

# 2024

## ANNUAL SCHOOL REPORT



### **St Brigid's Catholic College**

48 Carters Road, LAKE MUNMORAH 2259

Principal: Mr Adam Murdoch

Web: [www.sbccdbb.catholic.edu.au](http://www.sbccdbb.catholic.edu.au)

## About this report

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St Brigid's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), 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 (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

St Brigid's is a community of faith, hope, peace, harmony, cooperation, and togetherness, thriving through positive relationships between teachers, students, and families, and Parish.

Proudly part of Catholic Schools Broken Bay, we work with Bishop Anthony Randazzo and our Director of Schools, Danny Casey, to ensure genuine, professional Catholic education delivered with care and compassion. Our purpose is to inspire hearts and minds to know Christ, to love learning, and to help our students use their talents to be the very best they can be.

A culture of continuous improvement permeates our College, and as detailed in this report, 2024 was a year of many achievements for the St Brigid's community. In response to Catholic Schools Broken Bay's strategic plan, 'Towards 2025', the College embedded new learning, wellbeing, and faith development approaches, which commenced in 2023. These changes included moving from open-plan learning spaces to classrooms and creating nine new learning spaces, employing two new Assistant Principals specifically focusing on Student Achievement and Evangelisation and Catechesis, and setting up a Wellbeing Hub and a Chapel.

As always, we are indebted to our wonderful relationship with our Parish, led by our Parish Priest, Fr Tomy Kuruvelil.

### Parent Body Message

St Brigid's welcomes families as an integral part of our College community. The College staff demonstrate an outstanding commitment to our children and warmly welcome parents to participate in events and other opportunities.

The Parent Engagement Coordinator role, introduced in 2023, continues to positively facilitate parent engagement in the College and Parish, recognising its positive impact on student learning outcomes, wellbeing and faith development.

St Brigid's is experiencing significant enrolment growth due to its reputation in the community and the 'word of mouth' recommendation from existing parents. The College has created new parent events and enhanced others to ensure a strong connection with families despite its growth.

We celebrate a termly Family Mass, including games, allowing families to unite in faith and friendship. We also have our largest community event of the year, 'Groovin the Green,' a combined school fete-style afternoon that brings families together.

The College leadership team and staff are committed to our children and continue reviewing, refining, and improving teaching and learning while encouraging parents to participate in the educational journey.

### **Student Body Message**

St Brigid's Catholic College is a welcoming and supportive environment that nurtures students to become their best selves. The strong and caring relationships between students and teachers create a sense of trust, respect, and belonging.

House spirit is a vibrant part of college life, offering students meaningful opportunities to connect across year groups and reflect on their mental, spiritual, and emotional wellbeing.

The Student Representative Council (SRC) has recently strengthened student leadership structures, creating authentic opportunities for student voice and action, and enabling students to play a greater role in shaping initiatives, events, and school culture. College Ministries have expanded to be faith-focused, champion causes, lead initiatives, and ensure student perspectives are heard across key areas of College life.

Our College values of Courage, Compassion, Stewardship, and Wisdom are lived out in classrooms, on the sporting field, and in service to others. Inspired by our motto, "Inflaming Hearts and Minds in Christ," we foster a passion for learning, faith, and purpose, ensuring that every young person feels supported in their academic, spiritual, and personal journey at the College.

## School Features

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St Brigid's Catholic College, Lake Munmorah, is a 7-12 Catholic systemic co-educational College and proudly part of Catholic Schools Broken Bay. We recognise the Darkinjung and Awabakal people as the original educators and traditional owners of the land on which our College sits.

St Brigid's exists to 'Inflame Hearts and Minds in Christ.' As our beautiful College Prayer articulates, students strive to be their best, serve others, and make meaningful contributions to their community. It was with great pride that this year we celebrated our 10th Anniversary.

The College takes its name from St Brigid, one of Ireland's patron saints. We are deeply proud of St Brigid's commitment to her faith, education and a life dedicated to serving others. She provides a beautiful and profound example of living fully and holding Christ's hand on life's journey.

Our parish is Our Lady of Perpetual Succour, Catholic Parish of Toukley/Lake Munmorah, which comprises St Mary's War Memorial Church, Toukley and St Brendan's Mass Centre, Lake Munmorah. The College enjoys a strong relationship with our Parish Priest, Father Tomy Kuruvelil, and Assistant Priest, Father Baby Thomas. We are also blessed to have Sr Josefa Mabini on our staff as a valued colleague.

Our students come from our two Catholic feeder schools, St Brendan's, Lake Munmorah and St Mary's, Toukley, and local state schools. Fathers Tomy and Baby are regular visitors to the College, helping us celebrate Masses and liturgies and supporting the faith journey of the whole community.

