

St Brendan's Catholic Primary School Lakes Entrance

Annual Report to the School Community

PRIMARY SCHOOLS



2009

Registered School Number: 1581

School Contact Information

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Our School Vision

At St Brendan's Catholic School we are guided by St John's words 'The truth will set you free'.

Therefore we: -

- ❖ Aim to build a community where God's love is made visible through our teaching, prayer, relationships and actions.
- ❖ Believe in building a culture of learning by providing a quality education that caters for the needs of individuals through a rich and relevant curriculum.
- ❖ Envisage a community where all will work together in partnership to enrich St Brendan's. We actively seek opportunities to extend this partnership into the wider community.
- ❖ Acknowledge and support the school's leadership teams and actively promote leadership potential within the school.
- ❖ Provide a safe and effective school environment supported by a variety of resources and facilities that stimulate and encourage learning.

School Overview

St Brendan's Catholic School is a Primary School located at Lakes Entrance in East Gippsland. St Brendan's enrolls over 160 students from Lakes Entrance and the surrounding areas. The Josephite sisters have had a strong involvement in the school, since it was established. The school maintains a strong commitment to the core values of faith, community, respect and courage. All children are encouraged to reach their potential through a faith based education. We provide many opportunities for our students to participate in a wide range of activities. We have a strong literacy and numeracy program which includes precise and personalised teaching for all students, a Mathematics extension program and intervention programs in both literacy and numeracy in the early and middle years. We offer a range of sporting activities and opportunities through our Physical Education program with some of our children achieving state level in their chosen field. We also foster the creative arts through our Drama and Music programs. Other specialist programs we run include Information Technology and Auslan. All children are encouraged to participate in community service activities. Our new facilities include refurbishment of the administration block, the library, the computer area and other learning areas. At present, we are also building a sports stadium and developing a new playground area.

The goals of our school in 2009 included:

- To build a community where Catholicity is clearly indentified in our school.
- To build a culture of learning that caters for the needs of individuals through a rich and relevant curriculum.
- To build a culture where all staff view themselves as learners and strive for best practice in their teaching.
- To build a community where all will work together in partnership to enrich St. Brendan's
- To actively promote leadership potential within the school.
- To provide a safe, engaging and well maintained environment supported by a variety of resources and facilities which support and promote excellence in learning.

Education in Faith

Goals and Intended Outcomes

Goal : To build a community where Catholicity is clearly indentified in our school.

Achievements

During the year our school engaged in many activities which helped to celebrate and reinforce the catholicity of our school.

Bishop Christopher Prowse visited us on two occasions. Once was for Confirmation and the other to speak to teachers at end of year. During both times he encouraged our school community to express and live out our faith.

Whole school and class masses continued to be major features in our expression of our faith. We also celebrated mass at the nursing homes and at Nagle for Catholic Education Week. Each Friday we also ended the day in prayer as a school. Each class explored the different types of prayer in their classroom context. Some students attended the inauguration Mass of Bishop Prowse.

Children at our school participated in the sacraments of Reconciliation, Eucharist and Confirmation. Classes also participated in reflection days to prepare for the sacraments. We also ran a Baptism course resulting in a number of children and their siblings being baptized. Children formed a Confirmation Choir which made the celebration all the more joyful. Students again formed a liturgy group and worked with Mrs Renehan to prepare our school liturgies. This year they also spoke at the Parish Expo to show all the great work they had been doing.

A number of photos and symbols were placed around the school. They included crucifixes, photos of our new Bishop and the Pope. Classrooms included a prayer table.

Gains were also made in terms of Learning and Teaching. Teachers received Professional Development through regular meetings with Anne Taylor, through staff meetings and a day with Bernard Teo. Two of our staff undertook Religious Education accreditation. There was also some incorporation of faith questions into our Integrated Studies units of work. Staff also spent a spirituality day with Maria Forde based around the sacraments.



Confirmation group for 2009



Liturgy Group for 2009

Learning and Teaching

Goals and Intended Outcomes

- Goal one: We believe in building a culture of learning that caters for the needs of individuals through a rich and relevant curriculum.
- Goal two: We believe in building a culture where all staff see themselves as learners and strive for best practice in their teaching.

Achievements

PIPs data has indicated that our Prep class made significant gains throughout 2009. By the end of the year the Prep results indicated that the Prep mean for St Brendan's was significantly above the state average in Reading and the same as the state mean in Mathematics.

To support the Prep children in Year 1 we will continue to run our Year 1 intervention programs i.e. Reading Recovery and EMU (Extending Mathematical Understanding)

In Year One our assessment showed that two thirds of children reached the CEO minimum Reading Recovery level of 15. The Reading Recovery program was run with great success during the year.

By the end of 2009 nearly all Year 2 children had achieved the minimum levels.

In Years 3-6 results of the TORCH test demonstrated a significant improvement in the area of comprehension

All children were assessed in the area of Mathematics at the beginning of 2009 and 2010. These results showed significant improvement for nearly all children in the area of Mathematics. Support given to children in 2009 included the implementation of the EMU program during which three children received support. All children finished the program attaining higher levels than the average of their cohort. Additional small group assistance was provided to children in Years 3 and 4. A Mathematics extension class was also conducted throughout the year for a group of children in Years 4,5 and 6.

