



CATHOLIC EDUCATION OFFICE
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2012 Annual Report to the School Community



St Brendan's Catholic Primary School
Lakes Entrance

Registered School Number: 1581

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Contact Details

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Our School Vision

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.



School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 220 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 support 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

At St Brendan's, there is a strong emphasis on living our Catholic faith through positive and supportive attitudes, community involvement and being of service to others. Reverent prayer times and discussions nurture the faith development of members of both school and parish communities.

The wellbeing and safety of students, staff and families continue to be of paramount importance. There is a commitment to the beautification of the school environment and participating in community life as ambassadors of our Catholic faith. Many students from across the school embraced leadership opportunities, displaying respect, cooperation, understanding and a willingness to help within the local community and beyond.

Contemporary teaching in flexible learning spaces was undertaken in all learning areas. Our teaching and learning practice was examined in depth, with all teachers being involved in team planning and coaching sessions. Staff reflected on current practice, submitted evidence and participated in many fruitful discussions, before seeking accreditation for Performance and Development Culture. Achieving this award is a clear affirmation of positive change to embrace current best practice.

Students developed their independence within these areas, where they engaged in individual and collaborative learning tasks, as well as receiving precise instruction in small focus groups.

Undertaking School Renewal in 2011 provided time and opportunity for staff to reflect on traditions, values and current best practice, as goals and strategies for the next five years were developed. So in 2012, it was a privilege to witness the endeavours of a committed staff, moving forward together to implement a curriculum designed to challenge children in the twenty-first century.

Marie Dodson
Deputy Principal



Education in Faith

Goals and Intended Outcomes

That members of the St Brendan's community will have various opportunities to explore, respond to and celebrate the many aspects of the Catholic Faith by:

- participating in different forms of prayer.
- further developing leadership roles in response to local and global community needs.
- continuing personal faith journeys.

Achievements and Value Added

At St. Brendan's, we see our role in building the faith life of our whole school community as a proactive one. We linked this idea with the Year of Grace, utilising Catholic Education Office (CEO) staff and online resources to focus on prayer in several contexts:

- As a staff, we undertook training with CEO staff on utilising prayer strategies in the classroom.
 - As a school, we held two whole school prayer services, for which every class collaborated to prepare a section.
 - As a support to families, we introduced prayer bags to be sent home to facilitate family prayer. There was positive feedback from several families about this initiative.
- We also held a staff Spirituality Day, focussing on our own personal journeys of faith. At this day, one of our staff members was able to witness to her own faith by sharing her experiences of a recent pilgrimage to the Holy Land.

We believe our student leaders have an important role to play in making our Christian faith 'real' and accessible to all. Our Liturgy Committee and Student Action Team members undertook formal training at the beginning of the year with school and CEO staff and a local member of Parliament. Through this training, they were better able to lead their classes in prayer and organise faith-based activities, such as a coin trail to raise money for a picture of Mary MacKillop for our Mary MacKillop Centre. Our Social Justice Committee took part in an overnight training camp to develop their leadership skills. One of their major activities was an overnight sleep out in our hall, to raise awareness for the plight of the homeless in our community. Other ways the children were able to 'live their faith' were by their involvement with the Parish Soup Kitchen, Nursing Home visits and participation in the local ANZAC Day services. Despite the rain, there was a very large turnout of children at the 11am service, which was much appreciated by our local RSL.

The staff worked regularly in teams with CEO staff to further develop their unit planning skills, with a special focus on pre assessment and finding ways to begin personalising instruction. This is a project that will be ongoing.



Learning and Teaching

Goals and Intended Outcomes

For students to be engaged, motivated and independent learners.

That staff will be provided with opportunities for personal and professional growth.

Achievements and Value Added

Teachers and students embraced a contemporary teaching and learning philosophy in flexible learning spaces across the school in 2012. Staff worked conscientiously to create exciting learning environments, plan collaboratively, monitor student performance and teach explicitly to enable students to achieve learning outcomes. Teachers were affirmed in their commitment to current best practice when presenting our journey to peers at the CEO Learning Expo in Traralgon and to Gippsland principals when they visited St Brendan's.

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.

After investigating different learning styles, students across the school were able to articulate which style suited them best and to provide evidence of improved work habits. They set, reviewed and articulated personal learning goals as they participated in a reflective learning cycle. Workshops were facilitated to help children compare work samples in order to notice improvement and set new personal learning goals. All students completed independent learning tasks and participated in focus groups and workshops, where teaching was personalised, to address identified learning needs.

