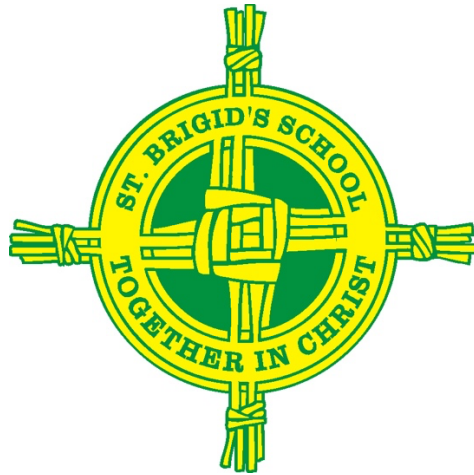




Saint Brigid's School Collie



2023

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 2023, our school had 171 students enrolled from PP-6. This comprised of 84 males and 87 females. We additionally have 27 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	1 Provisional Registration
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 were no Indigenous members of staff at St Brigid's in 2023.

4. **Student Attendance at School:**

Overall attendance for the school year for students PP-6 was 88%. 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	87%
Year 1	89%
Year 2	89%
Year 3	91%
Year 4	84%
Year 5	91%
Year 6	84%

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

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reading	337	381	416	408	389	No NAPLAN in 2020	417	479	413
Writing	391	406	409	374	363		426	439	414
Spelling	327	397	400	382	355		394	418	422
Gram Pun	324	402	431	380	388		416	454	418
Numeracy	372	361	408	346	366		387	415	405

Year 5 Results Over Time

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Reading	478	483	480	458	514	No NAPLAN in 2020	451	488	492
Writing	443	470	427	447	471		445	456	479
Spelling	486	457	446	473	498		448	488	483
Gram Pun	493	486	468	467	519		434	483	500
Numeracy	485	476	487	447	495		438	464	460

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 44% of our graduating students enrolled at Our Lady of Mercy College Australind, 52% enrolled at Collie Senior High School and 4% enrolled at Australind 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 2023 the focus was on the following key organisational health practices:

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

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.	

SERVICE

RESPECT

KINDNESS

LEARNING

Part 2: School Community Reports

Annual Community Meeting - St Brigid's Principal Report (2023)

Welcome to staff, School Advisory Council, P&F Executive and the wider St Brigid's community. Rather than a traditional Principal's report, I thought I would share our school's Change Story regarding our Fogarty journey over the last 3 years. This Change Story was presented to our Fogarty cohort of school's last Thursday and encapsulates both our journey and phenomenal success over this period.

My first exposure to Fogarty, prior to taking up my role as principal 18 months ago, was a workshop discussion around mutineers and castaways. I envisioned arriving to a pirate ship at St Brigid's where I would be fighting with the helm and my own crew to steer us in some direction. The reality I quickly realised upon arrival was that my staff were like a streamline rowing boat with all oars and crew members working in unison and harmony to guide the vessel in the desired direction. Like a rowing boat, we are dependent on all crew contributing evenly, no one pulling harder than others and everyone keeping time and pace. Despite some difficult conditions at times and changes to rowers, our boat has not veered off course nor lost momentum.

We aspire to create a positive learning environment for all students that fosters their needs and nurture their development as a wholistic person. We have aimed to create a shared moral purpose and agreed direction for staff that inspires trust and rigour. Our moral purpose of "Aspiring for Excellence" is evident in everything that the staff do and this permeates to our students and wider community. We have achieved and exceed nearly all our goals and KPI since commencing our journey nearly three years ago and it is this success that drives us to constantly look for further improvement and growth and redefine our definition of 'excellence'.

Our continued efforts will ensure that we remain a desirable school of choice in Collie and that we maintain the high standing we have built in the community. Our students will continue to have success at their own level and growth in their knowledge and understanding. Our staff will continue to enhance their professional skills and teaching strategies that allow for a consistent learning approach throughout the entire school.

So today, as we come to the end of our 3 year journey, we are excited to say that as we reflect on our 3 year strategic planning, we have achieved and exceed nearly all of our KPI set at the start of the journey. This is evident in our student's academic progress, demonstrated in both NAPLAN and standardised testing, has shown significant growth. Our past results in NAPLAN had our students consistently performing below both like CEWA schools and State means. As you can see in our most recent results for our Year 3 and Year 5 cohorts this year, we are now performing above CEWA and State means in all Year 3 areas and 3 of 5 Year 5 areas.

