

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St. Brendan's Primary School,
Dunnstown

2019

REGISTERED SCHOOL NUMBER: 0212



Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview4
- Principal’ s Report6
- Catholic School Culture13
- Community Engagement15
- Leadership & Stewardship.....19
- Learning & Teaching.....24
- Wellbeing.....28
- Child Safe Standards34



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E NUMBER	E2013

Minimum Standards Attestation

I, Inez French, attest that St Brendan's 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.

8th May, 2020

Our School Vision

As learning communities who are part of the Christian mission we have the task to promote the full dignity and development of all people. We are dedicated to children learning at high levels within a culture that optimizes learning for all. We will use contemporary teaching practices in all areas – academic, physical, spiritual, emotional and social – as we pass on the beliefs and traditions of our Catholic faith in an environment of care, which reflects the values of the gospel.

Our School Mission

As a community, which is Christ-centred, we will:

- nurture and build a **RESPECTFUL** community which is engaged in a dynamic, creative learning journey in child safe schools.
- support the development of a community of **INDEPENDENT** and **RESILIENT** citizens where learning is highly valued.
- provide an **INCLUSIVE**, relevant, stimulating and challenging curriculum structured around personalised learning.
- provide relevant and **PURPOSEFUL** feedback to our students and their families so that both school and home work together to support the child's learning.
- build **POSITIVE RELATIONSHIPS** through knowing and valuing each student.
- work in **COLLABORATIVE PARTNERSHIPS** with our families, students and our colleagues across both schools, our Parish, our Diocese and local and wider communities.
- promote **JUSTICE** and **HONESTY** through the building of a sense of responsibility to self and other

School Overview

St Brendan's Primary School in Dunnstown is a small rural school located approximately 11 kilometres east of Ballarat. Dunnstown is traditionally a farming area but our parents these days have a much more diverse range of occupations.

Catholic Education has played a prominent role in the development of the Bungaree Parish and the district of Dunnstown for over one hundred and forty-one years.

The school had its origins in 1858 in a wooden building known as the Catholic School Shed, situated not far from its present site. The school was named by the Josephites as St Brendan's around 1900, but when the church was built in the school site in 1905 and the school was moved to an area behind the church, it was renamed Our Lady of Fatima.

Throughout its history, the school has been staffed by a combination of religious orders and lay teachers. We owe a great deal to the teaching sisters of the Black Josephite Order, who taught here for ten years, the Presentation Sisters for forty-four years and the Sisters of Mercy for thirteen years, as well as the dedicated lay teachers who have taught in the school. Above all, as history shows, it has been the continuing support from the community that has enabled the school to endure and prosper for so many years.

The community involvement continues today and the success of the school and Catholic Education depends largely on the partnership between the community and the teaching staff. Assemblies, Liturgies, Masses and special occasions such as Mother's Day and Father's Day celebrations, are enthusiastically attended by families, extended family members, as well as people from the surrounding Dunnstown community. The school is proud of the strong, enduring connections established and maintained between children, staff and families.

Today's school is set amidst fertile farming lands with magnificent views to Mount Warrenheip and the beautiful surrounding countryside. In 2019, the school consisted of 22 children, comprised of 14 families. The class structure consists of two learning groups. Foundation to Year Three made up one unit, with Years Four to Six making up the second class.

St. Brendan's is steeped in tradition, with many of our children part of families that had their grandparents attend the school. Today some of our families come from the outskirts of Ballarat and are making the short trip to St. Brendan's to be part of a small school experience that boasts an inclusive and welcoming community.

An aerial view of St. Brendan's school, St. Brendan's Church and surrounding countryside side



Principal's Report

Introduction:

I present below my final Principal's Report for 2019. I write it with the Vision and Mission of our school in mind and highlight that it is the challenge to fulfil the Vision and Mission that drives our work. Our biggest challenge is to ensure that the supports are in place to ensure we can strive to bring about the Vision and Mission we have set. With the children in mind it is a challenge worth pursuing wholeheartedly.

This Annual Report is written under the headings of the five 'Key aspects of schooling': Catholic School Culture, Learning and Teaching, Wellbeing, Community Engagement and Leadership and Stewardship. These key aspects are not distinct characteristics; they are connected and interdependent, as shown in the diagram below. Our School Vision is firmly embedded in these five key aspects of schooling.



CATHOLIC SCHOOL CULTURE:

Religious Education Coordinator:

I would like to formally thank Sue Prendergast for her work in the role of Religious Education Coordinator in the Bungaree Parish Schools throughout 2019 and Shelley Ryan who was part of the Religious Education Guiding Coalition. Sue and Shelley have very capably ensured that the Sacramental program has run smoothly throughout the parish. They have supported quality classroom practice in Religious Education through support to the other teaching staff to enable them to complete units of work created within the Awakenings Framework. Awakenings is the core document for the Diocese of Ballarat which has been mandated for use in our schools by the Bishop of Ballarat and has recently been updated. The staff are learning to work with the new Awakenings program.