In 2012 St Brendan's piloted 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.

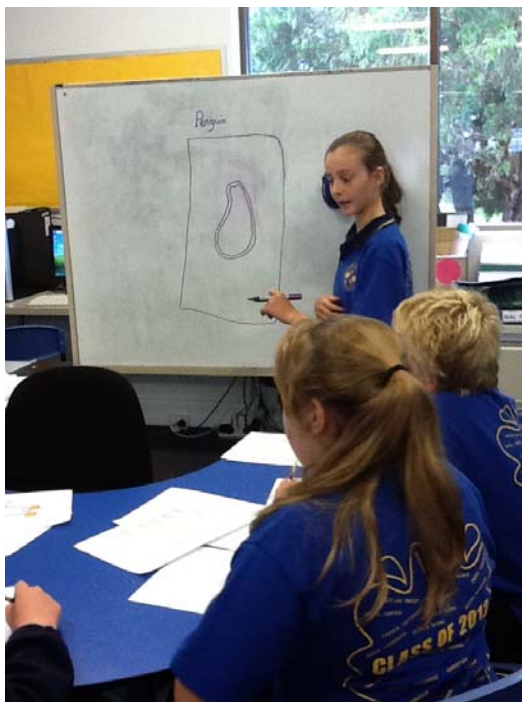
Emphasis continued to be placed on the development of the whole child. Class and specialist programs (Japanese, Visual Art, Drama, and Physical Education) catered for different learning styles, strengths and challenges.

All staff members participated in a range of professional learning activities throughout the year. Commitment to professional growth was recognised in the attainment of Accreditation for Performance and Development Culture, documented action plans, coaching conversations and expenditure on Professional Learning.

The table below summarises and compares data from NAPLAN assessments from the last three years. Year 5 student results were pleasing with most attaining required standards in all areas. Year 3 results from the day indicate that, while many students achieved the required standards, there is a cohort of children who are of concern. Following staff reflection on the results, the data has been used to inform team planning. Emphasis has been placed on personalising learning and developing student independence. Hopefully future results will reflect the rigour in planning and facilitating learning.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

NAPLAN TESTS	2010	2011	2010-2011 Changes	2012	2011-2012 changes
YEAR 3 READING	100%	88.2%	-11.8 %	88.2%	0%
YEAR 3 WRITING	100%	100%	0%	97.1%	-2.9%
YEAR 3 SPELLING	100%	91.2%	-8.8 %	88.6%	-2.6%
YEAR 3 GRAMMAR & PUNCTUATION	90%	94.1%	+4.1 %	85.7%	-8.4%
YEAR 3 NUMERACY	100%	97.1%	-2.9 %	88.2%	-8.9%
YEAR 5 READING	96.3%	100%	+3.7 %	100%	0%
YEAR 5 WRITING	92.6%	100%	+3.4 %	94.1%	-5.9%
YEAR 5 SPELLING	74.1%	100%	+25.9%	100%	0%
YEAR 5 GRAMMAR & PUNCTUATION	88.9%	100%	+11.9 %	100%	0%
YEAR 5 NUMERACY	92.6%	100%	+7.4%	94.1%	-5.9%



School Community and Student Wellbeing

Goals and Intended Outcomes

That St Brendan's Catholic Primary School will maintain and develop a positive culture based on Christian values by building a safe and inclusive school community where everyone feels valued and is treated with dignity and respect.

Achievements and Value Added

Staff, parents, carers and people in the community worked together to ensure that St Brendan's catered for the needs of the individual, expecting that they will achieve their full potential. At the beginning of the year, staff and parents met to outline individual student learning goals.

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, I Sea, I Care. All Year 6 students were given the opportunity to participate in the Junior Rotary Award.

They participated in leadership training days, using CEO and community resources.

School and parish links were enhanced by exploring a wider range of joint events and shared activities, such as class Masses, Sacraments and the opening and blessing of the school hall.

Students and staff had the opportunity to participate in community events, such as ANZAC Day Ceremony, Meals on Wheels and NAIDOC March.

Staff participated in Professional Development and training opportunities that were related to student's special needs, e.g. EMU and Reading Recovery. On many occasions the knowledge gained was shared during Staff Meetings.

Students at risk were referred to CEO staff and outside agencies for testing and assessment. Individual Learning Programs, which included the recommendations of specialists, were developed and implemented.

