



CATHOLIC EDUCATION OFFICE
DIOCESE OF SALE

2013 Annual Report to the School Community



St Brendan's Catholic Primary School

Lakes Entrance

Registered School Number: 1581

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Minimum Standards Attestation

I, Roslyn Joyner, attest that St Brendan's Catholic Primary School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act* (Vic) and the *Education and Training Reform Regulations 2007* (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Our School Vision

Vision Statement

At St Brendan's Catholic Primary School, we are inspired by Saint Mary MacKillop who responded to the call of Jesus Christ by living out the Gospel. In light of this our community will be one where:

- Our faith is reflected in our life and culture.
- All are welcomed, supported and valued within a safe and secure environment.
- We strive to achieve our potential in a dynamic and personalised learning environment.

Mission Statement

St Brendan's is a Catholic Primary School for the children of Lakes Entrance and surrounding areas.

- Our staff is committed to the evangelising mission of the parish and to the spiritual tradition of St Mary MacKillop and the Sisters of St Joseph.
- We recognise that all children reflect the image of God and we commit to helping them to achieve their potential.
- We provide a welcoming, supportive, safe and secure environment for all.
- Children's individual learning needs are addressed and they are able to prepare for their future within the twenty-first century and within the context of their Christian faith.

School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 270 students from Lakes Entrance and the surrounding areas. It was established by the Josephite sisters who continue their strong involvement in the school. Saint Mary MacKillop's motto, *'Never see a need without doing something about it'* has been adopted as the school's motto.

The school maintains a strong commitment to the core values of faith, community, respect and courage. As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. Wellbeing and leadership are nurtured within a culture of personalised learning and care. Parents are welcome to contribute to school life and are encouraged to participate actively in their children's education.

Our commitment is to provide a learning environment where students are able to reach their potential in all areas of life through a faith based education. We have embraced contemporary learning and continue to develop aesthetically pleasing, flexible learning spaces where children are encouraged to be independent and engaged in purposeful learning.

Student potential is developed through participation in quality class and specialist programs. Intervention and student support programs assist children with specific learning needs. Students are inspired to participate in a broad range of extra-curricular and community service activities.

Performance and Development Culture is a focus for all staff members who work collaboratively and share responsibility for the wellbeing and development of all students. Teams work together and engage students in a program that continues to evolve, addresses students' individual needs and celebrates their achievements.

Principal's Report

The year 2013 brought many changes to St Brendan's Catholic School, Lakes Entrance. Firstly there was a new Principal which always brings anticipation of change, however, there were five new teachers to the school as well, each of them a graduate. This brought challenges, enthusiasm and a freshness to the community. Although each of these new teachers had an official mentor, the whole staff took on the responsibility of mentoring our new colleagues.

It has been a year of patient learning for everyone, getting to know each other and the community. It has been about building relationships.

Most importantly the school community wanted to continue with a contemporary learning approach based on what had been developed during the previous three years, however as with most things, reflection usually brings evolution. As the staff began to work together we began to learn together, listening to each other and the students.

It was a time for thinking about what had been working well, what we wanted to keep and what we could let go, to try something a little different, all the while keeping student learning at the centre of our thinking and decisions.

All of St Brendan's school community, including students, staff and families are to be congratulated on a very successful year, with everyone helping each other through a time of transition while maintaining such a positive happy school.

Roslyn Joyner
Principal

Education in Faith

Goals and Intended Outcomes

Goal:

- That St Brendan's will be a school where there is an opportunity for personalised faith development within a Christ-centred community and where the Gospel is lived and celebrated.

Focus:

- That scripture will be explicitly incorporated into school life.

Achievements

At St. Brendan's, we see our role in building the faith life of our whole school community as a proactive one. Throughout 2013, parents and parishioners were invited and encouraged to attend all prayer services and school liturgies. Every class prepared and celebrated Mass together once a term as well as joining with a Parish Mass once a term.

As a whole school we celebrated Mass for Ash Wednesday, the feast day of Our Lady Help of Christians, the giving Mass on the feast of the Sacred Heart organised by the Social Justice Group, the feast day of St Mary of the Cross MacKillop, the Assumption, All Soul's Day and end of the school year with grade six graduation.

