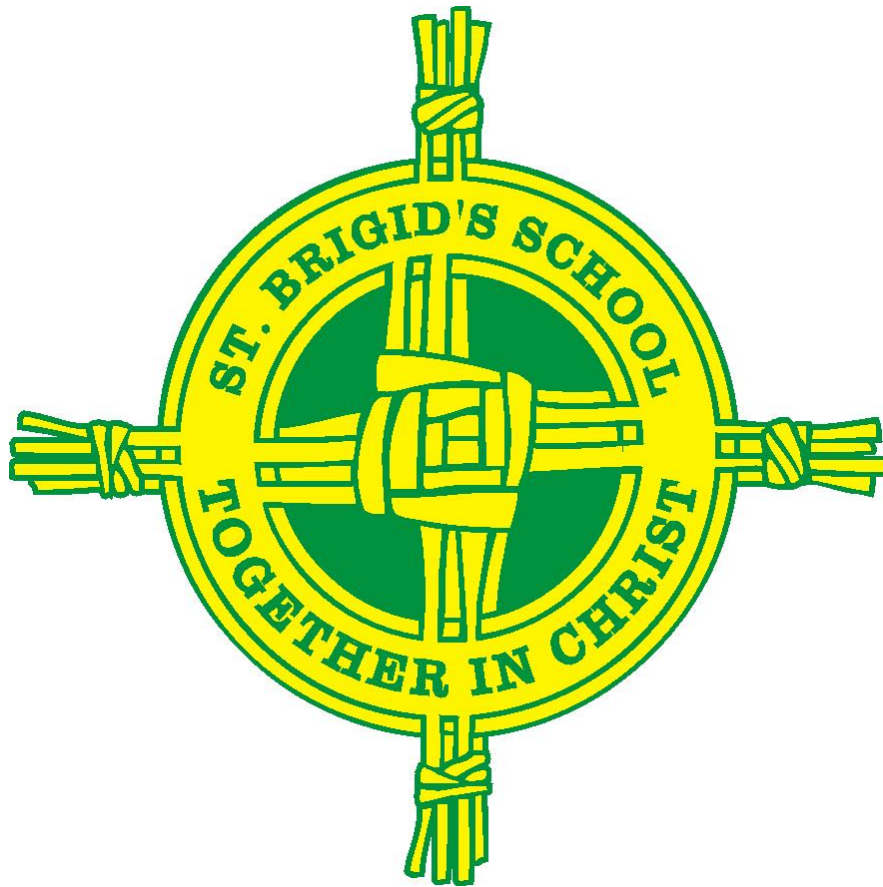


Saint Brigid's School Collie



2018

Annual Report

SERVICE

RESPECT

KINDNESS

LEARNING

Part 1: Publication of information Relating to Schools

1. CONTEXTUAL INFORMATION:

School History:

1902-1955: St Brigid's School was opened in 1902 by the Presentation Sisters at the request of Bishop Gibney and the fledgling Catholic Community, catering for both boys and girls from Year 1 to Year 12. Prior to the establishment of a senior school in Collie, the sisters taught students in Years 11 and 12. In addition to the day school, a night school was established for adults of any age who wished to be trained for various trades and professions.

1955-1993: In 1955 **St Edmunds College** was completed at 205 Prinsep Street by the Christian Brothers. Boys completed their early schooling at St Brigid's (Year 1- Year 3) and were enrolled at St Edmund's College from Year 4 onwards, while the girls remained at St Brigid's School. **St Brigid's School** catered for all girls Yr 1-12 and boys Yr 1-3. St Brigid's School was located adjacent to St Brigid's Church.

1994-2000: In 1994 **Collie Catholic College** was born following the amalgamation of St Brigid's School and St Edmunds College. The college had two campuses- St. Brigid's Campus (Primary) and St Edmund's Campus (Senior).

2001-2002: Due to declining enrolments, at the end of 2000 **Collie Catholic College** only catered for primary students. During these years the old St Edmund's Campus was being prepared for the future relocation of the Primary School.

2003-Present: In January, 2003 the school was officially renamed St Brigid's School and was relocated to its current site at 205 Prinsep Street (St Edmund's Campus) in October of the same year. It is currently a single stream school from Kindergarten to Year 6.

