

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Brendan's Catholic Primary School Lakes Entrance

2019

REGISTERED SCHOOL NUMBER: 1581



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Contact Details

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Minimum Standards Attestation

I, Matthew Hamer attest that St Brendan's Catholic Primary School, Lakes Entrance 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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

4 May 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



A handwritten signature in black ink, appearing to read 'Maria Kirkwood'.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision and Mission

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:

- The Catholic 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, collaborative and personalised learning environment.

At St Brendan's we:

- Are committed to building a school community that grows in faith
- Are committed to developing expert teachers
- Aim for our students to flourish in education and in life
- Aim to teach students a respect for self and others through taking responsibility for actions
- Achieve together 'never see a need without doing something about it'



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

St Brendan's Catholic Primary School opened in 2019 with six new classrooms, providing flexible learning spaces for 120 students and their teachers. The rooms are particularly quiet and accommodate for our collaborative learning style. Our teachers continued to plan collaboratively to meet the learning needs of each individual student. Student progress was evidenced through our formative and summative assessment schedule as we strive for an accelerated rate of progress for all our students.

Our Parents and Friends committee worked hard all year to support our students and to maintain our strong sense of community. We were blessed with excellent turnouts at events such as music performances, open days, grandparents afternoons, working bees and our Christmas concert. Our fundraisers were hugely successful! In particular, we raised over three thousand dollars for the 'Love Your Sister Foundation' and received an overwhelming response from founder Samuel Johnson.

We continued to teach and embed our Whole School Approach to Positive Behaviour Support. Our year six cohort were outstanding leaders as they modelled examples of respect and behaviour for their peers to follow. Our buddies program and peer support structures installed confidence in our students and ensured that our expectations are shared.

Over the course of the year we celebrated our students' sacramental milestones as they made their Reconciliation, First Communion and Confirmation. Once again support for the students was strong. Late in the year we farewelled Fr Anthony Phillips as he pursued a different career path, but fortunately he remains a part of our Lakes Entrance community.



Catholic Identity and Religious Education

Goals & Intended Outcomes

Catholic Identity Goal -To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

Intended Outcome: That there is a clear and consistent articulation of Catholic Identity in Catholic Education and in our school community

Religious Education Goal - To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

Intended Outcome: That teachers have a thorough working knowledge of the Religious Education Curriculum, 'To Live In Christ Jesus'

That Scripture is taught using a clearly understood methodology.

Achievements

Throughout the course of 2019, our teaching staff continued to work to develop their knowledge of the revised Religious Education Curriculum, To Live in Christ Jesus. Although this had been the focus in previous years, we wanted to ensure that the staff have a thorough understanding of all Strands and Lens and their 'through lines', as is expected of other curriculum areas. Professional Learning Team (PLT) meetings, therefore, focussed on exploring the relevant Strand for each term. From this work, teachers began to create pre-assessments that were more targeted. They also created Seesaw posts – one of our main reporting tools – that showed the progression of learning, to help educate our parent community. We have begun to implement differentiation in our religious education planners.

We continued to develop a better understanding and implementation of Inquiry as the preferred means of developing teaching sequences. Work was done to help teachers focus on creating rich tasks. Teachers shared some of their more successful ideas, which affirmed their efforts and also gave inspiration to others.

Catholic Social Teaching (CST) was at the core of all Inquiries. Teachers and students, from Foundation to Year 6, explored each of the CST Principles; what they mean, their importance to the core of the Catholic faith and how they can be put into action. Information was also shared with the parent community through the school newsletter.

Staff attended the CEO Whole School RE closure day – exploring the AWES approach to developing scripture, with Marg Carswell. Teacher's planning then showed some good evidence of this practice.

Staff attended Professional Learning with Father Elio Capra. His focus was on the Sacraments.

Dialogue and recontextualisation continued to be core concepts that teachers practiced weaving into their planning. At PLTs, the term, 'hermeneutics' was also briefly introduced and it has been pleasing to hear different teachers using some of this language in general conversation about religious education. Conversations have been rich and have shown that there is a good basic understanding of the path we are taking.

We continued with two staff members preparing whole school prayer on Monday mornings. Not only does this time enable everyone to gather together but a variety of ways to pray were explored as well as a message given that was taken to be used throughout the week.

Classes were rostered on to prepare and present prayer at school assemblies.



VALUE ADDED

- Easter and Christmas presentations presented important parts of the Catholic faith to the students, parents and wider community.
- Our Sacramental program continued to evolve, in an attempt to engage parents and their children in meaningful conversation. All parents, especially those of Sacramental children were invited to attend a talk by Elio Capra. Some took up this opportunity.
- School Masses were celebrated and parents and parishioners were invited. Many children took on important roles such as reading or the Offertory Procession.
- St Brendan's Feast Day and St Mary MacKillop's Feast Day were celebrated.
- Year 3 students travelled to St Joseph's in Orbost to celebrate St Mary MacKillop's Feast Day.
- Cooking for families in need
- Caritas fundraising
- East Gippsland Christmas Appeal

Learning & Teaching

Goals & Intended Outcomes

- Our numeracy goal for 2019 was to improve the students' fundamental knowledge and application of skills in place value.
- Our literacy goal, in line with the Collective initiative, was to continue to improve students reading outcomes across the school.

Achievements In Numeracy

Focus for 2019 – To further develop student's understanding of Place Value

- One of our main areas of work at St Brendan's has been to sharpen our school improvement focus so that we are channelling our energies into what will have the biggest impact on student progress. This strategy informs everyone's work and provides role clarity for staff. Our three areas of direction are:
 - To make every teacher an expert teacher by targeting their teaching, using evidence based teaching practices and High Impact Teaching strategies and using collective efficacy
 - To ensure every leader is an instructional leader by ensuring leaders have intimate knowledge of the diocesan reform agenda and the needs of our school
 - To ultimately provide an accelerated rate of progress for all our students
- Teachers used the Learning and Teaching cycle to enhance their teaching practice to improve student learning outcomes. Through leadership direction teachers:
 - determined the learning variability of the students in their cohort by analysing data from PAT, NAPLAN, MAI and pre/post tests
 - plotted students against the Victorian Curriculum learning progression and recorded MAI results on a whole school data wall. They then used this information to determine the specific learning needs for each child
 - determined what their personal learning needs were and completed professional readings. Teachers used evidence based practice and high impact teaching strategies, such as explicit teaching, giving feedback, differentiated teaching, questioning or goal setting to teach/consolidate mathematical concepts.
 - assessed students regularly to determine student growth and reflected on their teaching practice.
- In Term Two we conducted a whole school professional learning day on numeracy conducted by our Numeracy Leader, Lauren Alsop and CEO Education Officer, Delma Brazzale. The learning focussed on:
 - encouraging students to explore place value by using concrete materials and encouraged students to justify their thinking
 - how to use resources in the class mathematic trolleys
 - developing teacher knowledge of the BIG 4 concepts
 - unpacking PAT Maths- evidence based concept builders from the teaching resource centre

Achievements In Literacy

A continued focus in 2019 was to continue to build our teacher knowledge of the Big 5 for reading to reach our goal: *To develop expert educators through targeted teaching, evidence based strategies and collective efficacy.*

- The St Brendan's leadership team continued to attend the Learning and Teaching Network meetings each term during 2019, with the Catholic Diocese of Sale. The meetings focused on the reform agenda we are currently in and on improving student data in the area of Reading.
- Middle leaders attended Collective meetings facilitated by Educational Officers from the Catholic Education Office, Sale where the focus was around building teacher knowledge of the Big 5 for Reading. The information and strategies gained from these meetings was then used to plan Professional Learning Team meetings, with a focus on preparing professional learning for staff around the Big 5 for Reading, High Impact Teaching Strategies and the Teaching and Learning Cycle.
- The PLT/planning structure that we established in 2018 was followed, ensuring staff were planning in the same space to promote collective efficacy and to enable them time to do their Professional Learning (PLT) and then focus on their Professional Development (Planning).
- During PLT/Planning sessions, the Learning and Teaching Cycle was modelled to staff to ensure staff had this plan in the forefront of their minds, so that the plan, teach, assess and review stages becomes everyday practice for our teachers.
- During PLTs a big emphasis was put on what High Impact Teaching Strategies are and what they look like in the classroom.
- The Fountas and Pinnell baseline assessment whole school data wall set up in 2018 was scrutinised and revamped. We now have a whole school data wall, which is clearer and allows us to interact with it during our PLT/Planning meetings. It will allow us to track student progress and have collegial conversations around teaching strategies that may or may not be working. As well as tracking students at risk, it also ensures students in the 90th percentile are experiencing an accelerated rate of growth.
- Teachers were introduced to the PAT – Teacher Resource Centre during PLTs. This showed staff how to look at questions their students had difficulty with and then provided tasks using evidence based strategies to develop student understanding in specific areas.
- We purchased the Fountas and Pinnell Shared Reading Resources for F-3 and 5. This resource targets the Big 5 and supports teachers in their planning, teaching and assessment.
- Dyslexia books were purchased and several staff members were sent to a Dyslexia professional development.
- More take home readers were purchased to boost our take home reading resources and to emphasise the importance of home reading to parents and students.
- We purchased Words Their Way spelling books for each hub. This made access to the books easier and allowed for differentiation.
- We continued to upskill our Learning Support Officers (LSO's). LSO's participated in meetings with the middle leaders in order to provide them with some professional learning and keep them up to date with our goals and how we will achieve them.



STUDENT LEARNING OUTCOMES

One of the most significant tables coming out of NAPLAN data is the measurement of student growth between year three and year five. Over the last three years, 2017 – 2019, St Brendan's Catholic Primary School has recorded growth greater than the state average in Reading and Numeracy. Our strategy of planning and teaching to student's point of need is getting results and we are seeing more even growth across all percentile levels of learning.

School Community & Student Wellbeing

Goals & Intended Outcomes

- To develop a community where positive relationships are nurtured to support learning
- Students are socially connected and form positive relationships with teachers and peers

Achievements

St Brendan's school community works together to ensure that all families are supported and feel welcome. The school community works together so that each student's needs are 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. Positive feedback was received by those who attended.

A class newsletter was sent out at the beginning of each term to keep parents informed about the curriculum that was being covered. Collaborative Conferences were held in Terms 1, 2 and 4. Parents and their child met with the teacher to set goals for the coming term. Each child was able to present to their parents some of the work that they had been doing in class. Teachers made themselves available to meet with parents, at other times, when the need arose.

We continued to use Seesaw as our reporting platform. Regular posts were sent to parents showing the work the children had done. Often there was a rubric attached to show which level the child was working at and what they needed to do to achieve the next level. All areas of the curriculum were covered in these posts. In June and December, parents received a paper copy showing at which progression point their child was working at.

Friday assemblies were held fortnightly and were run by the Year Six school leaders. Attendance at assemblies was generally quite good. At each assembly, a class presented prayer or an item. Three 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. At the end of each term, a Golden Honour Card assembly was held. Awards were given to children who had maintained a high standard throughout the whole term. Parents were also informed beforehand about the awards. Golden Honour Card assemblies were very well attended.

We have Yellow Cards which are on the spot awards. All staff are able to fill out cards which were then signed and presented to the child by the Principal or Deputy Principal.

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

The St Brendan's community continued to provide meals for families in need or those going through busy times. Staff, parishioners and families took turns to make these meals, making it possible to help at least three different families each week. The food was gladly welcomed by those families in need.

The Whole School Approach to Positive Behaviour Support (WSAPBS) was embraced by all staff. The children know our 3Rs –*Respect for Self, Respect for Others and Responsibility for your Actions* are expectations to be carried out in all school areas. This approach forms the basis of our Social and Emotional Learning.

We continued with having Class Representatives and Friendship Lists to enable a more personalised sharing of knowledge and the ability to invite parents to the various school activities.

A variety of lunch time activities were held to cater for various students' needs. The Foundation/Six Buddy Program helps to make the new students to our school feel welcome and safe. Passion Projects for selected students continued to take place.

We continued to employ a counsellor to help individual students and their families deal with the challenges they may face in their lives. We also employed another person who specifically deals with mindfulness and anxiety. Outside agencies were sought if these challenges were greater than our expertise.

Playgroup sessions are held each Friday for pre-schoolers from the community. The focus was on music and movement. It gave parents of young children the opportunity to meet and socialise with others in similar circumstances.

Many cultural activities were attended by the indigenous children. Each child was able to take a friend to join in the activities as well. The aim of these activities was belonging and connecting with culture.



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, Father's Day and Grandparent's Day celebrations
- Walk to School Day, followed by breakfast and then an aerobics sessions coordinated by the local council
- NAIDOC Day celebrations
- ANZAC Day and Remembrance Day
- Harmony Day
- Incursions and excursions
- Junior Rotary
- Meals on Wheels
- Easter and Christmas Plays
- Student led activities at recess and lunchtime
- Stephanie Alexander Kitchen/Garden Experience

STUDENT SATISFACTION

Insight SRC data indicates that the children like school and feel connected to it. Most students feel that the teaching is effective and the learning is stimulating. Some students are concerned about the behaviour of some students in the classroom.

STUDENT ATTENDANCE

An electronic version of the roll was taken each morning by 9:15am and then again at 2.00pm. It was adjusted throughout the day if there were late comers or early leavers. Parents are expected to contact the school verbally, a written note or through the Skoolbag App to explain their child's absence. A phone call was made by the office staff if there was a student away with an unexplained absence. The principal followed up any absences of concern.

PARENT SATISFACTION

The Insight SRC data shows that parents see their children enjoying the learning they do at school. They feel that teachers deliver classes which are interesting and enjoyable for their child and that they are passionate about what they do. Parents feel that the morale of the teachers is high. Parents feel that their children have positive relationships with their peers. Parents have indicated that some behaviour in the classroom is less than desirable.

Child Safe Standards

Goals and Intended Outcomes

- To meet and exceed Child Safety legislation providing the safest possible environment for our students to learn.
- To embed a culturally driven approach to child protection and safety

Achievements

The work we began in 2017 continues to be refined and developed. Below are examples of our achievements for the 2019 school year:

- Our school's expectations from the Whole School Approach to Positive Behaviour Support program were embedded through a consistent approach from staff and student leaders. Posters across the school written in student-friendly language reiterated the message from the Child Friendly version of the Child Safety Policy and we noticed a shift in student language and expectation of one another. Manners too were noted to be better and more consistently apparent. The Child Friendly version of our Child Safety Policy is posted on our notice board at the front of the school and we will revisit the document with every year group each year and will update where necessary so that all students have access to this message.
- We continued to conduct 'Helpers Workshops' for all volunteers. Workshops were conducted by the principal and many new parents and family members attended. The workshops outlined our school's child safety expectations while instructing helpers of strategies to use when assisting school activities.
- All adults who entered our school for a meeting, who came to volunteer or to work with children were required to sign our school's Child Safety Code of Conduct which details our schools expectations of behaviour. Employees and volunteers and contractors were also required to sit an induction with our school principal. All employees, volunteers and contractors must hold a current VIT registration or Working With Children's Check.
- In 2019, our school had a visit from 'Kids Roar' who ran activities with each year level. The Kids Roar Program deliver Protective Behaviours Education which is a tailored, age appropriate personal safety and child abuse prevention program. The skills learnt by the children in this program will give them the foundation to build on in the future to become adults who are engaged as well as leaders in their community.
- St Brendan's Catholic Primary School enjoys a strong relationship with the education department of the Bairnsdale Police Force. Senior Sergeant Justin McCallum visited each of our year levels to conduct cyber safety sessions with our students. Justin also stayed on to run a workshop for parents about cyber safety and the changes to law involving children.
- St Brendan's staff regularly took part in training to inform them of changes to child safety legislation or to consolidate knowledge of reporting expectations. All teaching staff completed the Mandatory Reporting online module.
- At school assemblies our classes regularly chose to role play aspects of our Whole School Approach to Positive Behaviour. The items were always entertaining and provided strong messages of good choice making.

- St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures.
- We regularly communicated changes and expectations of child safety procedures through our school newsletter and the school website www.lakesent.catholic.edu.au displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.
- Child safety discussions took place at every fortnightly staff meeting where we looked to improve practice and consider the wellbeing of all our students. Termly, School Advisory Committee meetings also aimed to develop school policy to provide the safest possible learning environment in which our students could flourish.



Leadership

Goals & Intended Outcomes

- To support teachers to take responsibility for changes in practice to improve the performance of students and to use evidence to monitor their effectiveness
- Develop a school culture of high expectations and trust
- Provide feedback in forms that guide next steps in staff learning

Achievements

In 2019, our school went through the process of School Renewal where we reviewed our practice to formulate a four-year Strategic Implementation Plan which would advise our Annual Implementation Plan. The process was conducted with all staff involved and our community completing certain elements to provide feedback and direction. Overall, the process was extremely affirming.

- Analysing data was a major feature of the School Renewal process. Our staff unpacked Insight SRC School Improvement Surveys to locate our strengths and areas for development. We analysed NAPLAN data to identify what strategies were working, where we were getting growth and which percentile of students required further attention. We also reviewed or Enhancing Catholic School Identity data to help us formulate our goals for future development.
- During the School Renewal process, we kept a Self-Reflection Report (journal). The Report helped us to identify what our High Leverage Strategies for future learning would be. On completion of our Self-Reflection Report we were visited by an External Review panel who helped us to sharpen our language and prepare a Strategic Implementation Plan for submission to the Catholic Identity, Leadership, Learning and Teaching Team (CILLT). We are proud to say that our submission was well-received and we now have a four-year school plan that will maintain our focus in the areas of Religious Education, Learning and Teaching and Leadership.
- St Brendan's Primary School leaders attended the diocesan led Learning and Teaching Network meetings where they were guided on how to develop and lead the implementation and best practice to teaching and learning. Our leadership team met regularly each term to consider the message from the network meetings and devise the implementation of the concept for our school. Professional Learning Team meetings were conducted by our learning leaders on a fortnightly cycle and the commitment of staff towards every task was evident through their language and obvious focus.
- In 2019, we were very proud to acknowledge that all our Year Six students chose to take on a leadership role. At the beginning of the year our school voted in School Captains, an Indigenous School Captain and House Captains. At the conclusion of the elections, all other students then chose to lead our school in three areas; Faith Leadership, Social Justice Leadership and Events Leadership. Each of these roles required that students gave their time to enhancing the lives of others through fund raising, leading assemblies and events, peer tutoring and mentoring. We were extremely pleased with the way our student leaders committed to their roles, providing the best possible role modelling. Initiatives such as the 100km club derived from their enthusiasm and each morning students ran laps in pursuit of good health and the possibility of running 100km in a year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Stephanie Alexander Kitchen/Garden Experience Training Day
- Corwin Conference – John Hattie, Doug Fisher, Shirley Clarke
- Sue Larkey Autism OnLine Modules
- Professional Learning Team meetings
- Understanding Dyslexia
- Learning and Teaching Network Meetings
- Collective meetings focused on Literacy and Numeracy
- CPR Updates
- First Aid Updates including Anaphylaxis and Asthma training
- Numeracy Professional Learning Day – Facilitated by Lauren Alsop/Delma Brazzale
- External Reviewer Training
- Religious Education Reflection Led by Marg Carswell
- Athletics webinar
- Clickview online training
- Religious Education Leader Conference
- GCPPA Principal Conference
- Administration Officer training
- Whole School Approach To Positive Behaviour Support Workshops and Training
- External Reviewer Training
- Visible Learning Numeracy– Doug Fisher
- Country Diocese Leadership Program

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

26

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 876.00

TEACHER SATISFACTION

In 2019, Insight Survey staff data grew significantly in all areas surveyed. Notably we saw growth across the pillars; Clarity rose to 80.3 (2018 - 37.4), Learning 71.5 (2018 – 49.0), Engagement 83.2 (2018 - 45.2) and Empathy 75.9 (2018 – 44.7). Our Organisation Climate Aggregate Indicator moved from 76.9 to 85.6 and the Teaching Climate Aggregate Indicator moved from 79.8 to 86.6. We were very satisfied with these developments and intend to maintain the strong communication we share.

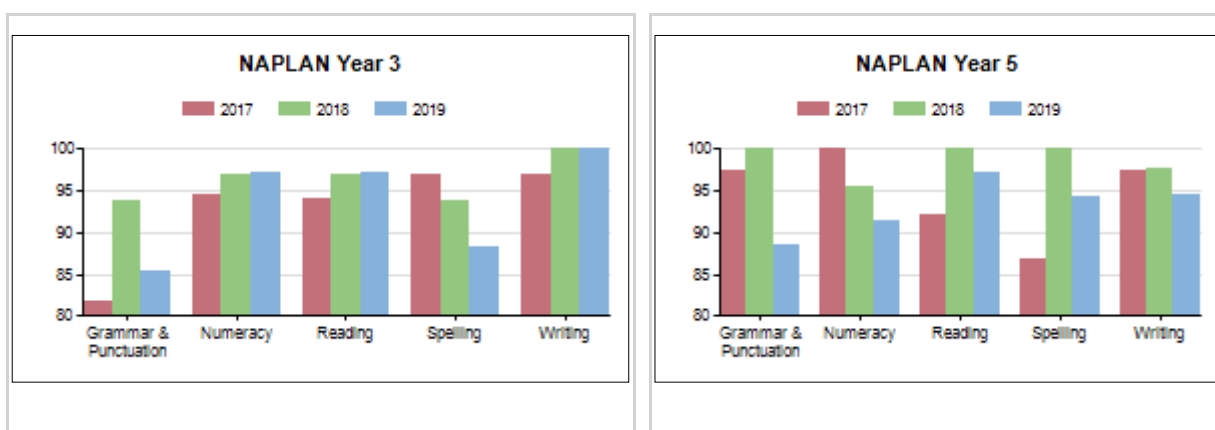
School Performance Data Summary

E4024

St Brendan's School, Lakes Entrance

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	81.8	93.8	12.0	85.3	-8.5
YR 03 Numeracy	94.4	97.0	2.6	97.1	0.1
YR 03 Reading	94.1	97.0	2.9	97.1	0.1
YR 03 Spelling	97.0	93.8	-3.3	88.2	-5.6
YR 03 Writing	97.0	100.0	3.0	100.0	0.0
YR 05 Grammar & Punctuation	97.4	100.0	2.6	88.6	-11.4
YR 05 Numeracy	100.0	95.4	-4.7	91.4	-3.9
YR 05 Reading	92.1	100.0	7.9	97.1	-2.9
YR 05 Spelling	86.8	100.0	13.2	94.3	-5.7
YR 05 Writing	97.3	97.7	0.4	94.6	-3.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.9
Y02	90.3
Y03	88.6
Y04	90.3
Y05	87.7
Y06	90.7
Overall average attendance	89.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.6%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	79.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	22.7%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	4.5%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	19.3
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	13.5
Indigenous Teaching Staff (Headcount)	1

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.