Saint Brigid's School Collie

2024

Annual Report

SERVICE RESPECT KINDNESS LEARNING

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 2024, our school had 176 students enrolled from PP-6. This comprised of 84 males and 87 females. We additionally have 21 kindergarten students. Our student cohort incorporates 5% who identify as indigenous and 5% who have a first language background at home other than English.

2. **Teacher Qualifications:** (some with multiple qualifications)

Number of Teachers	Qualification
11	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	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 13 non-teaching staff (full time and part time), 12 female and 1 male. There was 1 Indigenous members of staff at St Brigid's in 2024.

4. **Student Attendance at School:**

Overall attendance for the school year for students PP-6 was 89%. 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	86%
Year 1	88%
Year 2	92%
Year 3	91%
Year 4	90%
Year 5	87%
Year 6	90%

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@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

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024
Reading	381	416	408	389	No NAPLAN in 2020	417	479	413	386
Writing	406	409	374	363		426	439	414	406
Spelling	397	400	382	355		394	418	422	393
Gram Pun	402	431	380	388		416	454	418	382
Numeracy	361	408	346	366		387	415	405	379

Year 5 Results Over Time

	2016	2017	2018	2019	2020	2021	2022	2023	2024
Reading	483	480	458	514	No NAPLAN in 2020	451	488	492	506
Writing	470	427	447	471		445	456	479	489
Spelling	457	446	473	498		448	488	483	486
Gram Pun	486	468	467	519		434	483	500	534
Numeracy	476	487	447	495		438	464	460	494

6. **Parent, Student and Teacher Satisfaction:** Our school community (parents, staff and students) provided the following school feedback on our strengths and opportunities for growth. A summary is provided below:

Cohort	Identified Strengths	Identified Opportunities for Growth
Students	• 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	• Student participation in extracurricular activities • Advocacy at school
Parents	• Parents feel welcome • Students are Safe at school • School supports positive behaviour • School supports learning	• Parents are informed
Staff	• An inclusive school • Teaching strategies • Data informs practice • Learning culture • 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 36% of our graduating students enrolled at Our Lady of Mercy College Australind, 64% 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.

2024 – 2026 School Improvement Plan

STEWARDSHIP - LEADERSHIP & MANAGEMENT	Leadership and Management support improved student and organisational health outcomes.	1.1 Improved student outcomes and progress in literacy and numeracy.	1.2 Apply a rigorous intervention program to support improved student outcomes and progress.	1.3 Build a culture of professional growth and collaboration.	1.4 Maintain and manage work health and safety.
EDUCATION - PEDAGOGY	Develop a whole school pedagogy and practices to accelerate student achievement and progress.	2.1 Teachers apply consistent pedagogy and practice to improve student outcomes.	2.2 Differentiation and adjustments are effectively communicated and support individual student emotional, social and academic growth.	2.3 Build a culture amongst staff, students and community around Indigenous inclusion and education.	
EDUCATION - CURRICULUM	Teach and assess the core content in the Western Australian curriculum sequentially and integrated.	3.1 Core curriculum content in planning and assessment supports effective pedagogy and student outcomes.	3.2 Reduce variability in teaching practice from K-6.	3.3 Teachers use data on student achievement and progress to inform teaching practice.	
COMMUNITY - CONDITIONS OF LEARNING	Create high expectations of positive behaviour that align with school values and simultaneously support resiliency and emotional regulation.	4.1 Behaviour of students reflects school values.	4.2 Students independently regulate their emotions and display resiliency.	4.3 Behaviour expectations and follow-up is consistent from K-Year 6 and support positive student behaviour.	
CATHOLIC IDENTITY	Build an inclusive Christ-centred community that welcomes and supports students and where staff feel confident in delivering Religious Education lessons and catechesis experiences.	5.1 All staff have the knowledge and requirements of what it means to work in a catholic school.	5.2 Teachers have the knowledge to independently plan and facilitate masses and pass their knowledge to students.	E.3 Teachers to plan and facilitate catechesis experiences.	

Part 2: School Community Reports

Principal's Annual General Meeting Report

Good evening everyone and thank you for attending this afternoon. It's hard to fathom that we are coming to the end of another school year and again, I am so proud of all that the school has achieved in the last 12 months. The school recently completed a 3 day Quality Catholic Education School Review process that looked at both the school as a whole and my own principalship. This process, whilst somewhat daunting, was extremely affirming of what an amazing school St Brigid's is and all that we have to celebrate. Adele Paino and I reflected after speaking to the panel for 2 hours that we could well have spoken all day about the amazing things happening at St Brigid's and how prod we are of our students, staff and families.

