

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Brendan's Catholic Primary School LAKES ENTRANCE



2016

REGISTERED SCHOOL NUMBER: 1581

Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview.....	4
Principal's Report.....	5
Education in Faith	6
Learning & Teaching	8
School Community & Student Wellbeing.....	11
Child Safe Standards	15
Leadership & Stewardship	17
VRQA Compliance Data	19

Contact Details

ADDRESS	40 Golf Links Rd LAKES ENTRANCE VICTORIA 3909
PRINCIPAL	Matthew Hamer
PARISH PRIEST	Father Michael Willemsen
SCHOOL BOARD CHAIR	Ms Alice Pepper
TELEPHONE	(03) 51552712
EMAIL	principal@lakesent.catholic.edu.au
WEBSITE	www.lakesent.catholic.edu.au

Minimum Standards Attestation

I, Matthew Hamer 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 VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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 280 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

In 2016, St Brendan's joined with other Catholic schools to work strategically with the Catholic Education Office of Sale to begin a curriculum reform agenda. Motivated by the goal of improving the progress of all students, St Brendan's leadership looked closely at student assessments, then through the CEO driven Learning and Teaching Networks, developed plans and strategies to improve teaching practice. The professionalism of the St Brendan's staff was something to behold as teachers and learning support officers embraced change and took on new learning challenges. Working alongside the learning and Teaching Networks was the concept of school Collectives, a plan designed for schools to build capacity and share knowledge and resources. Our school worked with St Joseph's, Orbost, St Mary's, Bairnsdale and St Patrick's, Stratford on developing and facilitating a plan to specifically improve standards of writing through scaffolding the capacity of our teachers. To date the Collective's work has been successful with results and enthusiasm on the rise.

One of the true blessings in 2016, was to be able to welcome Father Anthony Phillips (St Brendan's Priest in Residence) and Father Michael Willemsen (St Brendan's Parish Priest) to our community. Both men brought plenty of life experience to their roles and their warm, focussed and contemporary approach was immediately embraced by students, teachers, parents and parishoners. Sister Maureen Philps celebrated her Diamond Jubilee and eightieth birthday this year. Sadly after 27 years of service to the Lakes Entrance community Sr Maureen moved to St Alban's to strengthen their community.

The Parents and Friends (P and F) of St Brendan's Primary School once again shone as they conducted school events and assisted our classroom activities. A new initiative this year was the Class Representative concept where two parents from each grade embraced the responsibility of communicating between teacher and parents. This process ensured that all parents were invited to assist in activities or help with events. Therefore, attendance was up and events such as our biannual school fete, was extremely successful. Our ties with other members of the Lakes Entrance community grew as we participated in numerous extra-curricular activities.



Education in Faith

Goals & Intended Outcomes

Our overarching Faith and Catholic Identity goal in 2016 was to continue to build a dynamic, faith-filled Catholic learning community, inspired by the person and message of Jesus Christ. To this end, we focussed on three main areas; familiarising with the revised Religious Education Curriculum, further development of our staff's understanding of Scripture and broadening the scope of our school's prayer experiences.

Achievements

2016 saw the introduction of the draft version of the Sale Diocesan Revised Religious Education Curriculum. This curriculum was developed to run parallel with the Victorian Curriculum and was introduced at our CEO-led Learning and Teaching Network meetings. Staff have been guided and challenged to become familiar with the curriculum in its entirety and to begin exploring the curriculum, while planning rich units of work.

As Scripture is at the heart of what we teach and forms the basis of our Catholic faith and tradition, further work in this area has been ongoing. Along with other schools from the eastern region, St Brendan's staff attended a Scripture day, led very ably by Sr Mary Coloe (Associate Professor, Yarra Theological Union). We were also fortunate to attend a day entitled, 'A survival Guide To Sane Spirituality in Catholic Education', led by Fr Richard Leonard SJ, a well-studied and experienced Jesuit Priest. Both of these days provided insights into a variety of topics, including increased knowledge of scripture and a fresh view of some of our Church doctrines.

With the view that prayer needs to be engaging, varied and purposeful, the staff undertook in-house professional learning to help them revisit the types and purposes of prayer and its importance as a cornerstone of Christian faith development. Class teachers used a planning document to ensure that a variety of prayers was included in their daily class prayer sessions. Monday mornings became a focus for prayer that is innovative and purposeful. All staff members, including office staff and Learning Support Officers, (LSOs), were responsible for preparing a ten minute, whole-school prayer session, which happens in our Mary MacKillop Hall first thing every Monday morning. This has been a very positive experience for all, taking some staff out of their comfort zones and providing informal opportunities for staff mentoring in this area. A small number of parents and parishioners have attended and hopefully their numbers will increase. Assembly prayer has continued to offer opportunities for classes to work as a team to develop creative prayer ideas. This is also an effective way of helping our parent community gain a deeper understanding of prayer.

VALUE ADDED

Our school worked together, as a community truly living out its faith, in many ways in 2016. Families and parishioners were regularly invited to whole-school and class Masses and assemblies. Outreach to the wider community occurred in the form of Meals On Wheels, our very well-supported involvement in Anzac Day ceremonies, regular Nursing home visits, involvement with The Mother Christmas Appeal and the provision of practical support for school families in need, in the form of meals and in one case, a house and yard make-over.



Learning & Teaching

Goals & Intended Outcomes

- To improve student writing outcomes across the school

Achievements

With the guidance of the newly formed 'Eastern Collective', each student undertook a standardised Baseline and End-line assessment. The purpose of this was to identify student's pre and post knowledge of the writing process. All data was imported into a database. During Professional Learning Team (PLT) meetings, staff were able to collate and moderate this data to guide future planning for individual student's needs.

With Catholic Education Office (CEO) guidance and collaboration with staff, our writing vision was created with the intention to progress our students fourteen months in one year.

Throughout the year, many of our Professional Learning Team (PLT) meetings were devoted to staff development in explicit teaching of writing. There was a focus on developing explicit teaching strategies of the writing process and encouragement of adventurous writers. Staff also focussed on developing a common language and identifying the elements of effective teaching and learning practice in writing. This was achieved through:

- Unpacking the Victorian Curriculum Writing Domains
- Professional reading (modelled and shared writing)
- Professional development including using; sizzling starts, writing about reading, Google Community, and the future of planning, editing and revising
- Feedback: literacy leaders observed teachers lessons, providing feedback at the conclusion of each lesson.
- Collaboration: Teachers were then given the opportunity to observe colleagues to improve classroom practise. Planning time was timetabled to ensure team collaboration. This process continued throughout the year.
- Observations: teacher walk through St. Mary's Primary School, Bairnsdale

During the year we created whole school purposeful writing experiences, such as a grandparents writing expo, writing competitions, student newsletter items and library displays featuring published work. Staff were encouraged to create a writing corner within their classroom and ensure their classrooms displayed different genres of writing.

To upskill ours students with publishing their writing, a whole school implementation of using [typing.com](https://www.typing.com) was introduced to develop student skills in touch typing.

In mathematics, many of our Professional Learning Team (PLT) meetings were devoted to staff development in the introduction of the new Victorian Curriculum. Part of these meetings involved all staff developing an understanding of the progression of learning in mathematics. This process allowed staff to develop a common language and identify through lines in the curriculum. The mathematics leader attended Teaching and Learning Network meetings on a regular basis.

Staff members also implemented a 'Whole, Part, Whole' approach to structuring Mathematics lessons. This has been identified as an effective teaching and learning practice. This approach has allowed teachers to focus on explicitly teaching small groups at point of need while differentiating learning activities. An important part of this teaching method is to ensure students understand the Learning Intention of each lesson and the Success Criteria associated with it.

To assist with the introduction of the new curriculum and the Whole, Part, Whole structure the school purchased a variety of new materials and resources. There was a whole school focus on using tactile resources and Information Communication Technology in mathematics lessons. These are important tools to engage and reinforce concepts in mathematics.



STUDENT LEARNING OUTCOMES

Results from the 2016 NAPLAN data indicate significant growth across all areas from 2015 with the exception of Year 5 Grammar and Punctuation and Numeracy which dipped only slightly. The general trend of improvement over the last three years is positive with significant developments in Year Three Grammar and Punctuation and Numeracy. Reading across Year Three and Five indicates very encouraging positive growth.

St Brendan's Collective partnership with neighbouring Catholic schools to improve student progress in writing continues to build the capacity of our teachers and improve student's progress in the area of writing. The sharing of resources, collective decision making and strong leadership has benefitted our school as we work towards the Collective's vision.



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. This was followed by a barbecue and soccer game where the Year 6 students played against the parents. The attendance was high and very positive feedback was received.

Collaborative Conferences were established. Parents and their child met with the teacher to set goals for the coming term. Parents received a written report regarding their child's progress in June and December. Teachers made themselves available to meet with parents, at other times, when the need arose.

Friday assemblies became more interactive and student led, and attendance increased. The School and House Captains ran the assemblies. A class presented prayer or an item. Two students from each class received an award. The parents of the students were rung beforehand and most parents were able to attend to see their child receive the award.

Teachers attended a variety of professional development days to further their knowledge in order to cater for specific needs of the children.

Students, families and staff had the opportunity to participate in a variety of school and community events. Events such as the Mother's Day, Father's Day, Grandparents' Day 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). Individual class newsletters were sent home each term. Photographs and articles were 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. A variety of lunchtime activities were introduced. These included indoor and outdoor activities and were varied to cater for the needs of the students.

Passion Projects were established and selected students were involved in such things as bird hut making, mosaics, cooking and card making.

Once a fortnight, a counsellor came to help specific children work through particular issues. Outside agencies were sought if the needs of the children were greater than what we could provide.

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. We collected for The East Gippsland Christmas Appeal and because of the generosity of our families we were able to put together seventeen hampers which then went to needy families within the community.

Rosters were set up for people to provide meals for families in need. Staff, parents and parishioners combined to show their support.

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.

Our biennial fete was well-supported and a great fundraiser. Many parents, staff and parishioners worked behind the scenes to make this a huge success.

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.



VALUE ADDED

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

- Parent/child/teacher Collaborative Conferences
- Parent Information Sessions
- Professional learning for staff
- 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 data students indicated a strong connectedness to school and felt teachers were particularly empathetic towards their pastoral and learning needs. The results showed teachers were particularly focused on encouraging students to make the most of each learning opportunity.

Throughout the year, Year Six students participated in regular meetings to make decisions on improving the opportunities for their peers during recess and lunch periods and at events and end of term functions. Students were always extremely proactive in implementing their ideas with enthusiasm. The whole student body spoke regularly of their satisfaction of the service their student leaders provided.

PARENT SATISFACTION

Insight SRC data indicated parent approval of their connectedness to our community and recognition of staff engagement at school.

In 2016 St Brendan's introduced Collaborative Conferences which are a three way Parent/Student/Teacher interview during Terms One Two and Four. These interviews were well-received by all three groups of people as they aim to involve everyone in the planning for student's future learning. Parents also helped shape these interviews through their constructive feedback.

The Parent Class Representative was another initiative introduced this year with two parents from each year assisting teachers to communicate with parents. The Class Representatives engaged with parents to improve involvement at class and school events. Positive feedback was received about this new role as parents felt a greater sense of belonging as they were continuously invited to school events and activities.

In Term Four of 2016, St Brendan's held their biannual school fete. The fete was a huge success and testament to the hard work of the Parents and Friends Committee and Fete Committee. Members of these committees worked along-side school administration staff to produce a day that benefitted the Lakes Entrance community on a November long weekend. School morale was very high as the community felt a sense of satisfaction.

Child Safe Standards

Goals and Intended Outcomes

- To bring about cultural change to the manner in which the St Brendan's community thinks and acts around the area of child safety

Achievements

The care, safety and wellbeing of children and young people is a central and fundamental responsibility of all who work in Catholic education. St Brendan's Catholic Primary School is committed to strengthening practices for the protection of children in line with the Victorian Government child safety reforms. In 2016, St Brendan's staff worked along-side members of our Parents and Friends committee, School Board representatives and the St Brendan's parish community to ensure that we met the new child safe standards and to place child safety at the forefront of our practice.

We began by reviewing our policies and procedures and together we established what we believe to be best practice documentation. Please visit our website to view the following policies:

- Anti-Bullying Policy
- Child Protection and Safety Policy
- Child Safety Code of Conduct
- Grooming Policy
- Parent Code of Conduct
- Student Well-being Policy

Visitors to St Brendan's Catholic Primary School now must read and sign the Child Safety Code of Conduct when they register at the school office. This ensures that all visitors understand the expected behaviours at our school.

Our community was made aware that the Minister for Education, the Hon. James Merino MP, issued Ministerial Order No. 870 that prescribes specifically what *schools* must do in order to comply with the new Child Safe Standards. In accordance with these standards, there were several changes to our school practice at St Brendan's Catholic Primary School. Some of the changes include:

- If you are entering the school grounds to help the school in any way you have become a volunteer. Volunteers are required to hold a Working With Children Check. We have a register at school, volunteers must provide us with a copy of their card.
- All volunteers must come directly to the school office and sign-in on V-PASS. Once you have signed-in you will be asked to wear a Volunteer Identification Card.
- On signing-in you will read the school's Code of Conduct which outlines acceptable and unacceptable behaviours of a volunteer at St Brendan's Primary School.

Our community was extremely supportive of the changes made and of the example we were setting to the broader community. Our policies and practices are constantly discussed and reviewed.

All St Brendan's Primary School staff undertook training in Responding to Incidents, Disclosures and Suspicions of Child Abuse. All teachers and many Support Staff completed the Mandatory Reporting Module. All St Brendan's School Staff completed CPR, Asthma, Anaphylaxis and Senior First Aid training.



Leadership & Stewardship

Goals & Intended Outcomes

- Opportunities for leadership are provided for students, parents and staff.
- Leaders have greater clarity about their role.

Achievements

In 2016, St Brendan's students were enthusiastic about upholding school tradition and setting new standards of service to their community. School leadership comprised of five groups; School and Indigenous Captains, House Captains, Liturgical Leaders, Events Leaders and the Social Justice Committee Leaders. These student leaders met regularly with staff to plan how they would improve the lives of others. They were particularly selfless and gave up their time to facilitate events.

They planned and coordinated events such as:

- Weekly assemblies
- Family barbeques
- Daily activities at recess and lunch to teach younger children the skills of social interaction
- Caritas and other fundraisers
- School fun days; Crazy Hair Day, The Big Picnic, Pyjama Disco, Talent quests

At the beginning of the year, the School and House Captains attended the Generosity, Responsibility, Integrity, People, (GRIP) Leadership training course and developed many strategies to implement as they grew in their role. All student leaders were mentored by teachers through their duties to develop their knowledge and skills.

The St Brendan's School leadership team comprised of Principal, Deputy Principal, Religious Education Leader, two Literacy Leaders, Numeracy Leader and Curriculum Lead Teacher. The leadership team met regularly to set the focus for each term and staff to plan and develop a contemporary approach to learning.

At the beginning of the year our leadership team invited CEO Learning Leader Mr Martin Keogh to our school to help clarify understandings around the area of Collaborative Teaching. Martin's key points were that the success of open plan classrooms is more about the teachers than the space itself. With renewed confidence our staff set about writing Team Agreements and working to maximize the use of each environment.

Working in conjunction with our Collective partnership and with that of the Learning and Teaching Network our leadership team conducted Professional Learning Team meetings where we assisted staff to develop a best practice approach to learning. Our approach centred around supporting staff in their understanding of how to:

- unpack the Victorian Curriculum, and new Religious Education Curriculum
- differentiate learning tasks through understanding the progression of learning,
- meeting child safety standards
- improve the outcomes of all students

Our leadership team set a culture of high expectations and we look to improve on that each year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- RE Scripture day, led by Sr Mary Coloe
- Fr Richard Leonard SJ, 'A survival Guide To Sane Spirituality in Catholic Education'
- Sue Larkey, ASD Online Module
- Learning and Teaching Network Meetings
- SPA Training Standard/Markbook
- Classroom Behaviour Management – Bill Rogers
- Coding Course
- Graduation Conferences
- Instruction Leadership Conference
- Athletics and Clickview online training
- Integration Support Staff Training – CEO
- EMU Continuing Contact
- Fountas and Pinnell – Literacy Continuum Benchmarking
- Lucia Smith – Pelican Talk – Phonemic Spelling
- First Aid Training – CPR – Asthma – Anaphylaxis
- Digital Classroom Practice
- Manual Handling Course

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

18

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1140.20

TEACHER SATISFACTION

St Brendan's Primary School staff are particularly positive and versatile in their approach to change. In 2016, our school undertook several new initiatives, teachers and support staff were committed to working together to achieve our shared goals.

Insight SRC data indicated strong support for leadership and a strong feeling of school morale. Staff also recognized, with pride, the school's tradition of respect for pastoral care and the high importance in which it is held.

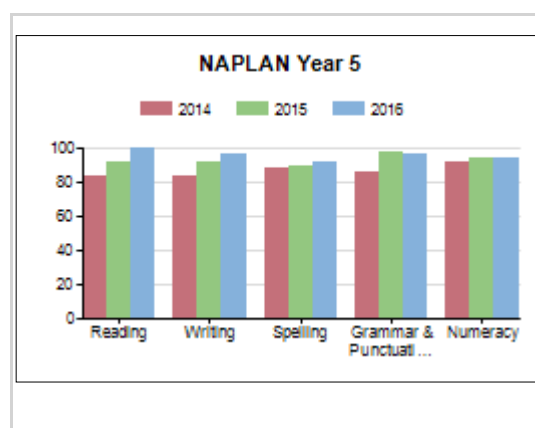
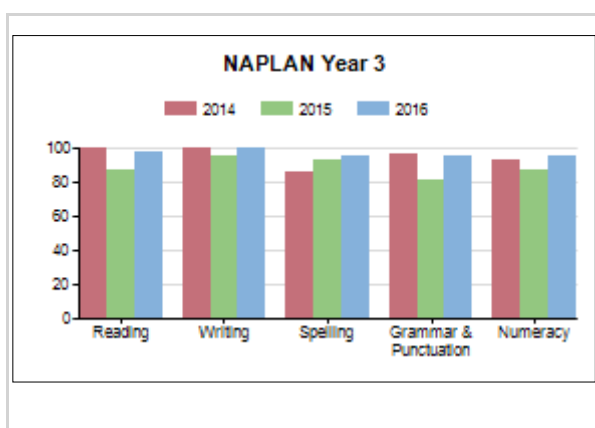
VRQA Compliance Data

E4024

St Brendan's School, Lakes Entrance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	87.5	-12.5	98.0	10.5
YR 03 Writing	100.0	95.2	-4.8	100.0	4.8
YR 03 Spelling	85.7	92.9	7.2	96.0	3.1
YR 03 Grammar & Punctuation	96.4	81.0	-15.4	96.0	15.0
YR 03 Numeracy	93.1	87.8	-5.3	95.9	8.1
YR 05 Reading	83.8	92.3	8.5	100.0	7.7
YR 05 Writing	83.3	92.3	9.0	97.2	4.9
YR 05 Spelling	88.9	89.7	0.8	91.7	2.0
YR 05 Grammar & Punctuation	86.1	97.4	11.3	97.2	-0.2
YR 05 Numeracy	91.4	94.7	3.3	94.4	-0.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.80
Y02	88.97
Y03	92.07
Y04	89.14
Y05	93.74
Y06	91.48
Overall average attendance	91.03

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.7%

STAFF RETENTION RATE	
Staff Retention Rate	75.00%

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)	14
FTE Teaching Staff	12.000
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	8.115
Indigenous Teaching Staff	1