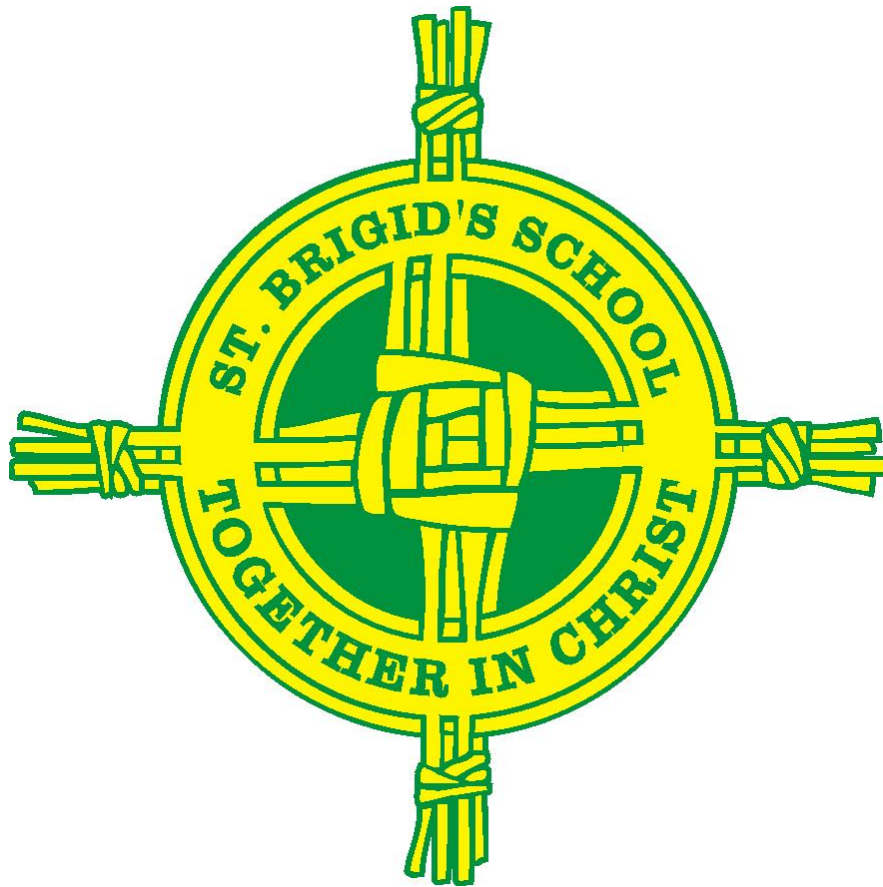


Saint Brigid's School Collie



2021

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.

2003-2015: 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 2021, our school had 169 students enrolled from PP-6. This cohort was comprised of 81 girls and 88 boys. Our student cohort incorporates 6.5% who identify as indigenous and 6.5% 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: 16 teachers (part time and full time), 14 female and 2 male. St Brigid's also employs 16 non-teaching staff (full time and part time), 15 female and 1 male. 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 90.6%. 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	91%
Pre-Primary	88%
Year 1	86%
Year 2	91%
Year 3	92%
Year 4	92%
Year 5	92%
Year 6	93%

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 start of each day by 1am (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@stbrigidscolle.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

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

Yr 3 Results Over Time

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Reading	397	375	337	381	416	408	389	No NAPLAN in 2020	417
Writing	373	382	391	406	409	374	363		426
Spelling	387	362	327	397	400	382	355		394
Gram Pun	389	367	324	402	431	380	388		416
Numeracy	366	359	372	361	408	346	366		387

Year 5 Results Over Time

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Reading	505	489	478	483	480	458	514	No NAPLAN in 2020	451
Writing	512	466	443	470	427	447	471		445
Spelling	483	469	486	457	446	473	498		448
Gram Pun	516	480	493	486	468	467	519		434
Numeracy	485	482	485	476	487	447	495		438

6. **Parent, Student and Teacher Satisfaction:** Our school community (parents, staff and students) completed the Tell Them from Me Survey in early 2022, providing our school feedback on our strengths and opportunities for growth. A summary is provided below:

Cohort	Identified Strengths	Identified Opportunities for Growth
Students	<ul style="list-style-type: none"> • Students value schooling outcomes • Students have positive homework behaviours • Students display positive behaviour at school • Students try hard to succeed in their learning • There are positive teacher/students relations • High staff expectations of student success 	<ul style="list-style-type: none"> • Student participation in extracurricular activities • Advocacy at school
Parents	<ul style="list-style-type: none"> • Parents feel welcome • Students are Safe at school • School supports positive behaviour • School supports learning 	<ul style="list-style-type: none"> • Parents are informed
Staff	<ul style="list-style-type: none"> • An inclusive school • Teaching strategies • Data informs practice • Learning culture 	<ul style="list-style-type: none"> • Leadership • Collaboration • Technology • Parental involvement

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 63% of our graduating students enrolled at Our Lady of Mercy College Australind, 31% enrolled at Collie Senior High School, 3% enrolled at Newton Moore High School Bunbury and 3% went to Bunbury Baptise College.