Are Occupational Health Index results and Tell Them From Me data has improved annually over the journey and is now at a level we are proud to maintain and challenge further. Starting at a respectable 69 on 2021, we now sit at an amazing 87 OHI score. This impressive growth is a standout even in the context of other Fogarty schools as you can see in these comparisons. We have moved into the top decile in all measured areas, as indicated by our gold outlined dark blue boxes. These figures demonstrate a strong culture in our staff, students and community with a stronger sense of trust, collaboration and consistency.

Despite significant leadership changes over the journey, we have maintained this positive growth and results and this is a testament to the hard work of all contributors but particularly our core teaching staff and lead teachers. The clarity of vision and unified purpose have ensured this success over this period and will do so into the future. I am proud to have lead the school in the second half of the journey and into the future.

Looking forward, we will achieve our future goals and KPIs by maintaining our focus on professional development and growth.

Strengthen and celebrate powerful buy-in from staff.

Continue to invest in the professional learning and collaboration of staff.

Sustain the support for our EDI approach.

Implement coaching to support and enhance teaching skills.

Ensure an agreed manageable workload is maintained.

As principal, I will continue to value the achievements and work that has already been done and use this data and information to help drive future goals and strategic direction.

I maintain trust and faith in staff and celebrate their efforts.

Walk the talk of maintaining positive and constructive working relationships.

Provide informed and constructive feedback and continue to celebrate successes.

Of my staff, I expect all current and future staff to maintain their buy-in to our moral purpose and strategic direction and sustain their focus on improved teaching practice to support student progress.

I aim to continue our culture of open and respectful dialogue with the opportunity for radical honesty where they are confident to give and receive constructive feedback.

I expect genuine and respectful relationships and collaboration that strengthen our work and support our student's future.

So this Change Story encapsulated our past journey but I am excited about our future and St Brigid's continual growth and ensuring we provide an optimal environment for our students.

This year has seen continued growth through the work of our staff. Our teachers, EAs, admin staff and extra duties personal have all pitched in and worked together to ensure all of our students needs are met. I would like to acknowledge Adele Paino, whose arrive this year has brought fresh eyes and ideas. You have been a fantastic addition to the school leadership and I would like to personally thank you for your support of myself as we navigated a year of many first for both of us. We also farewell 3 amazing staff in 2023. Mrs Harnby retired mid-year after serving the community for an extended period. She touched the lives of so many students and her passion for the arts flowed into amazing pieces created by the children. Mrs Leanne Prince will retire at the end of the year. Leanne's genuine care for her students and love of her work creates a warm and welcoming classroom for all her children. Part of an amazing tandem team, Leanne will be greatly missed at St Brigid's. Stacey Munday finishes up her time as school chaplain this year. Stacey's professionalism and empathy has allowed her to truly support and assist our students in need and has offered fantastic support to leadership. We wish you all the best in your new adventures in Busselton. We will acknowledge all of these ladies at our Christmas Carols Concert in Week 9.

The addition of our new playground, heavily supported by our P&F fundraising, has been a hit in Term 4 with the equipment popular with all year groups. This project demonstrated the fantastic community spirit with many members of the community pitching in to help, such as Mr Piavanini

who removed the old playground, Mrs Wheeler shifting our new soft-fall sand and a weekend that saw parents and staff pitching in to get students finally using the playground. This sort of community effort demonstrates just one of the things that makes St Brigid's so special.

As we gather tonight, I would like to acknowledge the hard work of many in our community especially Our School Advisory Council and P&F. I would like to acknowledge Michelle Loxton who was coopted to the SAC in 2023 and her contributions to supporting the school. Thank you to all our members, especially Candie's leadership as SAC Chair, you always have the school's best interests in mind and support the school and myself in a measured and positive manner.

I would also like to thank many of our volunteers including Mel Elks who has run our Breakfast Club, Jo Remeika who coordinates the uniform shop and Mr Graham Harms who was a fantastic help during Mr Emmitts absence.

Our P&F executive will see large changes in 2024 as three long standing and huge contributors step away. I would like to acknowledge Kristie Nelson, who has a long history at St Brigid's and is always willing to share her ideas and offer support to the school in any way possible. To Carmen Periera, who has served as our P&F secretary. You have kept everything ticking along and your positivity and welcoming nature makes so many of our events enjoyable experiences for our whole community. Finally Emily Wheeler, our outgoing P&F President. I would like to thank Em for all of her support for the school, the staff our students and myself personally. You are almost like another staff member, constantly at school sorting, organising, assisting and giving up your free time. Whether it's a P&F event, shifting sand with a telehandler or the Parish books, you provide so much for St Brigid's and we are truly grateful. We know all three of these ladies are not lost to St Brigid's with children still here, and more on the way. We will formally acknowledge these ladies at our Community Christmas Carols Evening in week and a half's time.