The process has provided us with invaluable insights and has highlighted the hard work and commitment of our entire school community. The QCESR review focused on the four pillars of Catholic Education; Catholic Identity, Education, Community, and Stewardship. These pillars form the foundation of our school's mission and values, and I wanted share some of the feedback from the panel this evening.

Catholic Identity

At the heart of our school lies our Catholic Identity. We have continued to live out and share our Catholic values with our students, staff, and the broader community. The review panel recognized the deep commitment we all share in fostering an environment where the teachings of Christ are evident in every interaction. Whether it is the way our students support one another, the kindness and compassion exhibited by our staff, or the active involvement of our families, the presence of Catholic values is truly felt throughout the school.

One of the exciting innovations this year has been the introduction of Christian Meditation in our classrooms. Following lunch each day, students now take a moment for a minute of quiet reflection, focusing on mindfulness and prayer. This practice has already made a significant impact on students' well-being and is helping to create a calm and prayerful environment where they can reconnect with themselves and with God. Thank you to Mrs Howard and the Year 6s for helping to model and lead this with our students.

Education

In the pillar of Education, I am proud to report the positive outcomes of our consistent focus on daily reviews in Numeracy and Literacy. These targeted, daily review sessions have proven to be a powerful tool in enhancing student learning. Students are now more engaged, confident, and have developed a stronger understanding of key concepts, thanks to this daily practice. The feedback from both students and teachers has been overwhelmingly positive, and we have seen a marked improvement in academic performance.

Moreover, our commitment to excellence in education has been reflected in the remarkable academic growth we have experienced over the past three years. This is evident in our NAPLAN, PAT, and classroom work and assessment. This growth is a testament to the dedication of our teachers and the hard work of our students. It is also a sign of the strong educational foundations we have built and the continued investment in our teaching practices.

Community

The Community pillar is one that continues to thrive at our school. Through student leadership programs, student councils, and regular forums, our students have been empowered to share their ideas, concerns, and aspirations. Their feedback has been instrumental in shaping some of our school initiatives, and we are proud of their active engagement in our school community.

Equally important is the strong partnership we have developed between the school, the School Advisory Council, and our Parents & Friends Association. This collaboration has been a key factor in the successful running of many initiatives and events throughout the year. Together, we have worked to support our students, to enhance our school's culture, and to strengthen our relationships within the broader community. With a large turn over for P&F executive from last year to this year, the ladies have brought some new ideas and initiatives and I thank them for all of their hard work. I would like to acknowledge Merika Blythe, who stepped down from the P&F this year. Merika has volunteered for a number of years and I greatly appreciate all of her effort and support to the school.

In addition, this year has seen us make significant growth in our Cultural awareness. We have celebrated NAIDOC Week in a meaningful way, honouring the traditions and history of Australia's First Nations peoples. Our commitment to Aboriginal education is an essential part of our broader commitment to fostering inclusivity and respect for all cultures, and we look forward to continuing this focus in the coming years. I would like to thank Brooke Cuthbertson for her leadership and collaboration in this space, it is greatly valued.

Stewardship

Finally, in terms of Stewardship, I am pleased to report that the school has been managed with great financial care and foresight. Despite the challenges faced by many schools this year with increased cost of living and resources as well as a number of unbudgeted pay rises (much deserved I may add), we have successfully navigated these events. Our prudent financial management has not only kept the school in a strong position but has also allowed for continued investment in the resources and infrastructure needed to support student learning and development. Thank you to Sonya Mumme for her efforts with this during a difficult time for her personally and also Adele and Lara for all there extra work in this space.

Moreover, I am delighted to share that our school has experienced a strong growth in enrolments this year, bucking the trend of other schools in the area. This is a clear indication of the confidence and trust that families place in our school. We are excited about the prospects for the future and the opportunities that this growth will bring.

Conclusion

In closing, I would like to extend my deepest gratitude to all our staff for their hard work, dedication, and commitment to our school community. Your efforts make a real difference in the lives of our students, and we are so fortunate to have such a passionate and talented team. I am proud of our EA team receiving an Honourable Mention Award at the National Teacher Aides Awards and seeing the hard work that teachers put into teaching the individual, as well as the class in their rooms, I couldn't ask for more as a principal. I would especially like to acknowledge the amazing work of Adele Paino, you are a fantastic support to me in our leadership team and all the staff, students and wider community in the tireless work you do.

Looking ahead to 2025, we are filled with excitement. With the continued growth in enrolments and the new opportunities that lie before us, I am confident that the best is yet to come. We will continue to build on the strong foundation we have established, and together, we will continue to create a nurturing and empowering environment for our students at St Brigid's.