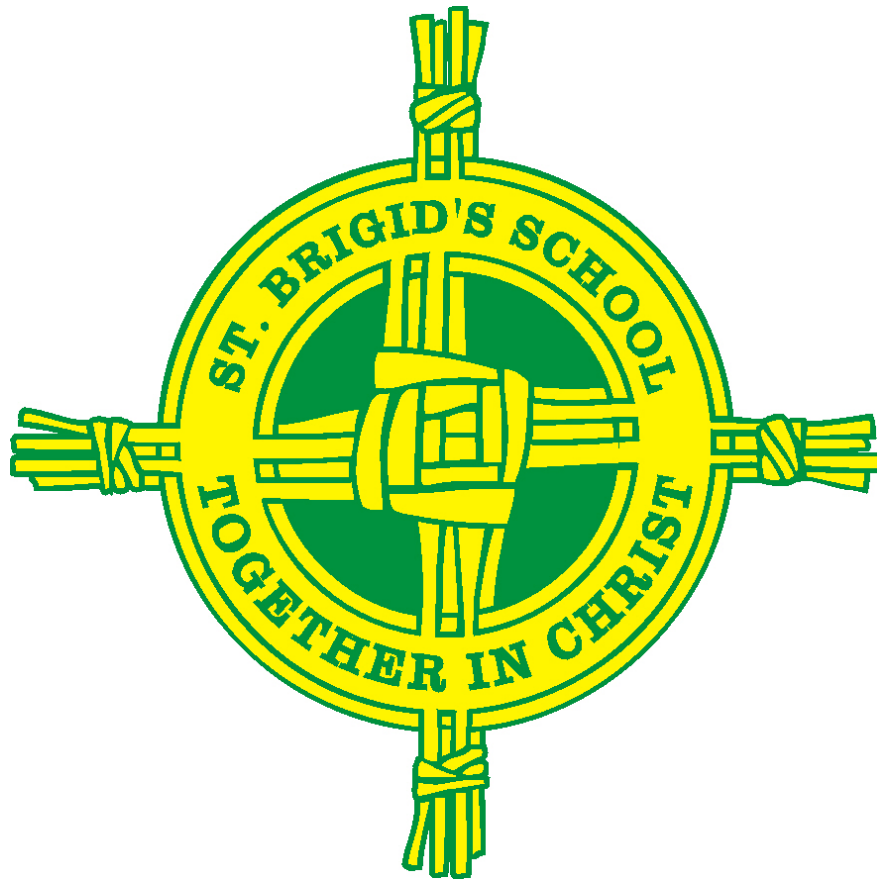


Saint Brigid's School Collie



2017

Annual Report

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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** became primary only on the St Brigid's Church campus. During these years the old St Edmund's Campus was being prepared for the future relocation of the Primary School.

2003-Present: 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.

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 declining enrolments in Collie schools for the past 2-3 years (including St Brigid's School) and a greater percentage of our parents are having difficulty finding work or are working in temporary/short term positions.

STUDENT BODY: In 2017, our school had 155 students enrolled from PP-6. This cohort was comprised of 82 girls and 73 boys. Our student cohort incorporates 1% 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
7	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: 15 teachers (part time and full time), 13 female and 2 male. St Brigid's 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 92.5%. Parents are contacted each day for all unexplained absences. Written communication from parents is required and collected explaining student absences.

Student Cohort	Student Attendance
Kindergarten	90%
Pre-Primary	90%
Year 1	92%
Year 2	93%
Year 3	93%
Year 4	94%
Year 5	93%
Year 6	94%

5. NAPLAN Annual Assessments

Yr 3 NAPLAN Over Time						
	2012	2013	2014	2015	2016	2017
Reading	405	397	375	337	381	416
Writing	384	373	382	391	406	409
Spelling	383	387	362	327	397	400
Gram Pun	397	389	367	324	402	431
Numeracy	373	366	359	372	361	408

Yr 5 NAPLAN Over Time						
	2012	2013	2014	2015	2016	2017
Reading	478	505	489	478	483	480
Writing	462	512	466	443	470	427
Spelling	477	483	469	486	457	446
Gram Pun	464	516	480	493	486	468
Numeracy	479	485	482	485	476	487

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

Cohort	Identified Strengths	Identified Opportunities
Students	<ul style="list-style-type: none"> Student participation in extra-curricular activities Students value schooling Students with positive relationships Student effort to learn Positive teacher-student relations 	<ul style="list-style-type: none"> Students with a positive sense of belonging Students with positive homework behaviours Students interested and motivated
Parents	<ul style="list-style-type: none"> Parents are informed Parents feel welcome We are an inclusive school Safety at school 	<ul style="list-style-type: none"> Parents support learning at home School supports learning

