasons why this school is truly special, and I couldn't be prouder to call it mine.

From day one, Brigidine has been a place where I've been able to explore my faith and spirituality in a way I never expected. It's given me the chance to grow closer to God, and for that, I'll always be grateful.

The teachers here are next level—they don't just teach, they care. They've created an environment that feels welcoming and supportive, almost like a second home. You can tell they love what they do, and it makes every day something to look forward to.

But the best part? The friendships. The connections I've made here aren't just for high school; they're friendships I know will last a lifetime. Having friends who truly support me and share the same journey makes even the hardest days easier to get through.

Brigidine's culture is something I love, too. It's all about kindness, inclusivity, and positivity. Whether it's finding people who share the same interests or just being part of a community that uplifts one another, the vibe here is contagious.

And one thing I didn't expect was how much I'd love connecting with students from all year levels. Brigidine encourages us to mix across grades, and it's helped me grow my confidence and social circle in the best ways.

Every day, I wake up excited to come to school. Brigidine isn't just a school—it's a community where I feel supported, valued, and inspired to be the best version of myself. I wouldn't trade this experience for anything.

School Features

Brigidine College Randwick: Where Tradition Thrives alongside Excellence. Nestled in the heart of Randwick within the parish of Our Lady of the Sacred Heart, this Catholic secondary school for girls (Years 7 - 12) epitomises a blend of heritage and high standards.

Established in 1901 by the Congregation of St. Brigid, Brigidine College Randwick boasts a storied legacy of academic distinction, pastoral care, and the cultivation of wise, moral, and compassionate young women. Our historic buildings, some dating back to 1910, have been lovingly refurbished to harmonise with modern demands while preserving their original charm.

At Brigidine, students are invigorated by a dedicated team of knowledgeable, industrious, and enthusiastic educators who ignite curiosity and fuel ambition. Our curriculum, tailored to cater to diverse learners, offers a plethora of subjects and extracurricular pursuits, ensuring every student has the opportunity to flourish. From our renowned orchestras and choirs to our thriving debating and public speaking forums, students have avenues to explore passions and hone skills beyond the classroom.

With 845 students, Brigidine strikes a balance; it's large enough to offer a stimulating academic environment yet small enough to provide the essential pastoral care that defines its Catholic ethos. More than a school, Brigidine is a vibrant community where learning seamlessly integrates into everyday life, fostering personal growth as a lifelong journey.

The Brigidine community, encompassing students, staff, parents, alumni, and the Brigidine Sisters, cherishes our rich heritage and tradition of excellence. This has been evidenced through outstanding HSC rankings and numerous accolades, as well as the jubilant festivities.

To immerse oneself in the spirit of Brigidine is to encounter a nexus of tradition and innovation, where each young woman is emboldened to leave an indelible mark on the world.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
845	0	354	845

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2024 was 89.76%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.02	90.56	88.31	87.71	90.80	90.13

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	6.2 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

From a Year 12 graduating cohort of 130 students:

- 121 (93.1%) students are attending University
- 8 (6.2%) students are involved in Traineeships / TAFE
- 1 (0.7%) student is undertaking a Gap Year/Work

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	89
Number of full time teaching staff	55
Number of part time teaching staff	18
Number of non-teaching staff	16

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the *Teacher Accreditation Act 2004* (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 1,409 teachers
- Provisional 973 teachers
- Proficient 5,867 teachers

Teacher status at individual schools can be sourced directly from the College.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools' (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the *Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney*. The College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [RE Online - Sydney Catholic Schools website](#).

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Founded in 1901 by the Brigidine Sisters, rooted in the charism of St. Brigid, Brigidine College's steadfast commitment to its Catholic heritage remains unyielding. Our community, comprised of dedicated staff and students, is called to embody the six pillars of St. Brigid, serving as guiding principles of hope and inspiration.

Our College's Catholic identity is cultivated through various avenues. The Staff Faith Formation program, culminating in the Staff Spirituality Day, delves into the essence of our founder, Daniel Delany, and our patroness, St. Brigid. Additionally, our Church Engagement thrives through collaborations such as the Marcellin/Brigidine College Youth group, fostering regular gatherings and joint Mass celebrations with the Our Lady of the Sacred Heart (OLSH) Church Community.

In collaboration with the Brigidine Sisters and the Patrician Brothers, we take great pride in supporting the Brigidine Bursary, extending our commitment to Catholic education globally. This initiative empowers two female students from the Daniel Delany school in Kenya, Africa.

Our Social Justice group, St. Brigid's Fire, is fervently dedicated to addressing pressing global issues. Our students actively contribute to initiatives such as Caritas, St. Vincent de Paul Winter and Christmas Appeal, and St. Canice's Christmas collection.