The Sacraments and Retreat Days: The children of the Parish who were preparing to receive the sacraments of Confirmation and First Eucharist did so in August. The children of the parish received the sacrament of Reconciliation participated in a Retreat Day on Tuesday 26th November and on that same evening had an opportunity to experience the sacrament first hand. The celebrations are wonderful occasions for the Parish and much thanks must go to Sue Prendergast, parents, staff and the children themselves for all the preparation that goes into these special occasions.

Prayer and Liturgy: Throughout the year the children have had many opportunities to experience prayer and liturgies, which must remain a core component of life within our schools. Our Opening Mass on Tuesday 12th February was an opportunity for both school communities to come together to celebrate the beginning of the school year and induct staff and school leaders into the important tasks they had to complete throughout the year. Other celebrations included Mother's Day and Father's Day. Prayer is a part of daily life at St Brendan's. The End of Year Mass and Graduation will be the final opportunity for the school community to come together in prayer for 2019.

Canonical Administrator: Throughout this year we have once again valued and appreciated the support of Fr Shane Mackinlay for the school. With Father Shane taking on the position of Bishop of the Sandhurst Diocese we now have Fr Kevin Moloney as our Governing Authority until the end of the year when we are expecting our Bishop to make a more permanent announcement in relation to governance of the Bungaree Parish Schools. We thank Shane for his leadership of liturgical activities throughout the year as well. Fr Des Fitzgerald is serving as supply priest for the Bungaree Parish until the end of the year and we look forward to working with Fr Des. The community showed their gratefulness for the support of Fr Shane with farewell events and the children and parents were very much involved in these events.

LEARNING AND TEACHING:

A key to quality learning and teaching remains reflective practice, which is extended through dialogue with colleagues. In 2019 the staff has continued improving our professional practice in line with the principles of a Professional Learning Culture. We have participated in Professional Learning opportunities with other schools and their staff, but we have also continued the collaboration each Wednesday amongst the staff of the Bungaree Parish Schools to extend even further the quality of learning taking place.

Writing: The staff have been working to refine and develop a writing curriculum throughout 2019 that aims to provide the children with good scaffolding to improve. The Bump It Up Wall is a very visible sign of the refinements taking place. This feature was introduced to parents at one of our Learning Walks this year. When introduced to the children there was an immediate improvement in the children's engagement in improving their writing generally.

Parental Engagement: I have placed this topic under Teaching and Learning rather than under Community, Wellbeing, Leadership etc because the main reason behind a focus on parental engagement is to improve the learning outcomes for the children in our care first and foremost. Parental Engagement does have an impact in these other areas as well. Research shows that parents showing an interest in their children's learning, engaging in discussions with their children about their learning, relating children's learning to daily tasks and reading with children makes a significant impact on improving learning outcomes. The Learning Walks introduced throughout 2017 are an attempt to give parents a greater knowledge of the learning process and the learning that is taking place in the classroom. This should open opportunities for deeper discussions between parents and children in relation to learning. This year we have had Learning Walks with a focus on aspects of Reading, Writing, Bump It Up Wall and Digital Portfolios.

Digital Portfolios: This year we have begun the implementation of Digital Portfolios. This initiative enables the students to share their work online with their parents, promoting more parental engagement in the learning process. Parents will be able to see and interact with the children's work more regularly. This will have the added benefit of improving student engagement in their work as well.

Combined Schools Days: My observations, discussions and surveys indicate that the days have been successful in engaging the children in quality learning, providing children with variety and stimulation in their working week, provided the children with opportunities to extend social skills and cooperative learning skills. Likewise the staff have benefitted from team approaches to planning and implementing programs, collegial support and reflection on teaching practice.

Arts: With a three-year cycle we are ensuring that the children are exposed to significant learning across the forms of Arts. This year we held a very successful dance focus with the Billy Tea Bush Band leading us in an evening of dance at the Bungaree Community Hall. Next year our focus will be the Performing Arts.

COMMUNITY ENGAGEMENT:

Maintenance Tasks: I would like to thank all those who have been involved in the maintenance activities around the school throughout the year. The time parents take to ensure the school is presented well is certainly noticed by visitors to our school. I would like to thank all who carried out tidying tasks, organized maintenance tasks etc, throughout the year.

Staffing. There will be a few minor changes for 2020. Lyndal's work as a Learning Support Officer has been reduced. This is in response to a reduced need in specialised learning needs. This news in itself is very pleasing as it is preferable to have children making progress without the need for Level 2 interventions. It was beneficial to us that we were able to engage Lyndal for a greater number of hours to work at St Mary's in a similar role keeping Lyndal within the employ of the Bungaree Parish Schools.

Activities: We have had a whole range of events throughout the year that have fostered community. The most visible sign of this community spirit was shown was at the Mother's and Father's Day Breakfasts, the Mountain of Fun Run and the farewell for Fr Shane. Not only did we have parents working for the benefit of the school but also others who may not have children at the school but have given of their time anyway. Combined Schools Days, Pre-Prep program, Barbeques, Sports Days, Mothers Day, Cuppas, Fathers Day and Parish involvement also help to boost community spirit.

