Saint Brigid's School Collie

2025

Annual Report

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 2025, our school had 178 students enrolled from PP-6. This comprised of 90 males and 88 females. We additionally have 23 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 First Nations member of staff at St Brigid's in 2025.

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	88%
Year 1	85%
Year 2	91%
Year 3	88%

Year 4	90%
Year 5	90%
Year 6	87%

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	2025
Reading	381	416	408	389	No NAPLAN in 2020	417	479	413	386	377
Writing	406	409	374	363		426	439	414	406	398
Spelling	397	400	382	355		394	418	422	393	381
Gram Pun	402	431	380	388		416	454	418	382	374
Numeracy	361	408	346	366		387	415	405	379	380

Year 5 Results Over Time

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Reading	483	480	458	514	No NAPLAN in 2020	451	488	492	506	505
Writing	470	427	447	471		445	456	479	489	499
Spelling	457	446	473	498		448	488	483	486	512
Gram Pun	486	468	467	519		434	483	500	534	509
Numeracy	476	487	447	495		438	464	460	494	488

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 57% of our graduating students enrolled at Our Lady of Mercy College Australind, 36% enrolled at Collie Senior High School, and 7% enrolled at Hope Christian College.

10. 2025 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.	

11. Progress towards previous 2024 CSIP Goals

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Achieved	Ongoing	Not Commenced

Stewardship

- Implementation of expanded Intervention Program with Tier 2 (MiniLit & MacqLit) & Tier 3 (Toe By Toe)
- Biannual classroom observations and coaching sessions
- Introduction of improved WHS protocols and records.

Education

- Refine lesson structure using Explicit Instruction model.
- Differentiation (Extension, Support, EAL/D, SWD) to be included in planning documentation
- Development of cross curricula First Nations Education Plan

Community

- Implement Restorative Practices with focus on relationship and communication
- Implement RULER program with staff and students

Catholic Identity

- Increased enrolment in CEWA RE accredit PL
- Timetabling and PL on mass preparation

Part 2: School Community Reports

Principal's Annual General Meeting Report

Good evening everyone, and welcome.

Thank you for joining us this evening. It is a pleasure to reflect on another successful year at St Brigid's School and to acknowledge the collective efforts of our students, staff, families and wider community. It is hard to believe it has been 12 months since we last gathered for our Annual Community Meeting. Time certainly flies, and 2025 has been another year of growth, challenge and opportunity.

At St Brigid's, our vision remains clear: to provide a quality Catholic education that develops the whole child spiritually, academically, socially and emotionally. Throughout 2025, our work has continued to be guided by our Strategic Plan, with a strong focus on improving student outcomes, strengthening teaching practice, fostering student wellbeing and nurturing our Catholic identity.

While academic achievement remains an important measure of success, it is not the only one. I am proud of our students' progress in literacy and numeracy and the positive trends we continue to see through NAPLAN, PAT and school-based assessment data. However, the true measure of our school is found in our culture, our relationships and the values we demonstrate each day. It is evident in students arriving each morning with smiles on their faces, staff who genuinely care for one another, and families who continue to place their trust in our school. These everyday moments are what make St Brigid's such a special place.

Teaching and Learning

A major focus throughout 2025 has been improving student outcomes in literacy and numeracy. Staff have continued to use student achievement data to inform classroom practice, identify learning needs and ensure interventions are targeted to those students requiring additional support.

One of our most significant initiatives this year was the participation and implementation of the CEWA Early Numeracy Program across Kindergarten to Year 2. Our Early Childhood teachers embraced this opportunity with enthusiasm, reshaping their practice to deliver engaging and evidence-informed Mathematics instruction. The collaborative planning and professional dialogue that has developed through this initiative has been outstanding, and we look forward to expanding this work across additional year levels in 2026.

Alongside this, our teachers have continued to refine their classroom practice through Professional Learning Communities, collaborative planning and shared reflection. Building a culture of professional growth has been a significant priority this year, and it has been pleasing to see staff willingly challenge themselves, share ideas and support one another in improving student outcomes.

Across the school we have also continued to strengthen consistency in curriculum delivery, assessment practices and classroom pedagogy. Reducing variability in teaching practice ensures that every student receives high-quality instruction regardless of their classroom, while still allowing teachers to bring their own strengths and creativity to their teaching.

Student Wellbeing and Behaviour

Developing confident, respectful and resilient young people remains central to our work.

We have also continued to focus on supporting students to regulate their emotions, build resilience and develop positive relationships. This has been achieved through the introduction of RULER to assist staff,

students and the community. While there is always more work to do, I am proud of the respectful culture evident throughout our school and the way students continue to support one another both inside and outside the classroom.

Inclusion and Catholic Identity

Creating an inclusive school community has remained another important priority throughout 2025.

Staff have continued to strengthen their understanding of First Nations histories and cultures and embed Indigenous perspectives into learning experiences where appropriate. While this is an ongoing journey, we are committed to ensuring every student develops a greater appreciation of Australia's rich cultural heritage.

