

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Brendan's Catholic Primary School Lakes Entrance



2015

REGISTERED SCHOOL NUMBER:1581

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Contact Details

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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 2006 (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 Victorian Regulation and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016

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.

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

At St Brendan's Primary School, we are particularly proud of our strong working relationship with parents and in 2015 we worked together to improve our educational practice and further develop ties with our community. Our parents were a great assistance to reading and spelling programs, enabling teachers to establish small group activities. Our Parents and Friends Committee conducted events such as Mother's Day stalls, a trivia night and various other activities of relevance. Our school community worked closely with the Catholic Women's League, RSL, Gippsland Lakes Community Health and the East Gippsland Shire to further develop the great relationship we share with local community groups.

Our school staff value the importance of teaching to the point of need and aimed to develop a curriculum that personalizes learning. Teachers were released to plan effectively and target teaching to challenge students and stimulate learning. There was a significant focus on meeting the needs of the whole child and professional learning in well-being was a feature of the year.

In 2016, Father Peter Bickley was our Parish Priest and visited the school regularly providing counsel and leadership. Father Prasanna Warnakulasuriya was our Priest in Residence and he led our school community in Masses and through each sacrament. Sister Madeline conducted the sacramental program and Sister Maureen worked with children in the classroom. Sister Maureen was a daily reminder of the value of service to others.



Education in Faith

Goals & Intended Outcomes

Goal: That the Catholic identity of St Brendan's School will be deepened and strengthened

Achievements

Under the guidance of Catholic Education Office (CEO) staff, our Enhancing Catholic Schools Identity data was unpacked for our teachers. In response to this, staff began work to move children from a literal, to a post critical mind set. The main arena for this was our Christmas Play. Staff tackled the challenge of presenting the story of Christmas, with regard to tradition, as well as attempting to recontextualise the story. Traditional songs and art work, as well as contemporary music and art work were used in conjunction with each other. Bible extracts were read and re-enacted with reference to the corresponding Gospel writers, but also rewritten by Year 5 and placed in a modern, local context. We received positive feedback from several sources about this format.

In an effort to reinforce and present the Easter story in new and different ways, a group of students, representative of each class in the school, presented the Stations of the Cross to the school and wider community. This was in the form of a shadow play.

In 2015, a Religious Education team was set up, to assist the Religious Education Leader to work on an identified area of need. In consultation with CEO staff, we identified the area of scripture in units of work. Our long term goal is to deepen the staffs' understandings of scripture, its context, purpose and links to our lives. We also aim to develop confidence in staff in understanding, teaching and recontextualising scripture. The team began by identifying one key piece of scripture for each unit and began building up a bank of resource links, to help teachers really get to understand each text. This work is ongoing.



VALUE ADDED

Over the course of the year, we continued to build the communal dimension of our school's faith life by celebrating class and parish Masses and whole school Masses for Ash Wednesday, National Sorry Day, the feasts of St Brendan, Mary MacKillop and Mary Help of Christians and to welcome Bishop O'Regan. Parents and parishioners were welcomed to these celebrations. Our senior school leaders and Confirmation candidates for 2016 also travelled to Sale to take part in the Diocesan Student Masses.

Children were involved in faith-building programs and activities, such as our Parish-led Sacramental program, the Family Life Program and by making palm crosses for our own and other churches. They also took part in a series of Mission Day activities, designed to help them understand how and why we are called to serve others.

Children practised a *lived faith* in many ways, such as visiting our local nursing homes, marching in the Anzac Day parade, taking part in Meals On Wheels and providing 24 hampers for the Christmas Appeal.

Student leadership in Religious Education was fostered, by once again setting up a Liturgy Committee and a Social Justice Committee.



Learning and Teaching

Goals & Intended Outcomes

- To improve numeracy outcomes across the school with a particular focus on addition and subtraction

Achievements

Throughout the year, many of our Professional Learning Team (PLT) meetings were devoted to staff development in explicitly teaching numeracy. Staff members from St Brendan's Catholic Primary School attended a mathematics conference in Melbourne identifying professional learning opportunities to support our goal. There was a focus on developing explicit teaching strategies in addition and subtraction. Staff also focussed on developing a common language and identifying the elements of effective teaching and learning practice in numeracy.

