

St Brendan's Catholic Primary School  
Lakes Entrance



**2014 ANNUAL REPORT**  
to the School Community

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## Contact Details

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## Minimum Standards Attestation

I, Roslyn Joyner, 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 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

## Our School Vision

### Vision Statement

At St Brendan's Catholic Primary School, we are inspired by Saint Mary of the Cross 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 of the Cross 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 in Lakes Entrance in East Gippsland. In 2014 there was enrolment of 272 students from Lakes Entrance and surrounding areas. The school was established by the Josephite sisters and we continue to be inspired by the charism of St Mary of the Cross Mackillop.

As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. We maintain a strong commitment to educating our students to live out the gospel values of faith, truth, hope and love.

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. At St Brendan's we have performing arts, visual arts, sustainability studies, Japanese and Information and Communications Technology (ICT) as specialist subjects. Intervention and student support programs assist children with specific learning needs. In 2014 intervention programs were Reading Recovery and Enhanced Mathematical Understanding (EMU). Students are encouraged to participate in a broad range of extra-curricular and community service activities. Many of the grade six students completed the Junior Rotary Award.

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

It gives me great pleasure to congratulate everyone involved in St Brendan's school community on a very successful 2014. Our dedicated staff, parents and Parish have all contributed towards helping our students achieve their best in a welcoming, stimulating environment.

As we said good-bye to Father Bernard Buckley, we welcomed Father Janeesh as priest in residence here at Lakes Entrance, while Father Peter Bickley took on the role of Parish Priest of St Brendan's parish, while being based in Bairnsdale. I would like to thank Father Bickley and Father Janeesh for their support over the year. The relationship between the school and parish continued to be strong and positive.

We began the year by working with Pam Burton on developing flexible learning spaces to support personalised learning. During the year, with the assistance and guidance of our maths coach, Delma Brazzale, staff participated in action research in Mathematics, particularly focussing on multiplication and division. Each teacher presented the results of their research and findings to the rest of the staff. Two staff members presented their results and findings to the School Board. Throughout this process we have developed a common mathematical language which all staff, students and parents can now use.

Parents and Friends have worked tirelessly during 2014. It was our year of "the fete", which brought with it a great community spirit. Through the efforts of the fundraising over the year, we were pleased to provide heating in the Mary Mackillop hall as well as an improved sound system and visual technology facilities. We also purchased computers and take home reading books. Special thanks to our wonderful Parents and Friends.

Our school captains and vice-captains represented the school on several occasions. Our grade six students were good leaders, role models and buddies for our Prep students. Students from other classes had the opportunity for leadership as Liturgy Leaders, Social Justice Group or Student Action Team members. All our leaders showed responsibility and leadership qualities.

In conclusion I sincerely thank all the staff for their support over the year.

Roslyn Joyner

Principal

## Education in Faith

### Goals & Intended Outcomes

- For teachers to develop a greater capacity for creating and delivering a Religious Education curriculum which includes the stages of faith growth.
- To strengthen our Catholic Identity by providing various opportunities to explore and celebrate many aspects of the Catholic faith.

### Achievements

Over the past year, our staff has continued to work to improve the quality of their Religious Education units, focussing on planning units that are developed sequentially and utilise a variety of thinking tools. They have been assisted by Anne Taylor of the Catholic Education Office Sale, (CEOSale) who has visited regularly to plan with teams. Teams developed units according to a two year scope and sequence chart and the importance of the subject has been emphasised by the inclusion of Religious Education (RE) display boards in all learning spaces.

There has been a strong commitment from seven of our staff, to continue on their journey to attain RE accreditation. Several of these staff met several times to share ideas, as they worked through units. Two other staff members also attended a very fruitful session with Elio Capra.

All classes celebrated Masses and prayer services regularly. Whole school Masses were held for the beginning of the year, Ash Wednesday, Mary Help of Christians, All Saints Day and Graduation. Prayer services were held for St. Brendan's Day, Anzac Day and Remembrance Day and to farewell our Parish Priest, Father Bernard Buckley. Classes also regularly attended either a Parish Mass, where they simply joined in with their fellow parishioners, or class Masses, where the children took on roles in the Mass.

Several staff members, including one Learning Support Officer (LSO) took the opportunity to travel to Melbourne on two separate occasions, to take part in an in service on Christian Meditation. The staff came back very enthused and shared their learning with the wider staff. All classes then attempted to regularly include meditation in their day, with a special time set aside straight after lunch for this purpose. This was also a good opportunity for our LSO to take responsibility and lead in this area.