	School supports positive behaviour	
Staff	Leadership Parent Involvement	Learning Culture Data Informs Practice

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 50% of our graduating students enrolled at Bunbury Catholic College and 50% enrolled at Collie Senior High School.
10. **Annual School Improvement:**
Some of the key achievements and indicators of success of the 2017 Annual School Improvement Plan are outlined in our summarized Annual School Improvement Plan below:

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2017 Annual School Improvement Plan

LEARNING	SUPPORT	SCHOOL PERFORMANCE
Improve Literacy and Numeracy outcomes across our school	Literacy Plan Staff Professional Learning	NAPLAN: Above National Growth: Grammar/ Punctuation (+117% -better than double) , Numeracy (+17%), Reading (+45%) , Spelling (+30%) Below National Growth: Writing (-39%) Writing is our major school focus Learning Goal in 2018
Provide safe and engaging learning environment for our students	Support: Positive Behaviour Management Plan School Values Staff Handbook Student Injury procedures	The 2016 School Climate Survey indicated Safe Learning Environment and Student Behaviour to be our most critical area requiring improvement. Survey results: Improvement from 2016: Providing a safe learning environment 91% Improvement (57% considerable, 34% some) 7% Same, 1% worse Survey results: Confidence that your child be safe and all incidents and behavior will be followed up satisfactorily: 93% Very Confident or Confident (56% very confident, 37% confident) 7% Somewhat confident
ENGAGEMENT	SUPPORT	SCHOOL PERFORMANCE
Increase parental engagement and partnership in education and the life of the school	School Climate New website New Connected App New Newsletter Facebook (from 86-436 users since 2016)	The 2016 School Climate Survey indicated Parental Engagement to be our second most critical area requiring improvement. Survey results: Improvement from 2016- Engaging parents in life and learning of school 100% Improvement (87% Considerable Improvement, 13% Improvement) Survey Results: Current Engagement Level of our parents 86% Engaged or Very Engaged (46% very engaged, 40% Engaged) 11% Somewhat engaged 3% Not engaged (2 respondents)
Develop and uphold a clear and strong school identity with our parents, students and staff	School Vision School Goals School Values	Survey Results: Improvement from 2016: Developing and upholding our school identity 99% Improvement (60% considerable improvement, 39% some improvement) 1% same

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ACCOUNTABILITY	SUPPORT	SCHOOL PERFORMANCE
Broadening our enrolment base in Collie aiming for Enrolment Growth of 5% per year	New Enrolment Packs and Brochure School Signage Facebook Advertising Kindy Promotions	First Positive Enrolment Growth since 2012 (Average decline: 4.2% per year) Up 1.4% to start the 2018 year. Highest Kindy enrolment since 2014 (23 students)
Effective financial management, systems and structuring to enhance school effectiveness and sustainability	Composite Classrooms Board Finance Committee	New Composite Classrooms and Staff Structuring enables funds for the Board to implement our Strategic Plan with the intention of providing the best possible learning environments and educational programs for our students: <ul style="list-style-type: none"> • Extensive Resourcing and full refurbishments have been undertaken in our Yr 4, Yr 5 and Yr 6 classroom. 1:2 iPads, Apple TV, 65" Screen, Contemporary Classrooms • Early Years External Learning Environment (Nature Playground K/PP) • New Football goals installed, new junior basketball rings, new school garden
DISCIPLESHIP	SUPPORT	
Build a strong partnership with our parish	Parish Priest Parish Pastoral Committee	40 Altar Servers in school program and regular School Masses and Parish weekend masses Survey Results: Improvement from 2016: Build and maintain a strong partnership with our parish 76% Improvement (44% considerable, 31% some improvement) 22% No improvement 2% worse
Develop in our students a thirst for Social Justice	Leadership Ministries Waste Wise	Termly Social Justice Events led by our Leadership Ministries: Purple Day-Caritas Project Compassion, Crazy Hair Day/World's Greatest Shave Leukaemia Foundation, Market Day for student nominated charities, St Vinnies Christmas Appeal, Operation Christmas Child Shoebox Fundraiser- Samaritan's Purse. School became Accredited Waste Wise School and has established sustainable living practices including a worm farm, composter and vegetable patch. Survey Results: Improvement since 2016-Develop in our students a thirst for social justice 97% Improvement (64% considerable improvement, 32% some improvement) 3% it is the same

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