In Years Prep – 2 children also received extra support through one to one assistance and small group assistance with Sr Maureen and parent helpers.

The Integration Support Program ensured that there was support given to children with specific needs in all classrooms.

Year Level and Curriculum Area	Percentage of children meeting National Benchmarks in 2009	Percentage of children meeting National Benchmarks in 2008	Changes in benchmark results from 2008	2007 Results – Expressed as percentage of children meeting benchmark
Year Three Reading	95.7	90	+5.7	100
Year Three Writing	95.7	100	-4.3	100
Year Three Spelling	95.7	100	-4.3	NA
Year Three Grammar and Punctuation	91.3	95	-3.7	NA
Year Three Numeracy	90.9	90	0.9	93.3
Year Five Reading	95	89.5	+5.5	100
Year Five Writing	95	94.7	+0.3	100
Year Five Spelling	100	89.5	+10.5	NA
Year Five Grammar and Punctuation	100	94.7	+5.3	NA
Year Five Numeracy	100	100	0	100

In response to these results and a range of other factors Mathematics has been designated as our main focus in 2010 through a structured and detailed program designed to equip both students and teachers with the skills and knowledge they require. The Reading Recovery, EMU program, Mathematics extension program and small group and one to one assistance will continue in 2010.

Emphasis through the children's Integrated Studies books (which are sent home once a term) and Open Days related to Integrated Studies were for children to articulate their learning to their family. This was also followed through in other subjects in relation to their reflection on their learning.

In 2009 teachers continued to develop their professional learning through a variety of activities. Teachers attended both school based Professional Development days with Deb Vietri and through our Professional Learning Team meetings. Coordinators for different subject areas planned with teachers and teachers observed each other teaching. Cathy Mesaric worked with teachers in the area of teaching reading strategies and Phil Rebechhi worked with teachers in the area of ICT. All teachers completed a Professional Learning Plan and implemented it. Integration Aides met regularly and focused on specific curriculum areas. The principal also met with teachers regularly in regard to assessment and planning. A mentoring program was also run to support staff members.

Staff also travelled to Melbourne on weekends for seminars in literacy run by Deb Sukarna / David Hornsby, participated in Reading Recovery training, EMU training as well as coordinators attending cluster meetings. The Literacy and Numeracy Coordinators attended the National Curriculum consultation held in Warragul.

The Library Aide attended Professional Development days in relation to the library.

Resources that were purchased included interactive whiteboards, books for use in reading groups, Reading Recovery and independent reading. Other resources included hands on mathematics equipment, Mathematics boxes, topic specific resources to support Integrated Studies, Religious Education CDs and DVDs and computers.

Staff, parents and child satisfaction for the school would appear to be at a good level. We have maintained our enrolments for this year. The overwhelming reason for leaving the school has been due to families moving out of the area with hardly any movement apart from this. The average attendance rate for students at St Brendan's in 2009 was 91.18%

Some of our students at our Mad Scientist's Day which was an activity for our Integrated Unit on 'Chemical Change'



One of our students participating in the Koori culture activity on traditional weapons

Leadership and Management

Goals and Intended Outcomes

Goal: Actively promote leadership potential within the school.

Achievements

This year the Assistant Principal was a shared leadership position. Lead Learners were established for Religious Education, Literacy, Numeracy, Information Technology and Student Wellbeing. They were responsible for providing some professional development for each of their areas, ensuring resources were up to date and completing the administrative tasks for their area. Lead Learners had the opportunity to attend Professional Development to assist them in their leadership. A Student Action Team was established and raised money for new seats for the school. The Year Sixes took part in leadership training with Pam Matheson and a children's Liturgy Committee was organised for the second year in a row. Our School Captains and Vice Captains continued to organize our assemblies and represent the school on important functions such as ANZAC Day and our Open Day. Our House Captains and Vice Captains organized some activities throughout the year for their house groups such as the tabloid sports.

The retention rate of staff from 2008 to 2009 was 100%.

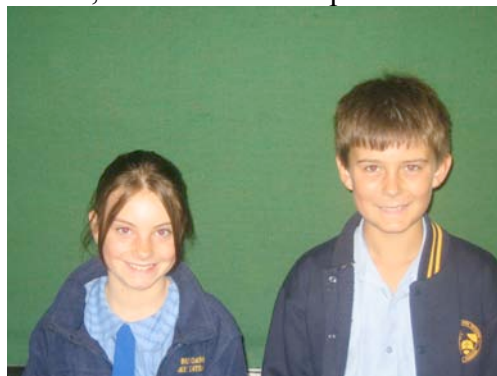
There was a 96.8 % attendance rate by staff.

\$11,964.96 was spent on Professional Development. All teachers participated in Professional Learning which was an average of \$1000 per teacher. These figures do not include expenditure for casual replacement teachers (CRTs) nor the cost of school closure days.

