Saint Brigid's School Collie
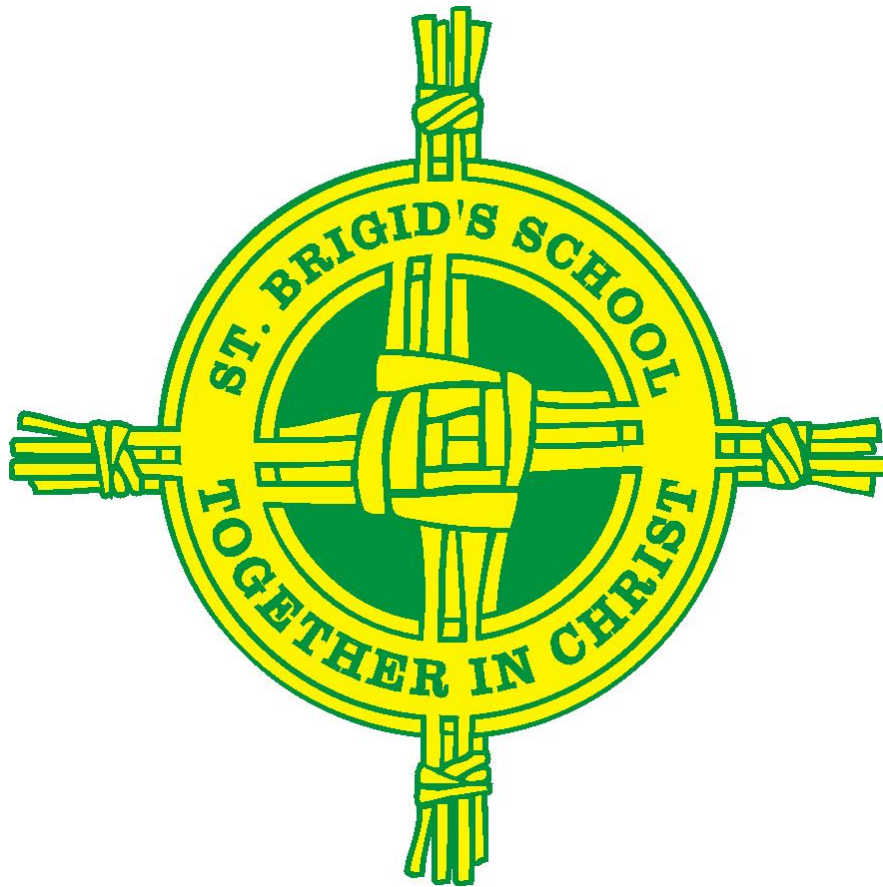

2020

Annual Report

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.

2003-2015: 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 was a single stream school from Kindergarten to Year 6.

2016-2018: Due to inconsistent enrolment numbers and a declining population in Collie, the school operated with a number of split classes.

2019- Present: As a result of strong enrolment growth, the school re-introduced single year level classes across the 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 2020, our school had 162 students enrolled from PP-6. This cohort was comprised of 80 girls and 82 boys. Our student cohort incorporates 2% 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 91.95%. 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	85%
Pre-Primary	94%
Year 1	90%
Year 2	90%
Year 3	92%
Year 4	93%
Year 5	93%
Year 6	92%

Managing non-attendance

The following outlines elements of our Attendance Policy and Procedures

4. ATTENDANCE PROCEDURES

4.1 At St Brigid's School, attendance records of students will be taken at the commencement of each day by 10am (to cater for the morning session) and by

1.50pm (to cater for the afternoon session).

4.2 Attendance is marked in half day increments. These increments being before and after 12.00 noon. A student must be present for at least two hours of each half day increment to be recorded as in attendance.

4.3 Attendance notifications must be recorded using the online attendance portal provided through the Catholic Education of WA's system wide preferred method, SEQTA.

Step 1: By 10:30am the administration officer checks SEQTA. Any students with unexplained absence have their guardians contacted by SMS.

Step 2: Parents are to ring the front office or email: admin@stbrigidscollie.wa.edu.au explaining the absence, preferably by 9.00am.

5. ACCEPTED FORMS OF RESOLVED NON-ATTENDANCE CONTACT

The following methods of non-attendance reasoning will be accepted by St Brigid's Primary School:

5.1 An email sent to the student's teacher or St Brigid's administration. This must contain the writer's full name, date and a reason for the absence.

5.2 Completion of the Online Absentee Form available on Connected App

5.2 A note sent to school signed by a parent or legal guardian containing the writer's full name, date and reason for absence.

5.3 Direct contact or telephone call from a parent or legal guardian to the class teacher or school administration. Verbal notification is an approved method but

must be accompanied by a legitimate reason. If no reason is given, the absence must be listed as unresolved, so it can be followed up by Admin.

6. TEACHER RESPONSIBILITY

6.1 Teachers have the responsibility of completing the Attendance Register each day at two different intervals within the day.

6.2 Teacher Assistants will take responsibility for completing this information when the teacher deems it necessary.

6.3 In the event that no reason is provided for an absence, teachers are required to follow up with parents or guardians on the reasons according to the Accepted Forms listed above.

6.4 The inability of parents to provide a suitable reason for absence must be noted for future reference and accountability of the teacher.

6.5 A note outlining reasons for a child's absence sent to school by a parent or legal guardian is to be forwarded to the class teacher. All hard copy absentee notes will be kept by class teacher until the end of the year, when they sent to the office and are archived.

6.6 A parent or guardian may phone the office to notify that the student is absent for the day. The Administration Officer will update SEQTA with this information.