Religious Education lies at the core of our College's mission, with a comprehensive curriculum spanning Years 7-12. Through Scriptural exploration, personal and communal prayer, and engagement with Catholic social and moral teachings, students are invited into a

deeper relationship with God. This holistic approach fosters critical thinking and lifelong learning while facilitating encounters with Christ.

Senior students can opt to study Studies of Religion I or II for their HSC, contributing to their ATAR calculation. Additionally, the board-endorsed course, Studies in Catholic Thought, challenges students to integrate philosophy, theology, science, and humanities to comprehend the Catholic faith.

Our Religious Education curriculum empowers students to "see, judge, and act" in response to Jesus' call to love God and others fully. We remain steadfast in our commitment to our Catholic heritage, honouring the values and traditions of St. Brigid, and providing our students with a comprehensive Catholic education.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

Vocational education and training (VET) opportunities may be accessed by all students. Students may participate in VET delivered at school, or through one of the training centres, or an external provider (EVET), or via a school-based apprenticeship or traineeship (SBAT).

At Brigidine, cultivating a dynamic learning culture stands as a paramount objective, driven by our unwavering commitment to instil a strong work ethic in every student. Our devoted teaching staff spare no effort in ensuring that each student receives the necessary support to thrive.

Recognising the diverse strengths and challenges of our students, Brigidine College is dedicated to fostering an inclusive learning environment tailored to individual needs. Our Diverse Learning department is specifically tailored to cater to the requirements of both gifted and talented students, as well as those in need of additional support.

We embrace a philosophy of inclusive education, valuing the diversity of all learners and providing the requisite support for their success. Whether through accommodations, modifications, or specialised instruction, we are committed to facilitating each student's journey towards achievement.

The Gifted and Talented (G&T) program at Brigidine College is crafted to offer educational enrichment and support for students exhibiting exceptional abilities or high potential in various areas. These programs feature a challenging and specialised curriculum tailored to meet the unique needs of gifted and talented students.

By catering to the needs of all learners, we ensure that every student has the opportunity to realise their full potential, enriching not only their individual experiences but also enhancing the fabric of the broader Brigidine community.

Brigidine College Randwick offers thirty-six (36) Higher School Certificate (HSC) courses:

- Studies of Religion 1, Studies of Religion 2, Studies in Catholic Thought

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- Drama
- Economics
- English Studies, English (Standard), English (Advanced), English Extension 1, English Extension 2
- Food Technology
- Geography
- Italian
- Legal Studies
- Standard Mathematics 1, Standard Mathematics 2, Advanced Mathematics, Mathematics Extension 1, Mathematics Extension 2
- Modern History, History Extension
- Music 1, Music 2, Music Extension
- Personal Development, Health and Physical Education
- Physics
- VisualArts
- Hospitality (VET)
- Tourism, Travel and Events (VET)
- Work Studies

Stage 5 provides the opportunity for students to elect subjects to complement their core studies. The elective subjects are:

- Commerce
- Design & Technology
- Drama
- Food Technology
- History
- International Studies
- Italian
- Music
- Physical Activity & Sports Studies (PASS)
- VisualArts

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Brigidine College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	79%	61%
	Reading	86%	67%
	Writing	84%	65%
	Spelling	85%	72%
	Numeracy	86%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	78%	55%
	Reading	90%	63%
	Writing	86%	61%
	Spelling	87%	72%
	Numeracy	86%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Brigidine College has continued its fine academic reputation to once more produce significant results in the 2024 HSC. The College is exceptionally proud of its achievements.

Brigidine College ranked:

- 2nd in Sydney Catholic Schools
- 3rd in Systemic Catholic Schools in NSW
- 67th in NSW

The College ATAR results witnessed:

- 4.9% of students received an ATAR of 99 or more
- 9.8% of students received an ATAR of 98 or more
- 16.7% of students received an ATAR of 95 or more
- 40.7% of students received an ATAR of 90 or above
- 71.2% of students received an ATAR of 80 or above
- 89.8% of students received an ATAR of 70 or above.

Brigidine College achieved the following accolades on the HSC Merit List for the Class of 2024:

- Five (5) students appeared on the All-Rounders list (Band 6 in at least 10 units of study)
- Two (2) places were awarded on the Top Achievers list (a place in the top 10 ranks in a subject). Brigidine achieved 2nd place in Business Studies and 3rd place in Studies of Religion II.