Our Family-centred, Parish-based, School-supported Sacramental Program continued to be offered to all our Catholic students and families. 21 students received the Sacrament of Reconciliation, 13 received the Eucharist, 16 were Confirmed and 5 children were Baptised.

At these celebrations, the school strengthened its school-parish links by providing a choir of volunteers to provide the music.

## VALUE ADDED

The children had the opportunity to put their faith in action, through their involvement in Mission Week activities, as well as other fund-raising and awareness activities. Student leadership in the areas of prayer and social justice was developed through involvement in either our Liturgy Committee, comprising children from Prep to 6 and our Year 6 Social Justice Committee. All classes continued to visit our local nursing homes on a regular basis, singing songs, reading books, talking to, or just being with the residents. A large number of our children, from Year Prep to 6, also marched in our local ANZAC Day parade and joined in the prayer service at the cenotaph. Members of the Social Justice Committee were rostered to serve in our local Soup Kitchen and other children, with a family member, delivered Meals-On-Wheels in the month of May.

Prior to Easter, the whole school were involved in a whole day of reflection on the Easter story. Over the course of the day, each part of the Easter story was enacted by a particular class in a different part of the school hall (the plays were scheduled for outside in the grounds, but it rained). After every couple of scenes, classes were given a short session to reflect and respond to what they had just seen. This was a good way for the children to see and reflect on the Easter story in its near-entirety. At the end of year concert, all classes performed a part of the Christmas story. In an effort to recontextualise, classes sang a traditional hymn, followed by a relevant modern song. There was good positive feedback to the night.





## Learning and Teaching

### Goals & Intended Outcomes

- That through personalised learning in all area of the curriculum students are engaged and motivated resulting in improved learning outcomes.
- That there will be a rich variety of learning experiences through maintaining our specialist subjects of Performing Arts, Visual Arts, Language other than English (LOTE)- Japanese, and the introduction of Sustainability Studies across the school.
- That in Numeracy, there will be improved learning outcomes in multiplication and division across the school.

### Achievements

Personalising learning remained the overriding focus of Learning and Teaching at St Brendan's Catholic Primary School in 2014. Staff members continued to work together to develop shared understandings about contemporary processes to engage the students in their learning and to help them to reach their potential by implementing this approach. In teams, teachers analysed student data and planned class teaching and needs-based workshops to facilitate learning and foster personal growth.

The Insight SRC survey data for 2014 indicated that parents believe teacher engagement is in the top 25% of Victorian schools while they perceive that student engagement falls within the middle 50%. The student survey indicated that the students themselves rate their level of engagement lower, in the bottom 25% of Victorian schools. Student engagement needs to remain a focus in 2015.

Student portfolios and presentations portrayed awareness of different learning styles, improving understanding of curriculum content and blossoming ability to engage an audience. An ICT specialist teacher worked two days every week, with teachers and students in classrooms, on tasks designed to build competence in ICT and to promote learning across the curriculum. Many students have become more competent users of ICT for research, learning and work presentation.

The major academic goal was to improve student outcomes in the area of multiplication and division. Professional learning meetings, based on professional reading, were facilitated to ensure that teachers understood, and had opportunities to discuss, current theory and best practice of mathematical teaching. All teachers undertook an action research project with selected students from their classes. Whole staff professional learning team meetings provided opportunities for each teacher to share their plan, including the strategies and resources that were utilised. Improved outcomes were celebrated.

Anecdotal information indicated that students participated well in specialist subjects and achieved pleasing results. Students created and reflected on a range of visual art works before selecting their exhibits for the St Brendan's Art Show and the Lakes Entrance Rotary Art Show. Many students received accolades and awards in this public forum. Students also confidently embraced a range of opportunities to demonstrate their talents in Performing Arts, both within

the school and out in the community. The principal, deputy and Japanese teacher participated in the Leading Languages course through the University of Melbourne to deepen their understandings of the impact of language learning on student learning across the curriculum and to gain insights into teaching curriculum requirements in a foreign language. One of the aims was to raise the profile of the value of language learning, especially in our rural community. Subsequently the teacher developed a comprehensive Japanese scope and sequence document for St Brendan's and experimented with integrating other curriculum outcomes in her Japanese classes. Students have developed a bank of Japanese words for greetings and conversations and are able to comprehend and follow a range of instructions in Japanese. Some children undertook aspects of their learning in Japanese, for example, building and labelling billy carts to address Design and Technology outcomes (Years 5 and 6) and following instructions to complete tasks in Physical Education (Prep). The teacher has since been invited to present at the Diocesan Learning Expo to share her expertise. A Sustainability Studies program was designed and introduced using Resource Smart, the Organic Gardening Curriculum and [coolaustralia.com.au](http://coolaustralia.com.au) as key resources. The students embraced this specialist subject where they developed understandings about recycling and energy efficiency. They also constructed garden beds and grew and tasted their first crop of vegetables.