Our senior students enjoyed the opportunity to attend the Diocesan students Mass at Sale and students from grades 3/4 travelled to Orbost to celebrate St Joseph's feast day, with St Joseph's School Orbost. This was a great opportunity to recognise the contribution of the Sisters of St Joseph, who founded both schools in East Gippsland.

The sacramental program continued to be parish based and school supported, with First Reconciliation, First Eucharist and Confirmation being highlights in the school and parish during the year.

We believe our student leaders have an important role to play in making our Christian faith 'real' and accessible to all. Our Liturgy Committee which consisted of a student member from every class, took seriously their role ensuring that prayer tables were a focal point in the classroom and were presented in a way that was appropriate for the Church season or unit of work. They also took responsibility for presenting a prayer at assembly once a term while the Social Justice group worked hard introducing Mission Day activities and ably carrying out the Mother Christmas appeal.

The staff worked regularly in teams with Catholic Education Office (CEO) staff to further develop their unit planning skills, with a special focus on integrating scripture and real life experience.

VALUE ADDED

Children and families were able to 'live their faith' by their involvement with the Parish Soup Kitchen, Nursing Home visits and participation in the local ANZAC Day and Remembrance Day services.

Our Easter Plays highlighting the different parts of the Easter story were held in the parish church on different days during the week leading up to Easter and were very well attended by family and friends. Grade 5/6 enjoyed palm making with the Parish in preparation for Easter.

A highlight for the confirmation candidates and their families was to have Bishop Prowse and Father Bernard Buckley attend their retreat day.



Learning and Teaching

Goals and Intended Outcomes

Goal:

- That assessment of student learning will reflect improvement in learning outcomes.

Foci:

- Personalising learning to engage individual students to link their learning.
- Reflecting improved learning outcomes particularly in mathematics.

Achievements

Teachers and students continued with a contemporary teaching and learning philosophy in flexible learning spaces across the school in 2013. Staff worked conscientiously to create exciting learning environments, plan collaboratively, monitor student performance and teach explicitly to enable students to achieve learning outcomes. Staff worked together to mentor five new graduate teachers and develop St Brendan's "effective Learners" framework.

Emphasis continued to be placed on assessment for learning which enabled programs that addressed specific learning needs to be designed and implemented so that students continued to learn at their own rate. .

In 2013 St Brendan's again participated in the English Online Testing for Years Prep to 2 and the 'Fast For Word' computer based program for the Catholic Education Office. Year One intervention programs of Reading Recovery and Extending Mathematical Understanding (EMU) were undertaken again with all participants demonstrating improved outcomes.

Emphasis continued to be placed on the development of the whole child. Class and specialist programs (Japanese, Visual Art, Drama, and Physical Education) catered for different learning styles, strengths and challenges.

All staff members participated in a range of professional learning activities throughout the year, and three teachers were involved in professional learning in Mathematics coaching and pedagogy which was our focus through national partnerships. With the assistance of these teachers and staff from Catholic Education Office, all staff created action research projects in mathematics in their classrooms. Teachers were affirmed as to the success of their research through presentations to the school board and through sharing their learning at the Diocesan Learning Expo.

STUDENT LEARNING OUTCOMES

In grade three there has been a significant improvement in all areas except spelling from 2012-2013.

Results from grade five show negative improvement in all areas. Over the past three years there has been a transient population of students in this year level. There is also a large cohort (almost 20 per cent) of students being funded under the LNSLN program in this year level. A focus for these students in 2014 will be developing independence and problem solving capabilities as we believe that improvement in educational outcomes will only be achieved through growth in personal learning.



School Community and Student Wellbeing

Goals and Intended Outcomes

Goal:

- That St Brendan's Catholic Primary School will maintain and develop a positive culture, based on Christian values.

Focus:

- To build positive school and community partnerships by increasing student participation in community events and increasing family participation in school events.

Achievements

St Brendan's school community worked together to ensure that all families were supported and that each student's needs could be attended to. At the beginning of the year, parents and carers were invited to an information session which outlined the curriculum for the coming year and what it means by "contemporary learning" at St Brendan's. This was well received and well attended.

