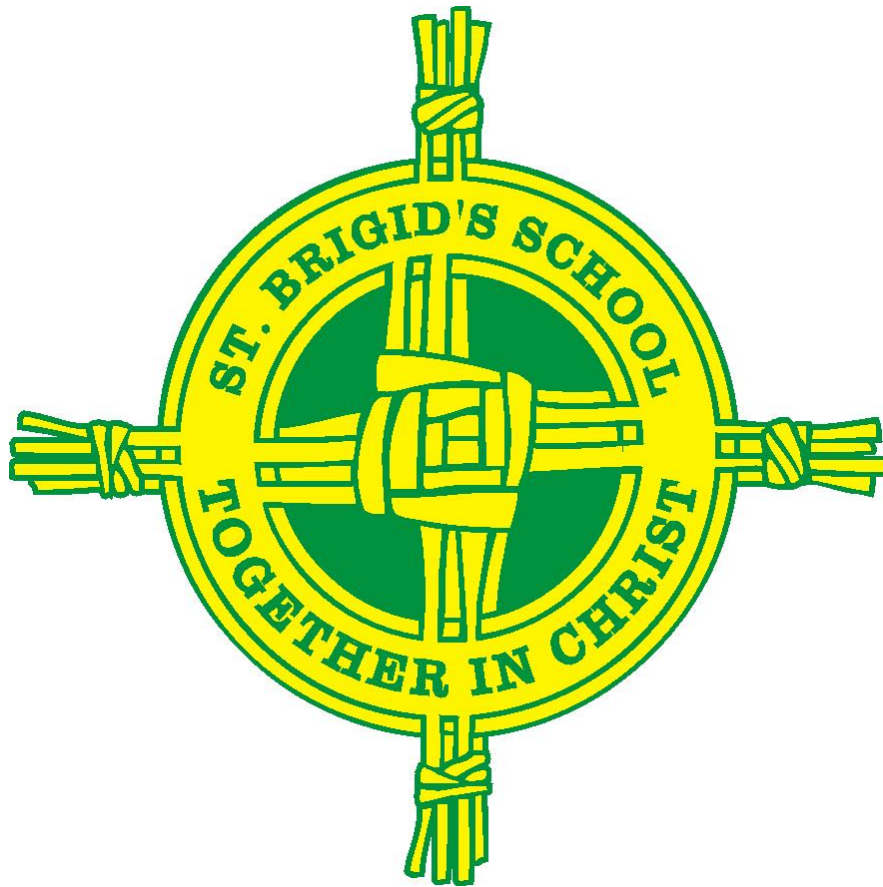


Saint Brigid's School Collie



2022

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 2022, our school had 158 students enrolled from PP-6 a. This cohort was comprised of 75 girls and 83 boys. We additionally have 29 kindergarten students. Our student cohort incorporates 2% who identify as indigenous and 2% 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)
1	Bachelor of Education
2	Master of Education
2	Bachelor of Arts (Education)
1	Bachelor of Arts (Children's Services)
2	Diploma of Education
1	Graduate Certificate in RE
1	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: 15 teachers (part time and full time), 14 female and 1 male. St Brigid's also employs 14 non-teaching staff (full time and part time), 13 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 88%. Attendance was drastically impacted but COVID-19 in 2022. 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
Pre-Primary	89%
Year 1	88%
Year 2	88%
Year 3	87%
Year 4	88%
Year 5	84%
Year 6	91%

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	2022
Reading	397	375	337	381	416	408	389	No NAPLAN in 2020	417	479
Writing	373	382	391	406	409	374	363		426	439
Spelling	387	362	327	397	400	382	355		394	418
Gram Pun	389	367	324	402	431	380	388		416	454
Numeracy	366	359	372	361	408	346	366		387	415

Year 5 Results Over Time

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Reading	505	489	478	483	480	458	514	No NAPLAN in 2020	451	488
Writing	512	466	443	470	427	447	471		445	456
Spelling	483	469	486	457	446	473	498		448	488
Gram Pun	516	480	493	486	468	467	519		434	483
Numeracy	485	482	485	476	487	447	495		438	464

6. Parent, Student and Teacher Satisfaction: Our school community (parents, staff and students) completed the Tell Them from Me Survey in early 2023, 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 • Strong feeling of safety coming to school • School is a positive learning environment 	<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 • Leadership 	<ul style="list-style-type: none"> • 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 52% of our graduating students enrolled at Our Lady of Mercy College Australind and 48% enrolled at Collie Senior High School.

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. We have continued to see growth in all areas, maintaining our scores in the top docile for all areas. This strong improvement in all area is a reflection of the staff's willingness to embrace change and be part of the strategic process with a positive mindset. Incoming leadership has been supportive of the process and invested time into understanding both where the journey has come from and where it endeavours to go. To sustain this improvement there needs to be commitment to maintaining a strong strategic plan that is owned by all staff and support from leadership.

In 2022 the focus was on the following key organisational health practices:

1. Accountability: Performance contracts, Consequence Management
2. Coordination and Control: People Performance Management, Professional Standards
3. Leadership: Supportive Leadership

Organisational Health Actions for 2023

In 2023 the focus will be on the following practices:

1. Accountability – Performance Contracts
2. Coordination & Control – People Performance Review

Part 2: School Community Reports

Annual Community Meeting - St Brigid's Principal Report (2022)

The last 12 months have seen a great deal of change at St Brigid's. From farewelling Mr Graves at the end of 2021, the instatement of Mrs Costin as short-term principal for Semester One of this year and finally my own commencement at the beginning of Term Three. I would like to take this time to thank Mrs Costin for the care she took in leading the school in Semester One and ensuring it maintained its healthy position established under Mr Grave's principalship. I feel blessed by the warm welcome I received from the entire school community including students, staff, parents and carers. I would also like to acknowledge the hard work of the staff of St Brigid's during this 12 month period to ensure that a high level of teaching and stability is provided for our students and community. I would like to highlight the work of Marcie Collins in particular, who has demonstrated amazing leadership during this period, both supporting our staff as well as outgoing and incoming principals. Marcie has gone above and beyond, taking on a number of extra duties to ensure the school is running smoothly. Marcie, you will be greatly missed, but more on that later.