Highest qualification of teachers

Level	percentage
Degree - masters	10
Graduate diploma	20
Degree- bachelor	60
Diploma	10

'I Sea, I Care' student representatives



School Community and Student Wellbeing

Goals and Intended Outcomes

Goal: We envisage a community where all will work together in partnership to enrich St. Brendan's.

Achievements

In 2009 teachers kept a log of parent participation. We found that families responded to invitations by children and in particular activities which their children were involved in. Parents were involved in a wide range of activities which included our Open Days for the Integrated Studies units, working bees, walk to and ride to school days, school plays and concerts. Parents also helped in the classrooms and the moving of furniture and equipment during renovations. Parents also helped during excursions. Parental input into the community has been significant. Parents value their child's school and education and this is reflected in their ongoing participation in school events. Students are keen for their parents to be involved in their school and teachers appreciate parental input. Some of the community events we attended included ANZAC day, Remembrance day, NAIDOC week march, opening of footbridge, rotary awards, Spirit of the Poles smoking ceremony, EGOS (East Gippsland on Show), Carols singing, nursing home visits, Kindergarten visits, Secondary College visits for music and science. School captains and members of the liturgy team manned a stall at the Parish expo. The School Board and Parents' Club also presented displays.

A parent setting up the goal posts at a working bee



Smarter Schools National Partnerships

Annual Activity and Accountability Statement 2009

SMARTER SCHOOLS NATIONAL PARTNERSHIPS	
Improvement Targets/Milestones	
<p>The following targets were part of our Annual School Improvement Plan prior to being designated a National Partnerships School.</p>	
<p>These were:</p> <ul style="list-style-type: none"> By the end of Year 2 children should be working at a minimum level of Reading Recovery Level 28 Children in Years 3-6 should be scoring a stanine of 4 or above in the TORCH test applicable to their year level by the end of the year. <p>MAI results should reflect that children are working at a minimum standard in the four areas : counting, place value, addition and subtraction, division and multiplication.</p>	
Improvement Strategies	2009 Outcomes
<p>Improvement strategies the school developed in 2009 to meet the improvement targets.</p>	<p>The achievements in 2009 in relation to these improvement strategies.</p>
<p>Relevant assessments were used to drive teaching in each of the above areas</p>	<p>100% of children at the end of year 2 were reading at a Reading Recovery Level of 26 or above.</p> <p>95% of children recorded a stanine 4 or above on the relevant TORCH test by the end of the year.</p> <p>All children showed improvements in their results of MAI testing.</p>
<p>Reading Recovery program was implemented</p>	<p>Three out of four children discontinued in 2009 were above the average cohort of their class</p>
<p>EMU intervention program was implemented</p>	<p>Three out of three children were above the average cohort of their class at the end of 2009</p>
<p>School participated in National Partnerships briefing to determine plan for next year.</p>	<p>Options provided by National Partnership funding were incorporated into 2010 Annual School Improvement Plans.</p>
2010 Planned Progress	
<p>Teachers will undertake a Professional Learning Program in the area of Mathematics run by the school and incorporating some CEO based Professional Development days.</p> <p>Teachers will undertake a Professional Learning Program in the area of teaching writing which is run by the school.</p> <p>EMU and Reading Recovery will implemented again this year.</p>	
Financial	
Smarter Schools National Partnership Funding	
The National Partnership (NP) your school is participating in	Literacy
2009 Actual allocation	\$31,122 (the school only received \$26,509)
2010 Notional budget allocation	\$31,213
2009 School Co-Investment	\$94,549
<ul style="list-style-type: none"> The 2009 Actual Allocation is the amount that has been sent directly to the schools or incurred on behalf of the school by the CECV or the Diocesan office. Expenditure at the school level may not have been spent in the year the direct support was received. 	

Financial Performance

Financial Performance for the year ended 31 December 2009

(The information for this section is from the VRQA Financial Report tab on your AFS.)

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees		0
Other fee income		45,215
Private income		4550
State government recurrent grants		252,186
Australian government recurrent grants		1,071,781
Total recurrent income		1,373,732
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		1,078,782
Non salary expenses		232912
Total recurrent expenditure		1,311,694
Capital income and expenditure	Tuition	
Government capital grants		1,139,298
Capital fees and levies		55,304
Other capital income		287,636
Total capital income		1,482,238
Total capital expenditure		1,500,121
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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009, that may ultimately change the method of reporting these exclusions.

Future Directions

The main focus for St Brendan's in 2010 is Mathematics. We aim to improve learning outcomes for our students through a structured and detailed program designed to equip both students and teachers with the skills and knowledge they require. Our minor focus is in the area of writing. Teachers are being provided with professional development in this area as they become more precise in their teaching of writing. They are also developing their teacher knowledge in this area. The school is committed to building leadership capacity in staff, parents and children through a range of activities. The Reading Recovery, EMU program, Mathematics extension program and small group and one to one assistance will continue in 2010. Our Catholic ethos will continue to underpin all our actions.