10. Annual School Improvement:

As part of our transformation program with Fogarty EDvance, we measure the culture and organisational health of our school through an external propriety diagnostic tool and in a one year time frame we have shown significant progress moving from the second quartile to the top decile of the average global benchmark. St Brigid's School has a strong outcome profile with all outcomes above the median. Similarly, the school also has a strong practice profile with 33 out of 37 practices above the median. 35 of 37 practices have a double digit increase when compared to 2021.

In 2021 the focus was on the following key organisational health practices:

1. Shared Vision (2021 second quartile, 2022 top decile)
2. Strategic Clarity (2021 top quartile, 2022 top decile)
3. Work Environment (2021 third quartile, 2022 top quartile)

Organisational Health Actions for 2022

In 2022 the focus will be on the following practices:

Accountability: Performance contracts, Consequence Management

Coordination and Control: People Performance Management, Professional Standards

Leadership: Supportive Leadership

Part 2: School Community Reports

St Brigid's Principal Report (2021)

2021 marked 200 years of Catholic Education in Australia and 50 years of the Catholic Education office in Western Australia. For St Brigid's School, 2021 marked another successful and the commencement of our school's involvement in the Fogarty Ed-Vance school improvement journey. This 3 year program uses Neil Dempster's 2009 synthesis of research on leadership for learning and the Fogarty Transformational Framework as the basis of the school improvement structure. The program leverages high levels of staff engagement and input to engineer school improvement. Collectively, our staff believe that as a learning team and organisation we have made more progress in 2021 than we had for the combined efforts of the previous years. Throughout 2021 our improvement program worked simultaneously on student performance, workplace health and organisational culture. Our participation in Fogarty Edvance offers our school a great advantage including:

- Improved student achievement and progress
- Professional learning to support all staff
- A strategic direction document (SDD) to drive our actions and keep us accountable
- The use and application of specialised resources and data tools
- Access to a supportive network of schools
- A dedicated mentor/coach to guide us on your journey

We have been very blessed to have been allocated Denise Hilz as our mentor. Denise has extensive experience as a principal and working as part of the executive at the Department of Education (WA) and has several years of experience working and guiding schools as part of the Fogarty Edvance program.

After extensive deliberation staff determined that Aspiring for Excellence would become our school moral purpose. This simple statement outlines our intent for: student learning, school culture, relationships and our partnership with parents. This statement also sits comfortably alongside our school values and goals and our vision to "Walk together with our families to nurture faith filled, engaged and successful learners."

It was with sadness that we farewelled Fr Robert after three years when he required to move to Christ the Living Vine Parish in Australind. Father Robert was a wonderful shepherd and spiritual guide for our school and parish. We were delighted when the smiling face and personality to match of Fr Gerald came to join us at St Brigid's and who has subsequently been appointed as our parish priest. In the short time that he been with us already, Father Gerald has connected so well with our students, staff and families and we look forward to his formal installation in the months ahead.

We wish to again acknowledge and thank all our parents for their ongoing support and contributions to our school and particularly our Catholic Parents Association (P&F) and School Advisory Council. We think our president Mrs Emily Wheeler, the executive and all our members who have contributed to some of the many functions and activities that have drawn our community together in friendship and faith over the course of the year. Our school Advisory Council, under the astute leadership of Board Chair, Mrs Candice Ienco has again provided exceptional support for our school and continues to effectively ensure the immediate and long term success and strengths of St Brigid's.

Our student academic performance has continued to improve in 2021. We have worked with staff to ensure we have well designed year level assessments to ensure we can measure the effectiveness of our teaching programs and application in each year level. Some of our most outstanding performance averaged across the school in 2021 was:

- ▶ Reading Growth ACER Average 0.83- equal best since 2016
- ▶ Numeracy Growth ACER Average 0.96- best since 2016 by 0.25

Both of these results are significantly above the 0.40-year level growth expected in each year level. The commitment of our staff to the learning and wellbeing of our students is to be commended. We are incredibly blessed to have a school with such committed education and service staff who work together, striving for excellence across our school.

During 2021, our main priorities included developing an agreed whole school instructional model, implementing peer coaching as a means of improving instructional quality and the determining and training of a wellbeing program designed to enhance the wellbeing of our students, staff and families. These key initiatives have been led by many of our highly committed and skilled teachers and members of our school improvement team. We look forward to implementing and embedding these programs across our school in 2022 and beyond.

On a personal note, I wish to thank all of our parents, staff and students for your support of me during the previous five years in my role as principal. It has been an absolute privilege to be entrusted to lead the school and work with you all to improve the lives of the people here at St Brigid's. I leave with very mixed emotions, very energised and excited about my new role but also saddened to leave my close connection with families, staff and of course our students. I have loved working here at St Brigid's and depart with overwhelming confidence in the abilities of Mrs Marcie Collins, our Key Teachers (Mrs Zoe Howard, Mrs Pia Chiellini and Miss Keira Piavanini) along with all our other teachers and staff to continue our exciting school improvement program- Fogarty Edvance and all the other great things that make up St Brigid's.