- 62 (57.4%) students appeared on the Distinguished Achievers list (achieving a Band 6 in a subject). Brigidine received 150 Band 6's.
- 84% of all subjects were above the State average.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2022		2023		2024	
	School	State	School	State	School	State
Ancient History	75 %	34 %	100 %	33 %	80 %	37 %
Business Studies	83 %	35 %	76 %	36 %	71 %	37 %
Community & Family Studie	74 %	33 %	78 %	36 %	68 %	36 %
Economics	82 %	49 %	75 %	49 %	90 %	52 %
English (Advanced)	98 %	67 %	96 %	67 %	98 %	68 %
English (Standard)	81 %	15 %	45 %	13 %	58 %	13 %
Legal Studies	87 %	41 %	82 %	43 %	100 %	44 %
Modern History	64 %	34 %	67 %	35 %	80 %	39 %
Studies of Religion II	83 %	46 %	95 %	46 %	83 %	47 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College pastoral care and student wellbeing policies, guidelines and procedures are informed by the [SCS Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the College does not sanction the administration of corporal punishment by College staff and other persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

Sydney Catholic Schools (SCS) released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Archdiocese. The Policy

provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

The full text of the [Prevention and Management of Student Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. SCS monitors the implementation of this policy.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) was reviewed and updated in 2023 to reflect changes in the legislative framework and new national Child Safe Standards. Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care.

Community Satisfaction

The opinions and ideas of all stakeholders in the educational process, which includes parents, carers, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the College has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the College, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the College. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

Parent satisfaction

At Brigidine College Randwick, our parent community is vital to our pursuit of excellence. Strong enrolment demand reflects the College's reputation for academic achievement and positive recommendations.

Parents praise the transformative experience their daughters receive, and high attendance at information sessions shows commitment to academic rigour and holistic development.

The 2024 *Tell Them From Me* survey affirms this partnership, with:

- 80% of parents indicating clarity on behaviour expectations.
- 76% expressing confidence in their daughter's safety on campus.

These results reflect the trust our parents place in Brigidine and our focus on providing a safe, supportive environment.

The survey also shows high satisfaction with student engagement:

- 76% of parents believe their daughter is encouraged to achieve her best.
- 77% agree homework expectations are clear and manageable.
- 77% say their child feels treated fairly by staff.

These results highlight the strength of our partnership, built on trust, collaboration, and a shared vision for excellence. Together, we create a thriving, student-centred community.

Student satisfaction

The 2024 *Tell Them From Me* survey at Brigidine College offers an inspiring snapshot of student engagement, motivation, and well-being.

- **Engaged Learners:** Forty-nine percent of students expressed genuine interest and motivation, while sixty-eight percent showed strong determination to succeed.
- **A Positive Learning Culture:** Ninety-six percent of students celebrated the College's positive environment, reflecting our commitment to excellence and belonging. Seventy-four percent affirmed teachers' dedication to high expectations and academic success.
- **The Power of Connection:** At Brigidine, friendships matter. Eighty-six percent of students enjoy trusting, supportive friendships, empowering them to make positive choices and embrace growth.
- **A Culture of Respect:** Ninety-six percent of students demonstrate a commendable attitude, avoiding disruptive behaviour and embodying respect, responsibility, and positivity.

These results affirm Brigidine College's commitment to cultivating a dynamic, inclusive, and aspirational community—where students are inspired to achieve, supported to grow, and empowered to thrive.

Teacher satisfaction

At Brigidine College, diversity is a core value and driving force that shapes our community. We are committed to providing every student with a world-class education in an environment that celebrates individuality, fosters inclusivity, and empowers each girl to thrive.

Our faculty plays a key role by creating a supportive atmosphere where students feel valued and equipped to succeed. Insights from our recent *Tell Them From Me* survey highlight the positive impact of our teaching approach:

- 85% of teachers prioritise offering meaningful feedback to students with special learning needs, ensuring tailored and enriching experiences.
 - 82% of faculty understand these needs, ensuring every student is supported and included.
- Our teachers are committed to excellence. With 85% using formal assessments to