With the guidance of the numeracy leader, each teacher undertook a Learning Action Plan in the areas of addition and subtraction. Staff chose an area from the Mathematics Assessment Interview and a target group of students to work with. Addition and subtraction strategies were explicitly taught in small focus workshop groups. Mathematical vocabulary included in each lesson was displayed in classrooms to assist students to articulate learning. The aim was to improve student outcomes and teacher understanding. The findings were shared at a PLT meeting in Term Four and were resoundingly positive.

To further embed explicit teaching strategies, numeracy leaders observed teachers lessons, providing feedback at the conclusion of each lesson. Teachers were then given the opportunity to observe colleagues to improve classroom practise. This process continued throughout the year.



Goals & Intended Outcomes

- To improve reading outcomes across the school with a particular focus on comprehension.

Achievements

As part of the ongoing professional development of staff at St. Brendan's, each class teacher was required to complete an Action Plan for reading. The aim was to improve current teaching practice of reading comprehension. Staff members attended PLT meetings, planned a Reading Action Plan, implemented the Action Plan into everyday teaching and reported back to the staff the results. The concluding results were;

- All members of staff reported that they had a greater understanding of the differences in reading comprehension for different levels of students in their class.
- Differentiation was beginning to be implemented into the teaching of comprehension.
- Students were assessed regularly and this assessment was used in planning.
- Small group focussed teaching was explicitly planned for.
- To provide for the diverse learning needs across school, literacy leaders targeted the purchase of new reading materials for guided reading groups.

Class teachers were also released to work with Catholic Education Office staff and the Literacy Lead Learners of the school in the use of the Fountas and Pinnell reading program.

During the year St Brendan's Catholic Primary School introduced the PAT reading assessment as a part of our standardized assessment schedule. This assessment applied to years one to six.

Achievements – Across the Curriculum

During 2015, an audit of time devoted to each learning area was applied to ensure that each learning area was covered sufficiently according to the AusVELS Curriculum. From the audit we were able to develop a scope and sequence across curriculum areas. Consideration was given to the Victorian Curriculum which was to be explored in 2016. Planning documents were reviewed and a whole school approach to teaching and learning was developed. When preparing lessons our school continued to implement the Whole, Part, Whole model which we believe encompasses a focus on the learning intention while promoting differentiation in learning activities.

Information Communication Technology (ICT) sessions were taught weekly by a specialist teacher. Teachers also participated in lessons to improve knowledge of teaching ICT. Ipad and laptops were purchased to support teaching in this area. Rather than target one specific tool for learning our school decided to engage with a variety of hardware to broaden our students capacity to interact with technology. Other specialist areas included Performing Arts, Japanese and Art which were extremely popular with the student body. Camps were offered for children in grades three to six visiting locations such as Melbourne, Sovereign Hill, Licola and the Banksia Peninsula. Camp experience for P-2 was held at the theatre in Sale followed by dinner at school.

STUDENT LEARNING OUTCOMES

NAPLAN data over the last three years indicates growth from our Year Five students across all areas and growth in Spelling from the Year Three cohort. Closer study of our data indicates our learning adjustment plans have significantly improved reading of students in the 10th and 25th percentile.

Other results indicate a need for a review of our teaching practice in writing and in 2016 we have already formulated a plan to improve student progress in writing. This plan has been drawn up in partnership with our Collective group of schools which includes, St Mary's, Bairnsdale, St Patrick's, Stratford and St Joseph's, Orbost. The Collective's plan to improve student progress has been facilitated by the CEO Steering Committee. The plan which has already been set into action will develop over the next two years and aims to scaffold the learning of teaching staff towards the goal of improving explicit teaching practice and ultimately improve student progress. Student progress will be measured through NAPLAN data, PAT assessment results and other localized assessments.

Our plan is also about developing good teaching practice which will flow into all other areas of the curriculum. We have employed a strong leadership team to lead our staff through the process and through our collaborative approach to teaching we have discovered a group of versatile teachers who embrace change.



School Community and Student Wellbeing

Goals & Intended Outcomes

St Brendan's Catholic Primary School maintained and further developed a positive culture based on Christian values. This was done by:

- Staff feeling supported, empowered and comfortable as educators and professionals. Providing an environment where all students can develop a sense of wellbeing.
- Strengthening family-school-community partnerships.

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 and class organisation for the coming year. Parents received a written report regarding their child's progress in June and December. Parent/Teacher Interviews were held in June. Teachers made themselves available to meet with parents, at other times, when the need arose. Two numeracy workshops were held for parents with the focus being on maths games.