### STUDENT LEARNING OUTCOMES

Over the past three years there has been a steady improvement in mathematics in both grade three and grade five which reflects the strong focus on mathematics in our annual school improvement plans. There has also been a significant improvement in Spelling in both grades. We aim to provide a stronger focus on reading in 2015 to improve outcomes.



## School Community and Student Wellbeing

### Goals & Intended Outcomes

- For staff to feel supported, empowered and comfortable as educators and professionals.
- To provide an environment where all students can develop a positive sense of wellbeing.
- To strengthen the family-school-community-partnerships.

### Achievements

The Insight Survey showed that staff feel well supported at St Brendan's. Staff were assisted in their formation as educators by attending relevant professional learning, either as an individual or whole staff. Structures were put in place so that teachers could provide feedback to each other in a non-threatening way. Teachers planned their programs either with a partner or in a group of three. Other staff members attended planning sessions to give support.

Some staff members accessed CEOSale support and sponsorship for further study. Many staff members undertook The Accreditation to Teach Religious Education course which is run by CEOSale.

Specific programs such as Friends and Bounce Back were used to assist our students to develop skills for social and emotional learning.

There was an emphasis on safe use of social media for senior students with a workshop facilitated by local police. Parent information sessions on Cyber Bullying were also provided.

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 for the coming year and what we mean by personalised learning. This was well received and well attended.

During times of need, families were supported by providing assistance in accessing counselling or other outside agencies. School families provided cooked meals for emergency situations showing community spirit

We continued to use a range of ways of communicating with parents eg Skoolbag app, newsletters-paper and email, school website, parent/teacher chats and phone calls. We also introduced on-line bookings for parent-teacher interviews and there was an increase in the number of parents who attended.

Photos and articles were regularly sent to the local paper and Catholic life to promote and celebrate the achievements of the St Brendan's school community.

The Water Safety and Survival program as well as our camp program enhanced the wellbeing of our students by building resilience, confidence and life skills.

Building a positive culture includes taking on service in a positive way. 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.

### ATTENDANCE

All families are expected to notify the school in writing to explain student absences. A tick the box form is available to make this process easier. Parents can also notify the school through the mobile phone app or email. Parents are telephoned by the classroom teacher if a child has been away for three consecutive days and they have not contacted the school.

### VALUE ADDED

Our students were involved in many different events and experiences such as inter-school sports, local excursions and a "day-trip" to the Arts Centre at Sale.

Incursions such as the Devon Meadows School band, the AFL Tour and visits from authors with book readings were highlights for our students, staff and the community

Students, families and staff had the opportunity to participate in a variety of school and community events. Events such as the Mother's Day assembly and morning tea, and Father's Day breakfast brought many families to 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.

Special events such as "Walk to School Day" brought families and staff out together to walk to school en masse to be followed by a shared breakfast before school.

The bi-annual fete provided an opportunity for all families to be involved and work together in community.

School and parish links were enhanced by participating in a range of joint events and shared activities, such as class Masses, sacraments and St Patrick's Day luncheon, meals on wheels and the soup kitchen.

### STUDENT SATISFACTION

The Student Wellbeing Aggregate Indicator from the SRC data shows that St Brendan's falls within the Mean for Victorian schools. They are eager to apply for leadership roles and show enthusiasm for extra-curricular experiences e.g. end of year concert, community services, Junior Rotary and senior school play.

### PARENT SATISFACTION

Data from the insight SRC survey shows a high level of parent satisfaction particularly in the area of staff engagement and community engagement. The Community Engagement Aggregate shows St Brendan's at 79.6 favourable.

Parent opinions were sought in both formal and informal situations. Increased enrolments, attendance at school functions and parent-teacher interviews, as well as strong support with assistance across all areas of the school are indicators of parent satisfaction.



## Leadership and Stewardship

### Goals & Intended Outcomes

- To create an environment conducive to the wellbeing of the school community.
- To build leadership capacity with students, staff and wider school community.
- To create a safe, secure and aesthetically pleasing environment with current resources for contemporary learning.

### Achievements

In 2014 the structure of the formal staff leadership team continued with each member broadening their skills. Two staff members participated in the Change Two project in order to further develop leadership skills.

A variety of leadership roles were available for students to undertake. We further developed the roles and responsibilities of our student leaders, e.g. School Captains, Social Justice Committee, School Action Team and Liturgy Leaders. All Year 6 students were given the opportunity to participate in the Junior Rotary Award.