7. LATE STUDENTS

| SERVICE | RESPECT | KINDNESS | LEARNING |

Students who arrive late to school after the school bell at 8.45am must be processed through the front office (with the exception of Kindergarten and Pre-primary students, who will be delivered straight to the classroom and processed through SEQTA by staff). Administration staff will 'tag' student in using SEQTA Kiosk. The student will receive a Late Card to deliver to the teacher, which is proof that the

child has been processed through the front office.

8. EARLY DEPARTURES

Students who leave school early must be processed through the front office. The parent/guardian will need to complete the Student Sign In/Out Register in the administration office. With the exception of Kindergarten and Pre-primary students, who will be collected straight to the classroom and processed through SEQTA by staff.

9. EXTENDED ABSENCES

If a child is to be away for longer than a two-week period, permission must be sought from the Principal in the form of a signed letter. Once permission is granted, the

letter will be forwarded to the administration, where the details will be recorded in SEQTA. It is the parent's responsibility to ensure the student keeps up-to-date with reading and online programs such as Mathletics and Reading Eggs. No additional work will be provided by the classroom teacher. Parents may elect for their child to complete a diary or blog during their absence.

5. NAPLAN Annual Assessments

Year 3 NAPLAN Over Time									
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Reading	405	397	375	337	381	416	408	389	No Naplan in 2020
Writing	384	373	382	391	406	409	374	363	
Spelling	383	387	362	327	397	400	382	355	
Gram Pun	397	389	367	324	402	431	380	388	
Numeracy	373	366	359	372	361	408	346	366	

Year 5 NAPLAN Over Time									
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Reading	478	505	489	478	483	480	458	514	No Naplan in 2020
Writing	462	512	466	443	470	427	447	471	
Spelling	477	483	469	486	457	446	473	498	
Gram Pun	464	516	480	493	486	468	467	519	
Numeracy	479	485	482	485	476	487	447	495	

6. **Parent, Student and Teacher Satisfaction:** Our school community (parents, staff and students) completed the Tell Them From Me Survey in early 2021, providing our school feedback on our strengths and opportunities. A summary is provided below:

Cohort	Identified Strengths	Identified Opportunities
Students (generally similar to regional mean)	• Students with positive homework behaviours • Advocacy at school • Student effort to learn • Effective learning time • Relevance of learning	• Students with positive relationships • Rigour in the classroom • Students with a positive sense of belonging • Students interested and motivated • Positive learning climate
Parents (generally well above the regional mean)	• Parents feel welcome • We are an inclusive school • Safety at school • School supports positive behaviour • School supports learning	• Parents support learning at home • Parents are informed
Staff	• Leadership • Parent Involvement	• Learning Culture • Data Informs Practice • Collaboration

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 52% of our graduating students enrolled at Bunbury Catholic College, 41% enrolled at Collie Senior High School and 7% went to Hope Christian College.

10. **Annual School Improvement:**
    Some of the key achievements and indicators of success of the 2020 Annual School Improvement Plan are outlined in our summarized Annual School Improvement Plan below:

Focus Area	Specific Goal	Progress Towards Goal in 2020	
Evangelisation Plan Focus	Increase staff capacity and confidence in delivering Religious Education lessons.	Teachers of RE noted a 33% increase in their level of confidence and skills in instructing RE lessons from the beginning of the year to the end of 2021	
Aboriginal Education Plan Focus	Increase staff Cultural Competency across the school from Stage 1 and Stage 2 to all 8 components in Stage 2 and 3 using the Aboriginal Education Improvement Map (AEIM) and Cultural Competency Survey	St Brigid's School has moved to Stage 2 in: Policies, Perspectives, Professional/Personal Learning and Personnel St Brigid's School has moved to Stage 3 in: Planning	
Curriculum Plan Focus	75% of students across Years 1-6 will achieve at or above the median scaled score (as per the respective year level norming sample) in ACER Mathematics assessment.	2019 Data –(% of students at or above norming sample median) Yr 1 – 87% Yr 2- 40% Yr 3 – 45% Yr 4 – 30% Yr 5 – 70% Yr 6 – 18%	2020 Data –(% of students at or above norming sample median) Yr 1 – 80% Yr 2- 42% Yr 3 – 26% Yr 4 – 47% Yr 5 – 22% Yr 6 – 47%

SERVICE   RESPECT   KINDNESS   LEARNING

Curriculum Plan Focus	80% of students in Year 3 and 5 will achieve at or above the National Average in NAPLAN writing.	2018 Data –(% of students at or above norming sample median) Yr 3 – 64% Yr 5 – 68%	2019 Data –(% of students at or above norming sample median) Yr 3 – 53% Yr 5 – 96%	2020 Data –(% of students at or above norming sample median) Yr 3 – no data Yr 5 – no data	

Curriculum Plan Focus	80% of Pre-primary to Year 2 students will achieve their respective benchmark in the Reading and Speaking and Listening On Entry Assessment. PP – 1.0 Yr 1 – 1.5 Yr 2 – 2.0 Due to a change in the On Entry Assessment Tool targets that changed during 2020, we had to adjust our ASIP Targets from this data sources. We now measure using our ICSEA Median scores as a baseline and aim for 60% of our students to be above the ICSEA Median at all grade levels.

2021 ON-ENTRY	Speaking and Listening	Reading	Writing	Numeracy
Entering PP (2027)	N/A	8%	52%	45%
Entering Y1 (2026)	N/A	69%	55%	81%
Entering Y2 (2025)	N/A	55%	N/A	79%
% of students at or above ICSEA School Median Score on 2021 Tests. Tests were taken early in T1				

Curriculum Plan Focus	80% of students demonstrating an end of year instructional Reading Levels of PP – 3 Yr 1 – 13 Y2 – 22-25

IRL	**2019** % of students at or above required Instructional Reading Level	**2020** % of students at or above required Instructional Reading Level
PP	**	60%
Yr 1	73%	90%
Yr 2	80%	86%