A safe environment for children to access the Internet was provided by ensuring children, and their parents, signed a Technology agreement. Prevention of cyber bullying information session was provided for staff, parents and children.

Families who were in need were supported and outside help was sought if needed.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	90.17
Year 2	86.60
Year 3	90.00
Year 4	92.67
Year 5	93.06
Year 6	93.10
Overall average attendance	90.93

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 are rung if a child has been away for three consecutive days and they have not contacted the school.

STUDENT SATISFACTION

Students provided informal data about their classrooms and learning to class teachers. Generally they approved the changes and were encouraged to contribute their ideas. Some concern was expressed about a small portion of students who fail to follow rules in the playground.

Year 5 students completed questionnaires to ascertain what qualities were important in a new principal. Their responses reflected a keen desire to maintain the values and culture of the school and to continue with contemporary learning.

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.

Parents in Lakes Entrance vote with their feet. Increased enrolment, large attendances at working bees and parent/teacher interviews, and an amazing fete, with every family contributing in some way, which was a huge social and financial success, all indicate that parents are satisfied with the school.



Leadership and Stewardship

Goals and Intended Outcomes

To provide a well maintained and aesthetically pleasing environment that is consistent with our teaching and learning approach.

Achievements and Value Added

Fairly dramatic changes to the school environment were undertaken during 2012. Flexible learning spaces were developed to cater for personalised and contemporary learning. Lap top computers, iPads, iPods and smart boards were purchased and utilised throughout the year as ICT was included in class programs and work expectations.

Community members worked hard in 2012 to raise funds (through a huge school fete and a variety of fundraisers) to beautify the school environment. Additional fencing was installed to support safety. The Year 3/4 learning space was refurbished, with new carpet, furniture and curtains, to suit its purpose as a contemporary learning space. Stage curtains were purchased and installed in the Mary MacKillop Centre. These enhanced its ambience and capabilities. A highlight of the year was holding the Year 6 play and the whole school Art Show in this centre.

The student action team raised funds and purchased a picture of Mary MacKillop for the centre and plants for the surrounding area.

A capital development proposal was submitted but funds were not allocated at this time. Money raised by the fete was set aside to beautify the area between the buildings.



TEACHING STAFF ATTENDANCE RATE	90.6%
STAFF RETENTION RATE	92.86%

TEACHER QUALIFICATIONS	
DOCTORATE	0%
MASTERS	0%
GRADUATE	22.22%
CERTIFICATE GRADUATE	11.11%
DEGREE BACHELOR	77.78%
DIPLOMA ADVANCED	55.56%
NO QUALIFICATIONS LISTED	0%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Professional learning in 2012 was focussed around contemporary learning (including coaching), wellbeing (including first aid training), Religious Education (including spirituality for staff, social justice and Religious Education curriculum development), curriculum (including AusVELS, Reading Recovery, EMU, Mathematics) and Performance and Development Culture. All teachers and support staff engaged in professional learning throughout the year.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	15
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1048.72



TEACHER SATISFACTION

Teachers independently completed an online survey as a requirement of Performance and Development Culture. Results, compiled and analysed objectively at Melbourne University, clearly indicated a high level of teacher satisfaction at the school. It provided evidence that teachers felt valued, that they had opportunities for professional learning and were encouraged to share their knowledge with others. Most items indicated between 90% and 100% satisfaction.

STAFF COMPOSITION

PRINCIPAL CLASS	2
TEACHING STAFF (HEAD COUNT)	19
FTE TEACHING STAFF	15.5
NON-TEACHING STAFF (HEAD COUNT)	11
FTE NON-TEACHING STAFF	6.2
INDIGENOUS TEACHING STAFF	2



Financial Performance

Financial Performance for the year ended 31 December 2012

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees		0
Other fee income		67,023
Private income		3,969
State government recurrent grants		554,638
Australian government recurrent grants		1,584,893
Total recurrent income		2,210,523
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		1,547,031
Non salary expenses		325,521
Total recurrent expenditure		1,872,552
Capital income and expenditure	Tuition	
Government capital grants		-
Capital fees and levies		88,952
Other capital income		37,034
Total capital income		125,985
Total capital expenditure		109,840
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance		-
Total closing balance		-
Non DEEWR FQ reported items	Tuition	
System levies (payments)		(256,045)
Intra systemic transfer receipts (payments)		(1,477)
Diocesan capital fund (SCF) receipts (payments)		(8,984)

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.