The grade Six / Prep buddy system was once again very successful enabling the transition to school a little easier for the Preps seeing a familiar face in the playground.

Parents continued to undertake roles on the School Board and Parents and Friends. Many parents helped to organise a range of activities during the year e.g. pancakes for Shrove Tuesday and special lunches for the whole school to celebrate the feast of St Brendan and Catholic Education Week. Many parents also supported the school through helping in the classrooms.

Due to increased enrolments and the subsequent need for more learning space two portables were leased which provided space for performing arts and visual arts. Some creative removal of walls provided an alternative learning area for the Preps while other classes were relocated to different areas in the school.

The Mary Mackillop Hall became a much more comfortable place with the installation of heating. A new sound system as well as the installation of data projection equipment has created an improved space for creative arts, assemblies and performances.



## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2014

Religious Education –Moving with the Spirit Part 2

Religious Education Accreditation-Certificate of Religious Education

Change2

Emu Continuing Contact

Reading Recovery Continuing Contact

Christian Mediation

Using Flexible Learning Spaces to Support Personalised Learning

Rob Vingerhoets-Differentiating Mathematics in the Classroom

Leading Languages-Melbourne University

Staff worked together within professional learning teams to further their own professional development and each member presented their own action research in numeracy.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

21

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$516

## TEACHER SATISFACTION

Results from the staff survey show that teacher confidence is high and that they believe that all students at St Brendan's are encouraged to experience success. All staff strongly believe that they can make a difference to student's learning and wellbeing. Teaching staff were highly motivated and engaged in their work.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	0
Other fee income	93,527
Private income	40,642
State government recurrent grants	699,537
Australian government recurrent grants	2,163,276
<b>Total recurrent income</b>	<b>2,996,981</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	1,974,121
Non salary expenses	308,340
<b>Total recurrent expenditure</b>	<b>2,282,461</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	0
Capital fees and levies	119,982
Other capital income	24,260
<b>Total capital income</b>	<b>144,242</b>
<b>Total capital expenditure</b>	<b>123,116</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>0</b>
<b>Total closing balance</b>	<b>0</b>

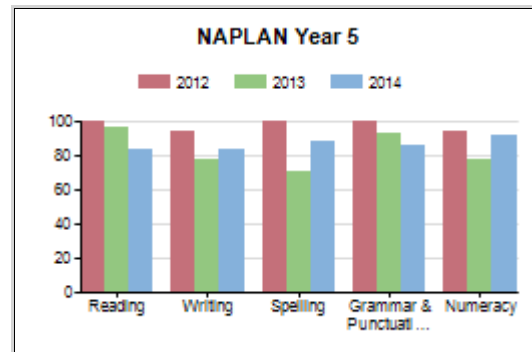
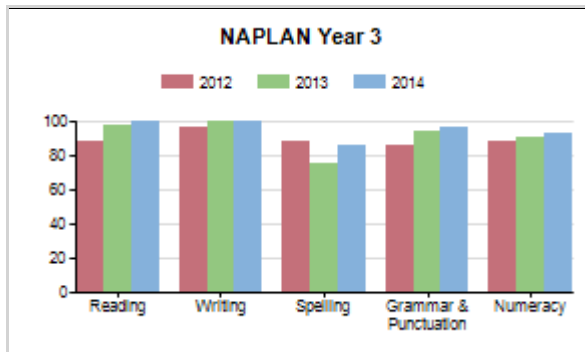
*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.



## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	88.2	97.3	9.1	100.0	2.7
YR 03 Writing	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	88.6	75.7	-12.9	85.7	10.0
YR 03 Grammar & Punctuation	85.7	94.6	8.9	96.4	1.8
YR 03 Numeracy	88.2	90.9	2.7	93.1	2.2
YR 05 Reading	100.0	96.4	-3.6	83.8	-12.6
YR 05 Writing	94.1	77.8	-16.3	83.3	5.5
YR 05 Spelling	100.0	70.4	-29.6	88.9	18.5
YR 05 Grammar & Punctuation	100.0	92.6	-7.4	86.1	-6.5
YR 05 Numeracy	94.1	77.8	-16.3	91.4	13.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	92.08
Year 2	90.75
Year 3	92.96
Year 4	91.29
Year 5	90.21
Year 6	91.03
Overall average attendance	91.39

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.74%

STAFF RETENTION RATE	
Staff Retention Rate	100%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	27.27%
Certificate Graduate	9.09%
Degree Bachelor	81.82%
Diploma Advanced	36.36%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	21
FTE Teaching Staff	18.100
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	9.456
Indigenous Teaching Staff	2