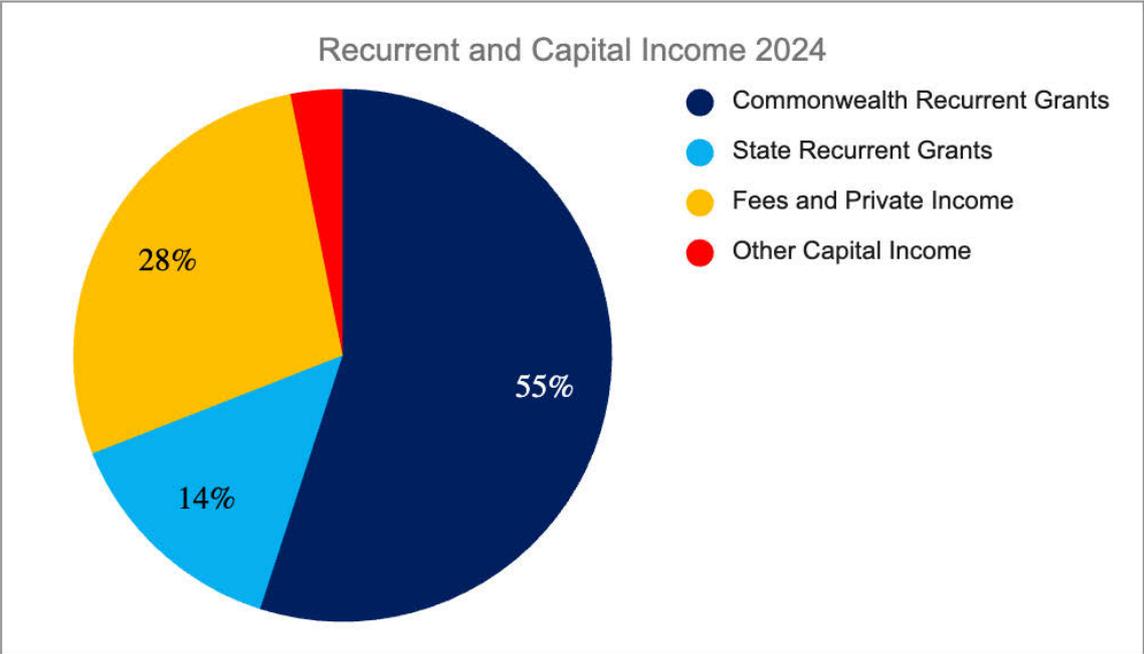
challenge students and inspire academic goals, we uphold high standards. This extends to fostering transparency, with 78% regularly sharing learning objectives, helping students take ownership.

Feedback is integral to our philosophy, with 87% recognising its role in guiding progress. Additionally, 88% connect new concepts to previously mastered knowledge, reinforcing learning continuity.

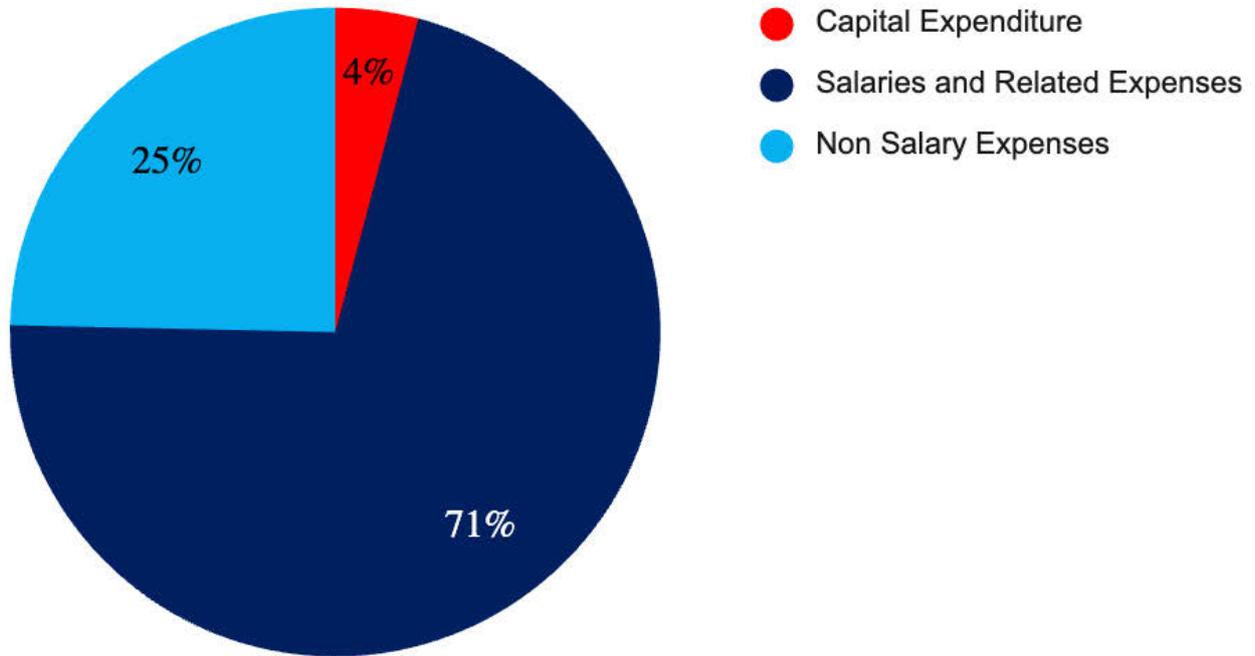
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for the 2024 year is detailed below:



Recurrent and Capital Expenditure 2024



END OF 2024 REPORT