Equally important is our Catholic identity, which remains at the heart of everything we do. Throughout the year, staff have continued their own faith formation while developing greater confidence in planning and facilitating Masses, liturgies and catechesis experiences. These opportunities have strengthened the religious life of our school and helped students develop a deeper understanding of their faith.

It has also been wonderful to celebrate significant milestones with our students, including the Sacrament of First Holy Communion, strengthening the partnership between our school, parish and families.

School Improvement

Our commitment to providing quality learning environments has also continued throughout the year.

The refurbishment of our school hall, including upgraded audio-visual equipment, a new stage and the removal of the roller doors, has transformed the space for assemblies, performances and community events. This project was made possible through the support of the School Advisory Council, our Parents and Friends Association and the Coal Miners Institute.

Looking ahead, we are excited to continue improving our facilities through planned upgrades to the Early Childhood playground and the refurbishment of the basketball courts, led by the P&F.

Staffing

Like many schools, 2025 has also been a year of change.

Throughout the year we welcomed several new staff while farewelling others. At the end of Term 3 we said goodbye to Mrs Paino, whose leadership and contribution over the past three years have left a lasting impact on our school.

I would also like to sincerely thank Mrs Gaske and Ms Howard for stepping into the Acting Assistant Principal roles this term. Their professionalism, organisation and leadership have ensured a smooth transition, and I have greatly appreciated their support.

At the end of this year we will farewell Dani Piavanini and David Sarre.

Dani's pastoral and nurturing nature has helped many of our youngest students feel settled, safe and valued, particularly in Kindergarten. Her patience, kindness and genuine care have had a significant impact, and we hope to welcome her back for relief work in the future.

David Sarre has been a valued member of the St Brigid's staff for 13 years. His dedication, including travelling up to three hours each day earlier in his career, reflects his remarkable commitment to our school community. David's classrooms have always been vibrant, engaging and filled with creativity. His humour, consistency and strong faith have made him a favourite among both students and colleagues. We wish David every success as he begins the next chapter of his career at Bunbury Catholic College.

We also wish Mrs Cuthbertson every blessing as she begins maternity leave. We look forward to meeting the newest member of her family.

With farewells come exciting new beginnings.

In 2026 we welcome Jo Moore as our new Assistant Principal. Jo will continue the excellent work undertaken by Mrs Paino, Mrs Gaske and Ms Howard. We are also delighted to welcome Ms Wallis to Kindergarten, where her enthusiasm and warmth will be wonderful additions to our Early Childhood team, and Candice Ienco to Primary full-time after many years in secondary education. Candice's passion and energy are already evident, and I know she will make a valuable contribution to our school. I am also pleased to have another Cats supporter on staff.

Acknowledgements

I have already thanked many people this evening, but I would like to acknowledge every member of our staff, including our teachers, education assistants, administration team, canteen staff and cleaners. Every member of our team contributes to creating a safe, welcoming and engaging environment for our students, and I am incredibly grateful to work alongside such dedicated professionals.

To our School Advisory Council, thank you for your guidance, wisdom and commitment to ensuring every decision is made with the best interests of our students and school community at heart.

This year we farewell Candice Ienco as Chair of the School Advisory Council after four years of outstanding service. We also farewell her husband Frank, who joined the Council as a co-opted member in 2025. Thank you both for your generosity, enthusiasm and unwavering commitment to St Brigid's. Could I please invite you both forward to accept this small token of our appreciation.

I would also like to acknowledge our wonderful volunteers.

Thank you to our dedicated team who have volunteered in the uniform shop throughout Semester Two. Alongside Jo Remieka, you have enabled us to continue providing an important service to our families.

A special thank you to Tara Rabjones, who has become a familiar face around the school since returning from her travels. We are incredibly fortunate to have Mrs Higgins managing our canteen, but equally fortunate to have Tara willingly step in on numerous occasions to ensure this important service continued during Kerrie's absence.

Without a permanent groundsperson this year, we have relied heavily on the generosity of volunteers. My sincere thanks go to Mel Lymbery and Shannon for the countless hours spent maintaining our beautiful school grounds on weekends. Mel, in particular, continually volunteers her time to support our school in ways that often go unseen.

Thank you also to Carissa Bertolini for rescuing our roses, Bruce for generously sharing both his skills and muscle whenever needed, and Tim Ide for taking on the demanding task of line marking and always being willing to lend a hand wherever required.

There are undoubtedly many others I have unintentionally missed. Please know that your support, whether big or small, contributes enormously to the success of our school, and I am sincerely grateful.

Looking Ahead

As we look towards 2026, I am excited by the opportunities that lie ahead. Our Strategic Plan continues to provide a clear direction for our school, and I have every confidence that, together, we will continue to

strengthen student outcomes, further develop our Catholic identity and ensure every child at St Brigid's is known, valued and challenged to achieve their personal best.

Finally, thank you to our students, families, staff, volunteers and parish community for your continued support throughout another successful year.

I wish you all a safe, restful and enjoyable holiday break, and I look forward to another exciting year together in 2026.