The continued COVID-19 pandemic saw a number of other changes to both school procedures and practices in Semester One of 2022. Staff work tirelessly to cater for students both in attendance and in isolation during a difficult period in both education and the community. With restrictions on events and community engagement and access to school, we appreciate that this was a difficult period for all. We were delighted to be able to welcome our parents and carers back into the school and classrooms in Second Semester as well as seeing the return of carnivals and assemblies. Thank you to our staff for the extra workload they took on and also their care and understanding of the wide array of needs of our students and families.

2022 saw St Brigid's enter into its second year in the Fogarty EDvance program. Based on the results of our updated surveys and Health Index, the school has made significant growth in establishing towards our goals, establishing our school's moral purpose and all student's staff and the wider community embodying our strive to 'Aspire for Excellence'. Our staff's focus shifted this year to ensuring that we were implementing high quality teaching practices within our classrooms and lesson structures. Our staff attended workshops, professional development and engaged in weekly professional learning communities to both enhance and refine their practices. I have been extremely impressed and proud of the staff's efforts to adjust and introduce these new practices and we have already begun to see the fruits of this work in student's improved results in standardized testing, in the form of both PAT-Mathematics and Reading and also our Year 3 and Year 5 NAPLAN results. Baseline results in all of these areas have shown significant growth and jumps in class means. 2023 will see us further solidify these practices as well as expanding our lesson structures to maintain consistency across all year levels and ensure that all students are being met at their point of need.

A year of change beyond leadership, a number of other decisions have been made over the last 12 months. With discussions and decisions occurring in Semester One, new additions and adjustments for our school uniform have been rolled out since the commencement of Term 3. To ensure a smooth transition, and to minimize the financial impact on families, students will have the option of both the old and new uniforms in 2023 and 2024 before the updated uniforms become compulsory in 2025.

2022 saw another successful year for St Brigid's in the sporting arena. Students participated in school athletic and cross-country carnivals and travelled down the hill to Bunbury to compete in interschool carnivals with other Catholic schools in the South West. The school's exclusion from local interschool competitions continues to be a topic of discussion between Collie schools leadership teams and I am maintain a dialogue with other school with the hope that we may see a return to competition in the future. With the restrictions imposed on the school due to COVID in Term One and Two, we were also unable to host a school swimming carnival. We look forward to this returning to the school calendar in 2023.

I would like to take this opportunity to thank both the P&F executive and the School Advisory Council. Both groups, lead by Emily Wheeler and Candice Ienco respectively, have been extremely supportive of the school and myself this year. The P&F worked hard to get lots of events back up and running once COVID restrictions eased in Semester Two and to help reestablish the strong sense of community at St Brigid's. 2023 will see the P&F adapt to the CEWA new Terms of Reference and I thank the executive in advance for making these adjustments. Thank you to the SAC for helping ensure that all decisions for the school are made with the best interests of the children at heart. I would like to acknowledge Tash Harley who will be stepping down from the SAC at the end of 2022 as her family relocates. Tash has been a huge contributor at St Brigid's on both the SAC, P&F volunteer and helping coordinate the Uniform Shop. We appreciate everything you have done and both your family and yourself will be missed. I would also like to acknowledge Pam Graves who steps down from both the P&F and SAC as P&F rep. There are persistent rumours that it has been Pam who has been successfully running the school during Daniel's time and we have loved having you have a more visible role in the school in 2022. Thank you for all of your contribution over your time at St Brigid's and on thank you personally for your warm welcome to myself and my family.

Finally, the end of 2022 sees further changes at St Brigid's as we farewell 3 fantastic staff members. A big thank you to Mrs Chappell for all of your hard work teaching PE and organizing our carnivals. Your lessons are a favourite of our students and I'm sure we will still get to see your smiling face at Roche Park. To Mrs Rochelle Piavanini, thank you for the care and compassion you have shown in your EA role at St Brigid's. We know you will continue to play a big role in the St Brigid's community. Finally, to Mrs Collins, what will we do without you. Your tireless work to support students, staff and

the community are greatly appreciated and will be sorely missed. You are a much loved member of the St Brigid's family and the positive impact and influence you have had during your time here will be felt for a long time to come. On a personal note, I'd like to thank you for all of your support this semester. You are not only an amazing Assistant Principal but an amazing person. Good luck down the hill.

With the departure of these staff and Mr Sarre's taking 12 months leave, we will see 2 new staff join us next year. We look forward to welcoming Miss Paino, as our new assistant principal. It was lovely to have her at school on Monday meeting staff and students. We also welcome Mrs Danielle Piavanini who will be working with Mrs Mason in Year 2 next year. Mrs Piavanini is a familiar face at St Brigid's having come in for relief regularly and we look forward to her officially joining staff.

So looking to 2023, we hope to build on the strengths of our school and continue to constantly evolve and improve. With so much change in 2022, let's hope that 2023 brings stability and continued progress.

Have a safe, happy and healthy Christmas and New Years and thank you for your attendance this evening.