Students, families and staff had the opportunity to participate in a variety of school and community events. Events such as the Mother's Day morning tea, Father's Day breakfast and Grandparent's day brought many families to the school providing an opportunity for them to spend special time with the students in their school environment. It was also an opportunity for the students to show how they valued these special people in their lives.

We had a strong focus on communication with parents during 2013. Parents were informed of school and community events in a variety of ways, including newsletter, personal invitations, emails, personal contact, phone calls and the new school app.

Photos and articles were regularly sent to the local paper and Catholic life to promote and celebrate the achievements of the St Brendan's school community.

The Water Safety and Survival program as well as our camp program enhanced the wellbeing of our students by building resilience, confidence and life skills.

The visit to the local Health Centre to learn about local services and resources provided an occasion for linking local community with the school whilst at the same time educating the students about all the facilities available to them in health and wellbeing in the local community.

Family Life Education was once again provided by Catholic Education Office and many families took up this opportunity.

Incursions such as the Devon Meadows School band and the AFL Tour were highlights for our students, staff and the community.

Building a positive culture includes taking on service in a positive way. The "Meals on Wheels" program allowed students to gain an understanding of how other people rely on help from the community and gave them the experience of serving others.

Staff began working with Anne Speakman from Catholic Education Office Sale to begin to develop Family/School Partnerships. During 2013 the focus was Stephen Covey's work on Trust.

ATTENDANCE

All families are expected to notify the school, in writing, to explain student absences. A tick the box form is available to make this process easy. Parents can also notify the school through the mobile phone app or email. Parents are rung by the classroom teacher if a child has been away for three consecutive days and they have not contacted the school.

VALUE ADDED

This year one of our main events was hosting the community Reconciliation Day celebrations. This is an important event in the Lakes Entrance calendar. Elders in the community attended as well as many students from five surrounding schools, both primary and secondary, members of parliament, families and wider community. We were delighted to have the Director of Catholic Education Sale Diocese attend as well. There was much positive feedback about the day.

The "Walk to School" event was a huge success with approximately seventy per cent of families taking part. Families walked along the esplanade together followed by a shared breakfast for everyone on arrival at school prepared by the staff.

There was a positive response to the change in the format of the parent meetings at the beginning of the school year. A return to a general information evening for each learning area was welcomed by the parents.



STUDENT SATISFACTION

Students continue to be motivated in their learning. They enjoy our contemporary learning approach and are taking more ownership of their own learning. Students feel safe and affirmed and are happy to express any concern.

PARENT SATISFACTION

Parent opinions were sought regularly in both formal and informal situations. Any issues were addressed in a timely manner and further discussions ensured that parents were satisfied with processes and outcomes.

Increased enrolments, large attendances at working bees and parent/teacher interviews as well as strong support for the range of school events over the year are clear indicators of parent satisfaction.



Leadership and Stewardship

Goals and Intended Outcomes

Goal:

- To create an environment conducive to the wellbeing of the school community.

Foci:

- Building leadership capacity with students, staff and wider school community.
- Building a safe, secure and aesthetically pleasing environment with current resources for contemporary learning.

Achievements

In 2013 there was a change to the structure of leadership in the school with the establishment of a formal staff leadership team. This provided more opportunity for staff to take up leadership roles while further developing their own skills.

A variety of leadership roles were available for students to undertake. We further developed the roles and responsibilities of our student leaders, e.g. School Captains, Social Justice Committee, School Action Team and Liturgy Leaders. All Year 6 students were given the opportunity to participate in the Junior Rotary Award. School and parish links were enhanced by participating in a range of joint events and shared activities, such as class Masses, sacraments and St Patrick's Day luncheon, meals on wheels and the soup kitchen.

The grade Six / Prep buddy system was once again very successful enabling the transition to school a little easier for the Preps seeing a familiar face in the playground.

Staff participated in Professional Development and training opportunities that were related to student's special needs, e.g. EMU and Reading Recovery, Positive Partnerships- autism spectrum disorders and other learning difficulties. The knowledge gained was shared with all staff during Staff Meetings.

A new car park and the opening up of new play areas with structured activities e.g. bat tennis and down ball, as well as passive play areas, was met with great enthusiasm by our growing number of students.