St Brigid's is a vibrant, cohesive community where students and teachers enjoy excellent relationships. The partnership with families is strong, and parents are encouraged to participate in their child's learning. Integral to this are Information Evenings, Family Conferences, Learning Conferences, and the relationship families enjoy with their child's Mentor Teacher.

This year, the College was fortunate to receive significant capital works to support our new approach to teaching and learning, including re-imagined classroom spaces and nine temporary learning spaces.

St Brigid's offers students various curricular and co-curricular experiences, including liturgical experiences, Masses, creative and performing arts events, outdoor education programs, sports representation, social justice activism, and our Inflame program, in which students participate in a wide range of sporting, cultural, faith, creative and performing arts activities. All form part of a student-centred, holistic education supported by excellent teachers.

St Brigid's is a welcoming community where students learn in a safe and supportive environment. In collaboration with parents and carers, we aim to know each child and support them in growing into the best adults they can be.

## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
305	300	4	605

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2024 was 86.40%. 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
87.90	84.30	86.40	85.20	86.20	90.00

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## 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	56 %
% 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.

The College collects destination data for each Year 12 student cohort.

Congratulations to our Class of 2024 on their HSC results. Our students attained university entry into education, health, business/finance, law, engineering and sciences, and traineeships in music, IT and motorsports.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	69
Number of full time teaching staff	59
Number of part time teaching staff	10
Number of non-teaching staff	14

### Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

## Catholic Identity and Mission

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As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2024, the Diocese of Broken Bay introduced the Shared Mission Principles to guide all involved in Catholic education within Catholic Schools Broken Bay (CSBB). These principles articulate a unified vision and reaffirm CSBB's commitment to delivering a professional, compassionate, and faith-filled education that nurtures academic growth and spiritual development.

At St. Brigid's Catholic College, these principles are lived out through strong partnerships between families, parish priests, school leaders, and staff. Together, we strive to offer a holistic education that enables every student to know Christ and reach their full potential. Our mission is strengthened through close collaboration with the Toukley and Lake Munmorah Parish, with Fr. Tomy and Fr. Baby playing a vital role in the spiritual life of our community.

Through the Year 7–12 Religious Education (RE) program, based on the Broken Bay K–12 RE Curriculum, students engage deeply with the Catholic Life and Mission of the College. In 2024, we focused on implementing the new curriculum, supporting teachers in developing content knowledge, enhancing classroom practice, and improving student literacy through Diocesan Common Assessments.

Faith formation is further enriched through regular liturgical celebrations and youth ministry initiatives. Students participated in College Masses, Ash Wednesday and Easter Liturgies, and weekly Rosary and Alpha sessions. They also attended Diocesan events such as Connecting Catholic Coasties, Venio Retreat, Ignite, and Praisefest - experiences that foster faith, community, and leadership.

Our House system supports student engagement in mission and service. Each House leads fundraising and outreach initiatives aligned with the liturgical calendar, including Project Compassion (Term 1), the St. Vincent de Paul Winter Appeal (Term 2), Catholic Mission (Term 3), and the Christmas Hamper Appeal (Term 4). These initiatives empower students to live out their faith through action and service.

A highlight of the year was the Year 12 Senior Retreat, themed around John 15:5, “I am the vine, you are the branches.” This retreat invited students to reflect on their connection to God and others, reinforcing the simplicity and power of Christ’s message: to love and care for one another.

As a faith-filled community, we continue to uphold the Shared Mission Principles by placing Christ at the centre of all we do—nurturing hearts and minds, and inspiring students to lead lives of purpose, compassion, and discipleship.

## Curriculum, Learning and Teaching

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### Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In response to staff, student and parent surveys and the CSBB Strategic Plan, Towards 2025, the College moved from an open-plan approach to teaching and learning to a classroom-based approach focusing on explicit instruction to improve student academic rigour and build positive learning engagement across all courses. Integral to this change was a move to ability-based classes and using classroom routines and dispositions.

Professional learning was focused on NESA's curriculum reform, HSC marking workshops and the CSBB Pedagogical Framework, with Staff Development Days provided by both CSBB and the college. We used a whole-school approach to professional learning with all staff learning together each Wednesday afternoon for two hours, led by our Director of Teaching and Learning and Leaders of Learning. This allowed staff to have the time to use evidence-informed practices and data to build the 'image of the learner' and develop appropriate teaching strategies. Another focus was using the NESA Results Analysis Package (RAP) and DeCourcy data to analyse HSC results to improve classroom practice, teaching and learning, and assessment.

Data analysis has become integral to both Stage 5 and Stage 6 electives evenings, and much more meaningful and specific information is provided to students and their families to help them choose appropriate subjects. The aim is to improve student engagement and motivation in courses and sustain commitment.