Current Context: The town of Collie has a long history of coal mining and power generation. In recent years, due to many factors, the once consistent and steady flow of jobs and employment stability has diminished significantly. In 2011, Collie became one of the State Government's 9 Super Towns. Funded under the "Royalties For Regions Program", the program aimed to attract and stimulate growth, maximize opportunities and prepare for the future. Despite this initiative, there has been declining enrolments in Collie schools for the past 2-3 years and a greater percentage of our parents are having difficulty finding work or are working in temporary/short term positions.

STUDENT BODY: In 2017, our school had 155 students enrolled from PP-6. This cohort was comprised of 82 girls and 73 boys. Our student cohort incorporates 1% who identify as indigenous and 7% who have a first language background at home other than English.

2. Teacher Qualifications: (some with multiple qualifications)

Number of Teachers	Qualification
10	Bachelor of Education (Primary)
2	Bachelor of Education
1	Master of Education
3	Bachelor of Arts (Education)

1	Bachelor of Arts (Children's Services)
2	Diploma of Education
1	Graduate Certificate in RE
2	Graduate Certificate in Early Childhood Education
1	Bachelor of Education (Early Childhood Education)
1	Bachelor of Arts (Craft)
1	Certificate of Instructional Leadership

3. Workforce Composition: St Brigid's employs: 14 teachers (part time and full time), 12 female and 2 male. St Brigid's also employs 14 non-teaching staff (full time and part time), all female. There are no Indigenous members of staff at St Brigid's.

4. Student Attendance at School:

Overall attendance for the school year for students PP-6 was 91.65%. Parents are contacted via SMS each day for all unexplained absences. Written communication from parents is required and collected explaining student absences.

Student Cohort	Student Attendance
Kindergarten	84%
Pre-Primary	92%
Year 1	92%
Year 2	92%
Year 3	94%
Year 4	93%
Year 5	92%
Year 6	94%

5. NAPLAN Annual Assessments

Year 3 NAPLAN Over Time							
	2012	2013	2014	2015	2016	2017	2018
Reading	405	397	375	337	381	416	408
Writing	384	373	382	391	406	409	374
Spelling	383	387	362	327	397	400	382
Gram Pun	397	389	367	324	402	431	380
Numeracy	373	366	359	372	361	408	346

Year 5 NAPLAN Over Time							
	2012	2013	2014	2015	2016	2017	2018
Reading	478	505	489	478	483	480	458
Writing	462	512	466	443	470	427	447
Spelling	477	483	469	486	457	446	473
Gram Pun	464	516	480	493	486	468	467
Numeracy	479	485	482	485	476	487	447

- 6. Parent, Student and Teacher Satisfaction:** Our school community (parents, staff and students) completed the Tell Them From Me Survey, providing our school feedback on our strengths and opportunities. A summary is provided below:

Cohort	Identified Strengths	Identified Opportunities
Students	<ul style="list-style-type: none"> Student participation in extra-curricular activities Students value schooling Students with positive relationships Student effort to learn Positive teacher-student relations 	<ul style="list-style-type: none"> Students with a positive sense of belonging Students with positive homework behaviours Students interested and motivated
Parents	<ul style="list-style-type: none"> Parents are informed Parents feel welcome We are an inclusive school Safety at school School supports positive behaviour 	<ul style="list-style-type: none"> Parents support learning at home School supports learning
Staff	<ul style="list-style-type: none"> Leadership Parent Involvement 	<ul style="list-style-type: none"> Learning Culture Data Informs Practice

7. **School Income:** Financial Information for the past year is on the My School website www.myschool.edu.au
8. **Senior Secondary Outcomes: (N/A)**
9. **Post School Destinations:** Approximately 57% of our graduating students enrolled at Bunbury Catholic College and 37% enrolled at Collie Senior High School. 6% went to other senior secondary schools.
10. **Annual School Improvement:**
Some of the key achievements and indicators of success of the 2018 Annual School Improvement Plan are outlined in our summarized Annual School Improvement Plan below:

2018 Annual School Improvement Plan

GOAL	SUPPORT	SCHOOL PERFORMANCE																																						
LEARNING																																								
<p>Improvement in Writing: 80% of students will receive a C Grade in the area of writing. With 20% of students receiving a B Grade or above.</p>	<p>In 2018 staff began training in the Talk For Writing Program. Implementation scheduled for 2019.</p>	<p>21% received an A or B Grade (this result is 1% better than our goal) 58% received a C Grade (this result is 22% less than our goal) 21% received a D Grade (our goal was to minimise the number of students in this group). Writing will remain a key focus for 2019.</p>																																						
<p>Improvement in Literacy Achievement in Early Years (Speaking, Listening, Reading, Writing) 80% of students entering Year 1 will achieve 1.0+ in On Entry Assessment</p>	<p>Greater focus in PLC with reviewing and planning from the On Entry Data. PP will now do end of year assessment for all students.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2016</th> <th style="text-align: center;">2017</th> <th style="text-align: center;">2018</th> <th style="text-align: center;">2019</th> </tr> </thead> <tbody> <tr> <td>Students entering PP in:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Speaking and Learning</td> <td style="text-align: center;">0.36</td> <td style="text-align: center;">0.32</td> <td style="text-align: center;">0.32</td> <td style="text-align: center;">0.33</td> </tr> <tr> <td>• Reading</td> <td style="text-align: center;">0.38</td> <td style="text-align: center;">0.37</td> <td style="text-align: center;">0.31</td> <td style="text-align: center;">0.44</td> </tr> <tr> <td>Students entering Yr 1 in:</td> <td style="text-align: center;">2016</td> <td style="text-align: center;">2017</td> <td style="text-align: center;">2018</td> <td style="text-align: center;">2019</td> </tr> <tr> <td>• Speaking and Learning</td> <td></td> <td></td> <td></td> <td style="text-align: center;">0.68</td> </tr> <tr> <td>• Reading</td> <td></td> <td></td> <td></td> <td style="text-align: center;">0.89</td> </tr> </tbody> </table> <p>6% of students reached 1.0 target in speaking and listening 18% of students reached the target in reading Improvement in On Entry performance will continue to be a focus in 2019.</p>		2016	2017	2018	2019	Students entering PP in:					• Speaking and Learning	0.36	0.32	0.32	0.33	• Reading	0.38	0.37	0.31	0.44	Students entering Yr 1 in:	2016	2017	2018	2019	• Speaking and Learning				0.68	• Reading				0.89			
	2016	2017	2018	2019																																				
Students entering PP in:																																								
• Speaking and Learning	0.36	0.32	0.32	0.33																																				
• Reading	0.38	0.37	0.31	0.44																																				
Students entering Yr 1 in:	2016	2017	2018	2019																																				
• Speaking and Learning				0.68																																				
• Reading				0.89																																				
ACCOUNTABILITY																																								
<p>Increase Enrolments across our school and in Kindy intakes</p>	<p>Extensive and ongoing marketing campaign following our Board developed Marketing Plan.</p>	<p>Enrolment increase from the February State Census(PP-6):</p> <ul style="list-style-type: none"> 2017 164 students plus 17 Kindy 2018 172 Students (increase 4.7%) plus 24 Kindy 2019 192 Students (increase 10.5%) plus 23 Kindy <p>The average decline of the 4 other schools during this period was 17 students per school and St Brigid's increased by 20 students during this 12 month period. Sustaining enrolment growth will be a priority in 2019.</p>																																						
<p>Improve our Early Years Areas (QA3), aligned with NQS expectations</p>	<p>Regular (twice termly) Early Years PLC focussing on NQS led by leadership, involving Teachers and Assistant Teachers</p>	<p>Through greater focus and interrogation of NQS, our self-review indicated that we still require considerable reflection and action to ensure we are meeting or exceeding the standards. In 2017, our self review indicated that we had met QA6, but it has since been re-assessed and staff continue to "Work Towards" this outcome. In summary, we are still "Working Towards" in QA 1,3,6 & 7. NQS performance will be an ongoing focus in 2019.</p>																																						

SERVICE

RESPECT

KINDNESS

LEARNING