Parents continued to undertake roles on the School Board, and Parents and Friends. Many parents helped to organise a range of activities during the year e.g. pancakes for Shrove Tuesday and special lunches for the whole school to celebrate the feast of St Brendan and Catholic Education Week. Many parents also supported the school through helping in the classrooms.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Religious Education-Nurturing the Spirit in the Journey of Life
 Religious Education Accreditation-Certificate of Religious Education
 EMU Training
 Reading Recovery Training
 Collaborative Coaching
 Michael Fullan-Leadership
 Literacy Assessment
 Graduate Induction Program
 Success in Numeracy pedagogy
 Supporting Students with additional needs
 The App Guide to Autism and Positive Behaviours
 The App Guide to Language and Literacy

TEACHER SATISFACTION

All teaching staff were highly motivated and engaged in their work. There were minimal absences and morale was high as they worked in teams to build our "effective learners" framework. The visits to the Melbourne schools were a highlight with all staff expressing the view that they were affirmed as teachers. Four graduate teachers completed their full VIT registration with the help of their mentors.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

15

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$785

Financial Performance

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees		46,466
Other fee income		74,989
Private income		48,766
State government recurrent grants		538,863
Australian government recurrent grants		1,815,675
Total recurrent income		2,524,760
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		1,722,919
Non salary expenses		256,945
Total recurrent expenditure		1,979,864
Capital income and expenditure	Tuition	
Government capital grants		0
Capital fees and levies		60,942
Other capital income		5,000
Total capital income		65,942
Total capital expenditure		48,271
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance		0
Total closing balance		0

Note that the information provided above does not include the following items:

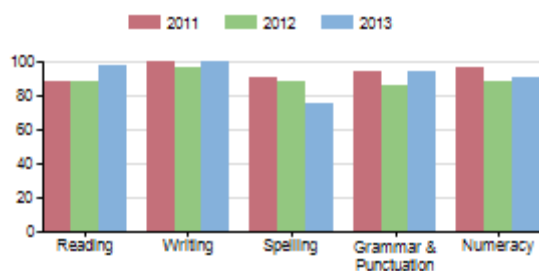
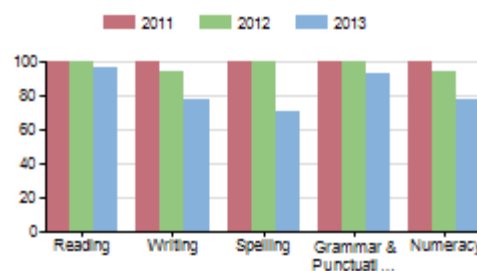
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

• VRQA Compliance Data

E4024
St Brendan's School, Lakes Entrance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2011 %	2012 %	2011–2012 Changes %	2013 %	2012–2013 Changes %
YR 03 Reading	88.2	88.2	0.0	97.3	9.1
YR 03 Writing	100.0	97.1	-2.9	100.0	2.9
YR 03 Spelling	91.2	88.6	-2.6	75.7	-12.9
YR 03 Grammar & Punctuation	94.1	85.7	-8.4	94.6	8.9
YR 03 Numeracy	97.1	88.2	-8.9	90.9	2.7
YR 05 Reading	100.0	100.0	0.0	96.4	-3.6
YR 05 Writing	100.0	94.1	-5.9	77.8	-16.3
YR 05 Spelling	100.0	100.0	0.0	70.4	-29.6
YR 05 Grammar & Punctuation	100.0	100.0	0.0	92.6	-7.4
YR 05 Numeracy	100.0	94.1	-5.9	77.8	-16.3

NAPLAN Year 3

NAPLAN Year 5


AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

%

Year 1	87.92
Year 2	92.72
Year 3	86.16
Year 4	89.57
Year 5	90.55
Year 6	92.11
Overall average attendance	89.84

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.57%
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STAFF RETENTION RATE

Staff Retention Rate	78.57%
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TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	0.00%
Graduate	25.00%
Certificate Graduate	8.33%
Degree Bachelor	58.33%
Diploma Advanced	8.33%
No Qualifications Listed	0.00%

STAFF COMPOSITION

Principal Class	2
Teaching Staff (Head Count)	22
FTE Teaching Staff	22.750
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	12.661
Indigenous Teaching Staff	0