Teachers attended a variety of professional development to further their knowledge in order to cater for specific needs of the children. One particular day, an Autism awareness workshop with Sue Larkey, was held at St Brendan's. Schools, parents and other professionals from the broader community 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 Walk to School 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.

Communication with parents was always an important focus. Parents were informed of school and community events in a variety of ways, including newsletter, personal invitations, emails, personal contact, phone calls and the school app, Skoolbag. Photographs 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 well-being of our students by building resilience, confidence and life skills.

Children participated in incursions and excursions. These often involved parents and other members of the community attending as well. Around school various lunchtime activities were made available for those children who would prefer to do something else besides play on the playground.

A counsellor was employed to help specific children work through particular issues. Outside agencies were sought if the needs of the children were greater than our expertise.

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. Year 6 students had the opportunity to participate in the Junior Rotary Award. When the need arose, meal rosters were set up to provide meals for some families in need. Staff and parents combined to show their support.

We ended our year with a happy and holy celebration of the story of Christmas. Every child in the school had a part to play in the telling of the story of Jesus' birth. The Mary MacKillop Hall was filled to overflowing with parents, grandparents, friends and other community members who came to watch our production.

Student Non-Attendance

Generally attendance at school is quite good. If a child was away for three or more days without an explanation, the families were contacted. Attendance was recorded on the mid-year and end of year report. At times, transport to school was organised to help families in need. Children who did not have morning tea or lunch were provided with food. Through The Smith Family, fruit was regularly made available for all children to access.

VALUE ADDED

Many and varied activities were undertaken by students, staff and families. For example:

- Parent/Teacher Interviews
- Parent Information Sessions
- Professional learning for staff around well-being
- Mother's Day and Father's Day celebrations
- Walk to School Day, followed by breakfast and then an aerobics sessions coordinated by the local YMCA
- NAIDOC Day celebrations
- ANZAC Day and Remembrance Day
- Incursions and excursions
- Junior Rotary
- Meals on Wheels
- Easter Plays
- School Christmas Concert

STUDENT SATISFACTION

Through the Insight SRC survey, students at St Brendan's Catholic Primary School, indicated an increase in connectedness to the school, empathy toward their teachers and a greater engagement in learning. There was improvements in the students perception of behaviour and general safety at school. Survey results also showed a greater connectedness towards their peers.

PARENT SATISFACTION

Parents from St Brendan's Primary School indicated their connectedness to school through their ongoing commitment to supporting school events. The Parents and Friends group were continuously active around school, preparing for and facilitating events. Throughout the year parents conducted fundraising events to provide the school with a variety of resources. At Parent/Teacher interviews the feedback was overwhelmingly positive. Our Christmas concert at the conclusion of the year was extremely well-attended and parents were glowing in their praise.



Leadership and Stewardship

Goals & Intended Outcomes

- Leadership opportunities will be available to all students.
- That staff will be provided with opportunities for personal and professional growth.

Achievements

In 2015, St Brendan's Catholic Primary School formed several groups to enable Grade five and six students to grow as leaders. Initially, four students, two female, two male students were elected as school captains. These four students were sent to leadership training workshops including the GRIP leadership conference. They were mentored by the principal and deputy principal throughout the year to develop their skills in leading school events. Other leadership groups included the Liturgical Committee, Social Justice Committee and the Student Action Team. Once again, these students were mentored by teachers who taught them skills in preparing for and conducting school events.

Our school buddy program continued with students from grade six nurturing prep students through their first year of primary school. Our grade six students were allocated special duties of care and facilitated the preps students initial transition to school. They then continued to meet during structured visits and each partner benefited as they developed a sense of responsibility and care towards one another.

All students were provided with leadership opportunities within their classroom or learning hub that included roles in assembly performances and duties at Mass. Students were encouraged to take on responsibilities when caring for the environment through action plans developed in Sustainability Studies.

Our school staff were encouraged to attend professional learning opportunities throughout the year. There was a consistency in the number of pastoral care and student well-being training workshops attended, such is the pastoral nature of our staff. Teachers and support staff regularly shared their knowledge with the bulk of the staff at meetings to further develop the capacity of everyone. Staff continued to update their Senior First Aid certificates.