Our teaching and learning are underpinned by reflective practice and qualitative programming analysis using the Understanding by Design (Wiggins and McTighe) model, building teacher efficacy and team culture to drive evidence-based practice and collegial understanding to improve student learning outcomes. This was supported by engaging with Linda Bendikson as part of a learning improvement program.

We continue to improve reporting and feedback to parents and carers by including comparative data, using learning milestones in each KLA, and building learning environments that encourage students to take responsibility for their learning.

Literacy is a specific focus, and staff engaged in the final year of Literacy Works with Trish Weekes. This professional learning has been integrated into teaching strategies and program development. We continue to use intense literacy lessons for our students who need additional support. These lessons are informed by the Maclit literacy program, embedded into lessons, and completed before and after school for students.

## 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.

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 St Brigid's Catholic 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	53%	61%
	Reading	65%	67%
	Writing	55%	65%
	Spelling	65%	72%
	Numeracy	56%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	48%	55%
	Reading	58%	63%
	Writing	56%	61%
	Spelling	68%	72%
	Numeracy	53%	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.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The graduating class of 2024 were our sixth HSC cohort. Student performance across several courses met or exceeded expectations and demonstrated comparative learning gain growth.

All students in Ancient History, Drama, English Advanced, Industrial Technology, Mathematics Standard 1, Music 1, Society and Culture, Visual Arts, VET Construction, VET Hospitality and VET Retail Services received a Band 4, 5 or 6.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Construction Exam	100 %	41 %	0 %	44 %	100 %	47 %
Investigating Science	0 %	25 %	-	34 %	50 %	36 %
Mathematics Standard 1	33 %	26 %	0 %	22 %	100 %	23 %
Music 1	0 %	70 %	33 %	69 %	100 %	68 %
Retail Services Exam	-	-	-	-	100 %	18 %
Society and Culture	17 %	43 %	57 %	45 %	100 %	45 %



## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

### Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

### **Complaints Handling Policy**

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

### Parent satisfaction

Parents and carers are partners in their children's learning at St Brigid's. The College highly values parent and carer feedback. Our Parent Advisory Group provides input to the College through termly meetings under the guidance of our Parent Engagement Coordinator, who also develops opportunities for our parents to engage with our Parish.

Our parents indicate that the College is safe, supportive and welcoming and appreciate our commitment to their children's wellbeing and learning growth. They particularly enjoyed new parent-focused events such as Mother's Day and Father's Day breakfasts and a morning tea for grandparents. Attendance at these events increases each year.

Our parents and carers at St Brigid's demonstrate strong loyalty and an affinity with the college's mission, vision and strategic direction. We are grateful for the feedback from our parents and carers and their promotion of the College. One key measure of this satisfaction is the significant increase in student enrolments based on our parents recommending the College to new parents.

### Student satisfaction

Students are at the heart of all we do and aspire to be at St Brigid's. Our students indicate that the College is safe, supportive and welcoming, and they appreciate our commitment to their wellbeing and learning growth. They identify relationships with their teachers as strong.

Learning Conferences, Mentor Groups and Family Conferences allow students to talk about their learning successes, areas for improvement, faith and wellbeing with their teachers and parents or carers.

Student Leaders, led by our College Captains, have been at the forefront of improving the student experience and identifying key improvement opportunities in weekly meetings. The Senior Leadership attend these meetings, which are an excellent opportunity to hear about the College directly from students.

Students at St Brigid's demonstrate great pride, loyalty and an affinity with the College's mission, vision and strategic direction. We are grateful for the feedback from our students

and their promotion of the college, including recommending it to other students and their families, which has led to significant enrolment enquiries.

### **Teacher satisfaction**

St Brigid's College is blessed with committed, hard-working, highly effective professional teachers committed to the transformative power of a quality education for our students. Staff work together to create a cohesive, supportive work environment where everyone's work is valued for contributing to educating the children in our care.

Teachers have a strong voice and contribute to all aspects of the College. In 2024, staff completed a Culture Survey, and regular surveys on key issues affecting them and the college as a workplace. Indicative of staff satisfaction is the low turnover of staff.

Teachers work with Middle Leaders and the Senior Leadership Team to help develop and implement the direction of the College and its culture. Teachers work collaboratively and cooperatively, which is integral to our strong sense of collegiality.

All of St Brigid's events, processes, and practices are feedback opportunities for staff. Teachers indicate high satisfaction levels with the College. As such, teachers at St Brigid's demonstrate strong loyalty to, and an affinity with, the College's mission, vision and direction.

## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,494,701
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,789,796
Fees and Private Income <sup>4</sup>	\$2,900,527
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$432
<b>Total Income</b>	<b>\$16,185,457</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$2,715,820
Salaries and Related Expenses <sup>7</sup>	\$11,513,220
Non-Salary Expenses <sup>8</sup>	\$4,901,539
<b>Total Expenditure</b>	<b>\$19,130,580</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT