



# St Brendan's School Lakes Entrance

## 2022 Annual Report to the School Community



Registered School Number: 1581

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## Contact Details

ADDRESS	Golf Links Road Lakes Entrance VIC 3909
PRINCIPAL	Matthew Hamer
TELEPHONE	03 5155 2712
EMAIL	principal@lakesent.catholic.edu.au
WEBSITE	www.lakesent.catholic.edu.au
E NUMBER	E4024

## Minimum Standards Attestation

I, Matthew Hamer, attest that St Brendan's 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## 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 240 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

One of the most pleasing aspect of 2022 was the full return to school life and the way our students embraced sharing their time together. St Brendan's Catholic Primary School has invested significantly in the concept of the Whole School Approach to Positive Behaviour support over the last six years. There is consistency in the way all staff manage and educate our students. The outcome is that our classrooms are calm environments and the playgrounds are places where students play games together in a respectful context.

Sacraments, school prayers and Masses during 2022 enabled our community to spend time together developing our faith and understanding of the Catholic particularity. The students' sense of occasion was always evident in the reverence they showed for each occasion. St Brendan's Parish Priest, Fr Michael Willemsen, and Priest in Residence, Fr Hiep attended class prayers and conducted Masses providing strong messages of hope.

A panel of External Reviewers conducted a review of our school in 2022. The review provided us with an excellent report card on our achievements to date and set us a couple of recommendations for improvement. We were very satisfied with the process and the outcome was acknowledgement of our dedication to education.

St Brendan's embraced 'the return to normal' part of 2022 where school events were run with families and friends in attendance. Our students enjoyed participating in school plays, assemblies and sporting contests, Notable highlights were students making it through to the State finals, including our girls' soccer team. At the end of the year, our community gathered for our traditional family barbecue, year six soccer match and Christmas carols. It seemed as though every family member was there. The weather turned on a perfect evening and there was a real sense that everyone was embracing the return to the 'good old times'.



## Catholic Identity and Mission

### 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 Outcomes:

- 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

Following the lead of the Learning and Teaching Network, St Brendan's staff continued to develop their understanding of the Inquiry process of learning. During Term One and Two, staff worked on developing a better understanding and use of big questions or statements, to begin our Religious Education inquiries. These questions and statements set the direction and arouse the children's interest.

In Term Three, we were fortunate to work with CIRE (Catholic Identity and Religious Education) staff, Anne Taylor and Di Austin. Over the course of a school closure day, these inspiring ladies led staff through the structure of the Inquiry process of learning, as it applies to Religious Education.

Term Four saw a focus on using Marg Carswell's AWES (A Way of Encountering Scripture) process to develop Matthew's nativity story in the lead up to Christmas.

The teaching of sexuality and sexuality-related issues can be a challenging one, especially in a world where children are bombarded with a huge range of mixed messages and confronting media and advertising. Diocese of Sale Catholic Education staff have spent a great deal of time developing an updated Sexuality Policy and accompanying resource. During Term One, CIRE leader, Dominic Ryan, ran an introduction session to this valuable resource with staff.



## VALUE ADDED

After the last couple of disrupted years, our school community began to move back to celebrating Liturgies as a community; students, parents and parishioners. It was very encouraging to see parents coming to these celebrations to support their children.

Sacraments continued to be celebrated and although the number of candidates has declined, the groups were keen and enthusiastically supported by Michelle Grimsted, our Parish Sacramental Coordinator, as well as parents, parishioners and school.

## Learning and Teaching

### Goals & Intended Outcomes

#### **To develop expert educators through targeted teaching, evidence based strategies and collective efficacy**

Students at St Brendan's Catholic Primary school achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

To ultimately provide an accelerated rate of progress for all our students, St Brendan's continued to develop expert educators by conducting PLTs that prioritised targeted teaching, the use of evidence based teaching practices and High Impact Teaching strategies along with collective efficacy.

To further develop our instructional leadership team, both Curriculum/Learning Adjustment leaders completed Masters in Evidence-Based Practice. The whole leadership team completed the Franklin and Covey Leadership program and attended the Teaching and Learning networks and Collective meetings.

#### **To develop Expert Teachers St Brendan's staff:**

- Undertook Professional Learning
  - Online Modules
  - Teaching and Learning Cycle beginning of each Professional Learning Team (PLT) meeting
- Used Collaborative Teaching Space
- Developed Collective Efficacy through planning
- Implemented learning adjustments to ensure accelerated learning for all
- Used universal strategies
- Adhered to the assessment schedule
- Communicate to parents via Seesaw posts, reports and Collaborative Conference
- Planned collaboratively for 200 minutes during timetabled specialist sessions using the VCAA learning progressions and the Teaching and Learning Cycle
- Used HITS - Feedback, Learning Intentions/Success Criteria, Goal Setting, Worked examples (making learning visible)
- Participated in teacher Inquiries (using the Learning and Teaching Cycle) to address reading and numeracy misconceptions
- Considered who is in the room (linking learning and teaching, learning adjustments and WSAPBS)

## Achievements

### Achievements in Literacy

DOSCEL Goals 2022 through Teaching and Learning Network Meetings:

- To develop the fundamental understanding of language meaning at the word, phrase and sentence level when reading.

**The St Brendan's staff prioritise analysing and using data to identify students literacy learning priorities and teaching expectations.**

### Assessment

- Data was collected via a variety of methods; summative (NAPLAN, PAT), formative (rubrics, anecdotal, observations, teacher made assessments, online platforms such as Literacy Pro).
- Students were tracked through an online data collection from Foundation through to Year Six via Little Learners Love Literacy and Fountas and Pinnell Benchmark System to monitor growth and identify gaps.
- Scholastic Literacy Pro was accessible to students from Level Two to Year Six both at school and home which provided information on students' knowledge in Reading comprehension.
- Students in years three to six had an opportunity to compete in the Prime Minister's Spelling Bee and Lion's Club Public Speaking Competition with data provided to schools on their completion.
- Writing assessment is moderated through data collection of writing samples (baseline, midline and endline).

### Planning

- During Literacy PLTs, teachers:
  - Continued to consolidate their understanding of the Big Six (comprehension, phonics, phonemic awareness, vocabulary, fluency and oral discussion) in reading and how to accurately pinpoint students needs is highlighted during PLTs.
  - Deepened their knowledge of evidence based practices, such as Bump It Walls, rubrics, individual learning goals, worked examples, learning intentions and success criteria to progress all students' acquisition of reading and writing skills.
  - Worked collaboratively in teams to plan for student learning opportunities.
- Education Support Officers were up-skilled through professional development and meetings with Curriculum leaders to ensure consistent approach to teaching in all areas of the English curriculum.

### Lesson Structure

- Teachers collaboratively utilised the open planned school environment to facilitate learning needs, they used break out rooms and specific areas available for Teachers and Education Support Staff to work 1:1 or small targeted groups for explicit teaching.
- Teachers used evidence based strategies, listed above.

- Reading sessions were varied to suit learning needs of selected students and include grouping students to teach; reciprocal reading, guided reading, systematic phonics based program, phonemic awareness skills.
- Foundation-Year 2 implemented the systematic, structured, phonics program, Little Learners Love Literacy program to enhance students' knowledge of decoding, encoding and phonological awareness.
- The writing cycle was used consistently across the school to maximise independence and competence.
- High quality resources were relocated from the library to be stored in block buildings or the teacher resource room to complement planning.

### **School Purchases**

- Little Learners Love Literacy Program
- New Decodable Take Home Readers
- Teacher resource books

### **Achievements in Numeracy**

The St Brendan's staff prioritise analysing and using data to identify students numeracy learning priorities and teaching expectations.

#### **Assessment / Data Collection:**

- Annual data collection on student mathematical achievement is timetabled and collected via a variety of methods; summative (NAPLAN, PAT), formative (MAI, anecdotal, observations, teacher made assessments, online platforms such as Maths Online).
- Students are tracked through an online data collection from Foundation through to Year Six via the Mathematics Assessment Interview to monitor growth and identify gaps.
- Maths Online is accessible to all students at school and home which provides information on a students' knowledge in Mathematics.
- Students in years three to six have an opportunity to compete in the Australian Mathematics Competition with data provided to schools on their completion.

### **Planning**

- Teaching staff up-skill their Mathematics knowledge continually via trusted websites to strengthen their own Professional learning with Curriculum leaders strengthening teacher knowledge through PLTs.
- Mathematics curriculum was audited each term to ensure all Victorian Curriculum outcomes were explicitly taught and concepts continually revised throughout the year.
- Teachers planned to move knowledge from surface level or short term memory to long term memory or deeper level.
- Mathematics was timetabled according to the Diocese Entitlement Plan.
- Graduate teachers and staff new to St Brendan's received extra time with Curriculum Leaders to help them with planning expectations.

- Teaching staff had opportunities to discuss their planning with St Brendan's Curriculum Leaders and the DOSCEL Learning and Teaching consultant (Delma Brazzale), to support evidence-based practices in Mathematics.

### **Lesson Structure**

- All students are explicitly taught at their point of need.
- Lessons are structured depending on the concept, data and cohort of students and range from differentiated, gradual release model, group discussion, mixed ability grouping, same ability grouping, 1:1, targeted or inquiry based.
- Resources were shared throughout the school with maths trolleys containing hands-on materials accessible to each year level.
- Evidence-based teaching strategies were utilised.
- Teacher clarity of student expectations was displayed via Learning Intentions and Success Criteria for every Mathematics lesson.
- Intervention support is provided in Mathematics via EMU, SINE and other evidence based practices.

### **School Purchases**

- Place Value Assessment
- CAMS and STAMS
- Literacy in Mathematics through story books
- Maths Online subscription

## **STUDENT LEARNING OUTCOMES**

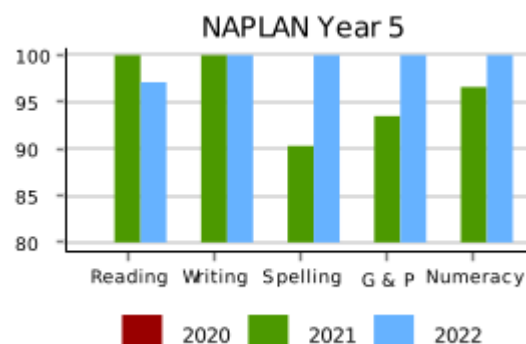
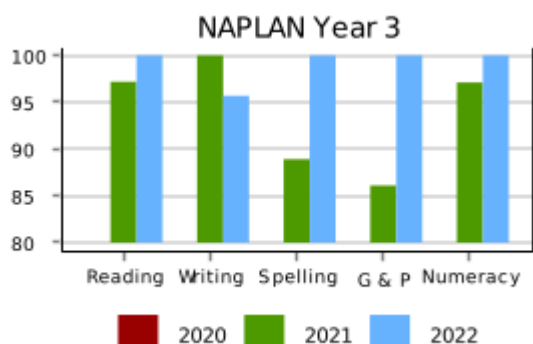
St Brendan's Catholic Primary School received reward for effort in 2022 with strong results in all assessment areas of NAPLAN. In particular, our students outperformed the Victorian State average in Year 3 Reading and Spelling and in Year 5, Reading, Writing, Spelling and Grammar and Punctuation. Our focus of teaching to student's learning point of need is making a difference, and we look forward to future results.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	86.1	-	100.0	13.9
YR 03 Numeracy	-	97.1	-	100.0	2.9
YR 03 Reading	-	97.2	-	100.0	2.8
YR 03 Spelling	-	88.9	-	100.0	11.1
YR 03 Writing	-	100.0	-	95.7	-4.3
YR 05 Grammar & Punctuation	-	93.5	-	100.0	6.5
YR 05 Numeracy	-	96.6	-	100.0	3.4
YR 05 Reading	-	100.0	-	97.1	-2.9
YR 05 Spelling	-	90.3	-	100.0	9.7
YR 05 Writing	-	100.0	-	100.0	0.0

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

- Students are socially connected and form positive relationships with teachers

### Achievements

At St Brendan's we pride ourselves on providing a positive, culturally responsive, safe and welcoming environment for students, families and staff. The start of 2022 was an exciting time for our school and community after the previous two years of lockdowns and remote learning due to the Coronavirus Pandemic. Students, staff and parents were looking forward to a more 'normal' school year, where face to face learning and building relationships with new class members and teachers was embraced once again.

The start of 2022, was a time for our school to reset and refocus on our priorities after two somewhat challenging years. It was important for us as a school to re-communicate our goals and intended outcomes, look at what we wanted to achieve as a school and how we were going to achieve it.

Our Whole School Approach to Positive Behaviour Support (WSAPBS) continued to be a key priority of our school (Respect for Self, Respect for Others and Responsibility for your actions). Students continued to learn not only what the 3Rs were, but what they look like in the classroom/playground environment and also during out of school events. We needed to ensure that the students knew and understood the expectations at St Brendan's and were taught the social skills that many of our young students had missed out on learning in the previous two years of remote learning. The teaching of Personal and Social Capabilities alongside the introduction of the school wide Resilience Project were paramount to our student's well-being. Data from The Resilience Project surveys was analysed to determine and plan for the needs of particular cohorts of students. A whole school closure day saw our school host a De-escalation training day in Term 3, where staff participated in professional learning about strategies for De-escalation.

Inform and Empower sessions were facilitated for year three to six students promoting online safety, digital citizenship and well-being and will continue into the 2023 school year. Students from Foundation to year two participated in Cyber Safety sessions.

During Term 4, a Mental Health and Well-being in Primary Schools (MHIPS) leader was employed ready to be trained and take on the project at St Brendan's in 2023.

Thorough assessment of student learning ensured teachers were able to use student data to pinpoint each student's individual point of need. Two tutors continued to be employed to support students across the school who were identified as needing extra assistance with their learning post pandemic. This tutoring program was planned alongside classroom teachers and took place 3-4 times per week.

Student progress was shared with parents through Seesaw. Student work samples, rubrics, individualised comments and feedback were used to inform parents regarding their child's progress across all curriculum areas. Collaborative Conferences were held face to face or with the option of online Zoom meetings. Parents who did not book an appointment for a Collaborative Conference were followed up by a phone call from their child's classroom teacher.

Our dedicated specialist teachers continued to provide engaging, interactive and challenging lessons in the subject areas of Mandarin, Physical Education, Art and STEM, It was wonderful



to be able to invite guest performers back into our school. Guitar student tuition was welcomed back on a weekly basis, and we welcomed the return of our school swimming carnival, Cross Country, Athletics Days and Inter-school Sports.

The Kitchen Garden Program continued to support our families and staff by providing meals to families in need and our annual Mother's and Father's Day breakfasts made a welcome return.

## VALUE ADDED

Many initiatives took place in 2022. Some examples of these are:

- Collaborative Conferences (Face to Face or Zoom option)
- ANZAC Day and Remembrance Day celebrations
- Professional learning for all staff and ESOs continued to be a focus during our weekly PLT/Planning sessions.
- School Camps for years 3 – 6
- Staff social committee organised social events and school activities to encourage staff morale and team work
- Mother's Day and Father's Day stalls were conducted in the weeks leading up to these special days, where students had the opportunity to go shopping for their mother, mother figures, fathers or father figures.
- Our annual Mother's Day and Father's Day breakfast saw record crowds attending, with parents enjoying lovely bacon and egg breakfasts, raffles and celebrations facilitated by the amazing staff at St Brendan's. These calendar events are a big part of our school and are a great way to bring our school community together
- School Assemblies – organised and run by our year 6 leaders were a welcome return
- School Swimming lessons were conducted for years 3-6 in Term 1/Foundation to 2 in Term 4
- Family BBQ and Year 6 Soccer match was a great way to finish off the year
- Year 6 Leadership program - Social Justice committee, Events committee, Activities committee
- Year 6 School Play
- Year Six/Foundation Buddy program continued to support the foundation students transition to primary school and provided leadership opportunities to our year 6 students
- Lunch time activities organised by our year six Leaders provide planned games and activities for students to participate in out in the yard

**STUDENT SATISFACTION**

Student data obtained from the Insight SRC survey indicated that students feel connected to school and student motivation increased greatly in the year three and four area. In regards to 'Teacher Relationships', the data showed that students rate teacher empathy high and they see that the teaching in their school is purposeful.

**STUDENT ATTENDANCE**

The attendance roll continued to be taken electronically on SIMON each day at 9:10am and 2:00pm. Parents can notify the school of a student absence via SIMON or by contacting the school office and providing a verbal notification. All unexplained absences were followed up by our Administration staff with a text message to parents and parents must attend the school office to sign their child/ren in if they were late to school or if they were leaving school early. Extended periods of student absence were generally followed up by the classroom teachers and any absences of concern were followed up by the principal.

Average Student Attendance Rate by Year Level

Y00	85.46%
Y01	83.51%
Y02	87.09%
Y03	85.02%
Y04	86.27%
Y05	85.32%
Y06	82%

Overall average attendance: 84.95%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	82.8%
Y02	87.2%
Y03	84.6%
Y04	86.5%
Y05	85.1%
Y06	83.0%
Overall average attendance	84.9%

## Child Safe Standards

### Goals & 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

We regularly communicated changes and expectations for child safety procedures through our school newsletter. The school website [www.lakesent.catholic.edu.au](http://www.lakesent.catholic.edu.au) displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.

St Brendan's Catholic Primary School implements a Whole School Approach to Positive Behaviour Support (WSAPBS). In 2022 staff continued to build their capacity in guiding students to create a safe learning environment for all. Staff engaged in De-escalation training, learning strategies to support students who are showing unsafe behaviours in the classroom or the yard.

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.

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 staff completed the Mandatory Reporting online module.

With technology continuing to play a vital role in students' learning and social lives, the school engaged Inform and Empower to host e-safety lessons each term for students. Inform and Empower also provide parent information sessions once a year. Staff in the years 3-6 also have access to Hapara which provides monitoring of student screens and the ability to lock students on to desired websites.

A Child Safety Team consisting of a mix of staff continued to meet twice a term throughout 2022 to oversee the execution of St. Brendan's Child Safety yearly implementation plan.

St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures.

## 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 2022, our school leadership team comprised of our Principal and Deputy Principal whose role was centred around supporting our middle leaders and teachers in making learning adjustments. Our middle leaders comprised a Religious Education Leader and two Curriculum/Learning Adjustment leaders. Our leaders worked in alignment with the Diocesan Agenda and the school Annual Improvement Plan. They provided information that supported teacher practice in the area of English and Mathematics through professional reading or opportunities for professional development. They worked alongside teachers to implement adjustments and interventions and track their progress providing coaching and feedback.

St Brendan's Catholic Primary School values the education of indigenous culture and history and our Reconciliation Action Plan team continued to meet regularly to ensure our students experienced relevant lessons and participated in events. One of our successes in 2022 was the introduction of an Indigenous families morning tea which was catered for by our indigenous students.

Our Whole School Approach to Positive Behaviour Support committee assembled regularly to ensure expectations across our school were consistently met. The teaching of behaviours to our students was coordinated school wide so that a common set of language and behaviour was modelled by all.

Our School Advisory Committee assisted our school as we participated in an External Review. The Committee's advice was invaluable, and we reported our success back to them. Our school received significant commendation from the reviewers and a couple of recommendations for which to build our practice on.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Professional Learning Team meetings
- Child Safety Mandatory Reporting Module
- Learning and Teaching Network Meetings
- Masters of Evidence Based Teaching - Melbourne University
- Collective meetings focused on Literacy and Numeracy
- Eight Point Training: CPR Updates

- First Aid Updates including Anaphylaxis and Asthma training
- Clickview online training
- Little Learners Love Literacy Training
- Religious Education Leader Conference
- GCPA Principal Conferences
- Whole School Approach To Positive Behaviour Support Workshops and Training
- Franklin Covey - Feedback
- Religious Education Professional learning
- Meg Chinese Language Studies
- De-escalation Training

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$320

### TEACHER SATISFACTION

The results of the Insight SRC School Improvement Surveys provide information about the culture in school. This school culture is examined in the survey through the measurement of seven core behaviours, which in turn indicate the four cultural pillars. Research shows that these four pillars reflect the key behaviours that contribute to staff wellbeing, engagement and performance within your school. All four pillars were up in 2022 from the previous year.

Learning 63.8 (2021) - 67.3 (2022)

Empathy 73.1 (2021) - 77.1 (2022)

Engagement 70.6 (2021) - 72.5 (2022)

Clarity 68.4 (2021) - 77.2 (2022)

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	76.6%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	15.0%
Graduate	15.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	5.0%
No Qualifications Listed	5.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	20.7
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	13.1
Indigenous Teaching Staff (Headcount)	2.0



## Community Engagement

### Goals & Intended Outcomes

- To develop a community where positive relationships are nurtured to support learning.

### Achievements

Even though the students had returned to 'face to face' learning, for some of the year parents were still unable to physically be within the school grounds, therefore parent/teacher communication remained high on our agenda. Class newsletters outlining special events, curriculum content for the term and other important information were sent out to parents at the beginning of each term and the school newsletter continued to be a feature each fortnight. SIMON and Facebook were also used to communicate key information to parents and carers and they were continued to be encouraged to contact the school or their classroom teachers if they had any questions or concerns.

Once restrictions were lifted our parent/families began to attend sporting carnivals as spectators and volunteers. We were then able to host sacraments and parent/teacher/student interviews onsite and the personal element was a welcome return. In Term Three, we conducted our annual Year Six play with crowds in full attendance at the matinée and two evening performances. At the conclusion to the year we gathered as a community to celebrate with Christmas carols, a year six/parent soccer match and a barbecue. We were also fortunate to have the Gippsland Guernsey van make milkshakes for all students which was a highlight.

Parent data obtained from the Insight SRC survey indicated that parents see that we have a strong focus on school improvement and learning focus at St Brendan's Catholic Primary School. The data shows an improvement in parent's opinions of student safety, classroom behaviour and overall behaviour management, which has been a key focus of our Whole School Approach to Positive Behaviour Support. Parents see that St Brendan's provides stimulating learning and that students feel connected to both the school and their peers.

### PARENT SATISFACTION

Parent Opinion data from the 2022 Insight SRC survey was marked up in the categories of School Improvement, Learning Focus, Stimulating Learning, Student Safety and Classroom Behaviour. These results rated our school in the top 25% of all Victorian Primary Schools.