Cyber safety workshops were run in conjunction with local police departments and information packages were sent home to parents to engage them in the education practice. St Brendan's Catholic Primary School also worked in partnership with the Gippsland Lakes Community Health department to increase knowledge of physical and mental health and empower young people and families to live healthy lifestyles where making good informed choices is key to success.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)**DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Emu Training
- Nurturing the Spirit
- Reading Recovery
- Well-being Lead Learners
- Autism and Positive Behaviours
- Moving with the Spirit
- Students with Disabilities Workshop
- Personalised Learning Workshops
- Religious Education Accreditation
- A Leading Perspective
- Sue Larkey – Stronger Smarter
- Supporting Diversity in Schools Arts in the Curriculum
- GAFE Bootcamp and Discovery Workshop
- SPAPatform Training
- Librarian's Network Meeting

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

17

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 577.98

TEACHER SATISFACTION

In general our Insight SRC data from 2015 remained fairly consistent from previous years. Staff felt there was a strong element of pastoral care focused on staff and student well-being. There continued to be a great sense of ownership amongst staff for the direction of the school. Areas of focus for 2016 will centre around the management of students in the classroom and around school.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	32,497
Other fee income	91,885
Private income	68,982
State Government recurrent grants	750,737
Australian Government recurrent grants	2,536,978
Total recurrent income	3,481,079
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2,232,717
Non-salary expenses	389,001
Total recurrent expenditure	2,621,718
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	86,244
Other capital income	-
Total capital income	86,244
Total capital expenditure	59,060
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	-
Total closing balance	-

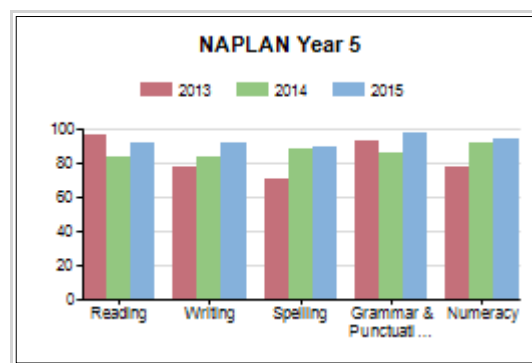
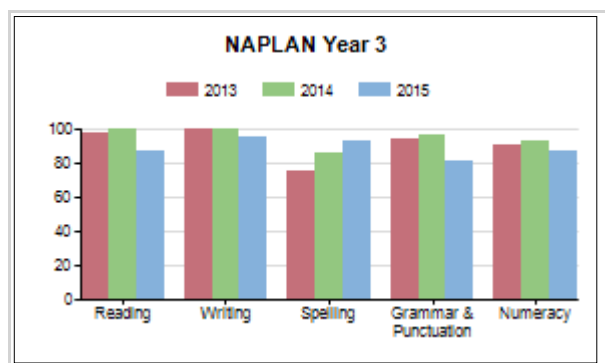
The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA Compliance Data

E4024
St Brendan's School, Lakes Entrance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %	
YR 03 Reading	97.3	100.0	2.7	87.5	-12.5	
YR 03 Writing	100.0	100.0	0.0	95.2	-4.8	
YR 03 Spelling	75.7	85.7	10.0	92.9	7.2	
YR 03 Grammar & Punctuation	94.6	96.4	1.8	81.0	-15.4	
YR 03 Numeracy	90.9	93.1	2.2	87.8	-5.3	
YR 05 Reading	96.4	83.8	-12.6	92.3	8.5	
YR 05 Writing	77.8	83.3	5.5	92.3	9.0	
YR 05 Spelling	70.4	88.9	18.5	89.7	0.8	
YR 05 Grammar & Punctuation	92.6	86.1	-6.5	97.4	11.3	
YR 05 Numeracy	77.8	91.4	13.6	94.7	3.3	



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		86.61
Y02		90.31
Y03		88.79
Y04		92.83
Y05		90.94
Y06		88.62
Overall average attendance		89.68

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.7%

STAFF RETENTION RATE	
Staff Retention Rate	100.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.69%
Graduate	23.08%
Certificate Graduate	0.00%
Degree Bachelor	84.62%
Diploma Advanced	7.69%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	19
FTE Teaching Staff	16.000
Non-Teaching Staff (Head Count)	16
FTE Non-Teaching Staff	13.768
Indigenous Teaching Staff	2