I extend a very warm welcome to incoming principal, Mrs Carmel Costin. I know that she has the full support of our staff and is very well equipped to lead our school for the first semester as part of the transition plan for new leadership. Carmel is a very experienced educational leader and has engaged in a very comprehensive handover with our leadership team, Fogarty mentor and staff at the end of 2021. Wishing everyone at St Brigid's School, Collie a wonderful and successful 2022.

Daniel Graves

Principal-St Brigid's School 2021

AGM – St Brigid's School Board Report

I once again have the pleasure of delivering the 2021 St Brigid's School Advisory Council report. 2021 saw many challenges, from the extra week of school holidays at the start of the year, which was one less week of school lunches for some and heartbreak for others. My son Rocco was one of those heartbroken and I felt a twinge of guilt for being grateful for one more week with my boys. I have so much praise for how St Brigid's staff handled the year we all hoped would be better than 2020, and I think, for our school, it was. Our School Advisory meetings were held face to face and we were able to discuss and see the plans for the future of our school.

The role of the School Advisory Committee is to plan for the present and future operation of St Brigid's and help the school fulfil its educational responsibilities in accordance to the policies and practices prescribed by Catholic Education Western Australia. This year, our School Board was yet again, a good mix of new members and experienced members. I would like to thank a couple of individual members.

Firstly, Christine McDonald. You are sadly leaving us even though I have begged you complete another tenure. We have enjoyed your company and all breathed a sigh of relief when you would seek clarification on some of Daniels completely obvious yet totally confusing way of putting things. You are always willing to put your hand up to help and give everything you do your absolute dedication. I will miss you throwing your hands around when you are trying to explain something or better yet confused. You were a pleasure to have on the committee and we sincerely thank you for your time and efforts over the past 6 years.

Secondly, Sharee Mumme, Thank you for putting your hand up to be on the School Advisory Council. Your consistent smile and delicate way of phrasing your ideas will be missed. Now that your little man has moved on to high school you have a new set of challenges to address, enjoy this next chapter.

I also need to thank the members that aren't deserting me, Liz Harper, Matthew Elks, Natasha Harley and Father Gerald.

Lastly, I would like to acknowledge Daniel Graves. Even though he is not here, I would like to thank him on the amazing work he has done during his time here at St Brigids. Daniel was a dedicated principal who was able to push our school in a positive direction at a fast pace with a strong focus on student engagement, school improvement and progressive achievement. His presence will be greatly missed and we are currently trying to find a clone.

2021 saw us escape any lockdowns here in the West, and this allowed St Brigids administration, teachers, education assistants, cleaners, gardeners, canteen operators and volunteers deliver an education to our students at the very highest of standard in a beautiful, well looked after setting. We continued to strive for excellence and achieve our goals.

As an Advisory Council, we are tasked with ensuring all spending of school funds is done in compliance with the budget and in accordance with the needs and direction of our school. During 2021 the library was completely refurbished and we are currently waiting on a few couches to arrive to complete the room. We continued to invest in Multilit – an intervention program that will upskill our staff and improve the literacy and outcomes of our younger students. The lighting around the school was improved and we can now see our beautiful school emblem lit up at night. Staff have

engaged in further training thanks to the Fogarty Edvance program and this is having a significant impact on the learning achievement of our students. The goal setting strategy is also having a positive impact with many students achieving success.

Looking back on the goals we set ourselves as a school in previous years, we continued to aim to increase student enrolments and parent communication. We have built on both of these successes in 2021 with another bumper crop of Kindy students and our investment in SEQTA and increased use of SEQTA messaging. The open communication between parents and teachers via technology is proving to be effective and like all things we will continue to improve these processes.

The School Board is fully supportive of CEWA's decision to not increase fees across Catholic schools in 2022. At St Brigid's we are proud that, due to strong enrolment growth and skilled financial planning, we have been able to provide our parents and families a 0% increase in fees over the previous six years and this will be continued for the seventh year. We will continue to offer \$0 school fees for Kindergarten to financially assist families with young children beginning at St Brigid's and to support ongoing enrolment growth across our school. We will continue to work on our schools strategic plan and endeavour to make recommendations that will continue to provide our students with the best education in a supportive and safe environment.

Unfortunately, our School Advisory Council numbers have severely depleted and we respectfully request the support of our school community in the way of recruiting new members. Without the School Advisory Council, the school simply can not run. We require new members for 2022 and are seeking anyone with an interest in the wellbeing of our students and the growth of our school to attend the 1 meeting per term required of this role. As a busy mum of two young boys, a FIFO husband and working full time, I felt I was very disconnected from my children's education. The opportunity to be a member of the School Board enabled me to be actively involved in my children's education and become more informed about the direction and running of the school. The knowledge and information that comes from attending the meetings offers an in depth perception of the school that is invaluable. If you have any questions regarding the role of the School Advisory Council or are interested in any vacant positions, please do not hesitate to see me or any other council member.