LEADERSHIP AND STEWARDSHIP:

School Advisory Council and Parents and Friends: I would like to acknowledge the work and support the school has received from the Parent Bodies this year \$11000 has been handed over to the school and this has meant that the school has been able to acquire wonderful facilities for the children. These funds help to contribute to the purchase of IT equipment for the children. The School Advisory Council has offered great support and advice throughout the year. We meet once a term to discuss school matters and policy together with the Advisory Council members.

There is plenty of evidence that highlights that effective schools are not schools of isolation but are schools that encourage collaborative networks. The Bungaree Parish Schools are very closely linked in a number of ways to ensure collaboration drives improved learning and opportunities for the children. Our staff from both schools plan regularly together on a weekly basis. Our students gather regularly for Combined Schools Days and our parents meet termly as a Combined Advisory Council.

School Advisory Council: The Councils meet once a term as a Combined group and individual Councils meet as required. This system was introduced in response to the demands placed on parents and staff in busy lives, in response to improved efforts to inform parents through other means including the introduction of Learning Walks, Assemblies and FlexiBuzz and through the recognition that the link between the parent groups can benefit to both schools.

Policy: As the Advisory Councils ratify Policies and guidelines these are then pasted onto the school website. They are there for parents to refer to as they see fit. This year the following were either reviewed and ratified by the Combined Advisory Council, Working In Isolation, Behavioural Management, Conflict Of Interest, Student Anti Bullying, Pursuing Fullness Of Life Student Outcomes, Child Friendly Version of Child Safety Policy.

Enrolments: Next year in 2020 we will have 22 children at our school. These numbers reflect the fact that we have five prep enrolments for 2020 and four exiting Year 6 students and a Year 2 child moving to Lal Lal Primary. In 2021 the predictions currently suggest we will have 21 students in total.

Class Structure: Next year we will be continuing with the class structure of Year Prep, One and Three in one class and Year, Four, Five, Six in the other.

Leadership Meeting: Each week on Wednesday for an hour I set aside time to meet with other staff as leaders to plan and implement in the prioritised initiatives we have identified. This year and next year we have had a leadership group in relation to Professional Learning Communities, School Wide Positive Behaviours and Religious Education. I have been most grateful to the staff on these groups for the impetus that invigorates ongoing improvement and development in these fields.

Parent Communication: This year we have continued with FlexiBuzz, that has enabled communication to take place between school and home more efficiently. Messages and the immediate posting of photos give parents feedback on upcoming events and recent events. The schools Facebook page has been another way to keep families and the wider community informed of the events of the school. This year we have started the PAM system enabling an electronic system for permission forms.

Promotion and Marketing: We have continued the focus on bolstering promotion and marketing for our school this year. In cooperation with the Catholic Education Office we have had created a Promotional Video for St Brendan's. This video will go onto our website and be used as widely as possible through social media and the like to promote our school. The web page has been renewed and a faster and updated version has gone online. The Facebook page has been an added tool for marketing purposes. Staff have made visits to kindergartens as well.

Master Plan: I will share newly completed drawings outlining proposed improvements to the outside spaces at St Brendan's over the next few years. These drawings were created by Thomson Hay Landscape Architects. They will provide improvements following outlining the needs of the community as reflected in consultation throughout the year with staff, students and parents.

School Review: The Review process took place in 2018. The community was consulted in a variety of ways to review the past four years and plan for the following five years. The review panel spoke very favourably of our school and the work we have done and the work we are pursuing. The results of this have been shared with the Advisory Council. I include below the three Key Priorities that will shape our work for the next five years.

Informed teaching and learning

Staff to collaboratively plan and implement effective and agreed pedagogies, honouring the six critical questions of Professional Learning Communities to enhance student engagement and enable all students to achieve high levels of learning.

Inclusive Environment

Focusing on the spiritual dimension of a Catholic school, the Bungaree Parish School will be characterised by a culture that reflects inclusion, positive relationships and strong connections within the schools and wider communities to ensure wellbeing for all.

Leadership and Stewardship

Building staff capability in the Bungaree Schools will be characterised by a strong culture of continuous professional improvement promoting a clear sense of purpose and strategic direction.

WELLBEING:

School Wide Positive Behaviour Support: We were involved in a review of the BRICK Matrix this year which involved discussions with staff, students and parents. As a result, minor changes have been made. The Major and Minor Behaviours and their consequences has been a valuable tool for teaching children the correct ways to behave and how to restore relationships. At one of our Closure Days at the Conclusion of the year the staff will link our stories from the bible to our Matrix to support our teaching of right behaviour.

CEO support: Staff from the CEO – Lucia Bongiorno (Psychologist), Sue Renn (Welfare Education Advisor), Jacqui Righetti (Learning Diversity Consultant), Tony Perkins (Education Consultant), and Robyn Cranage (Speech Pathologist) have been working in this school from time to time to provide coordinated assistance to the school community to support community members in various forms of need.

Farewells and Welcome:

This year we farewell our Year Six children Rose, Sam, Emma and Meg as they begin their secondary schooling. Transition days and the like have helped to prepare the children for what we hope will be a smooth transition to Secondary school. We also farewell Lola and the Card family. We welcome five new Preps for next year, four who have siblings already at our school and one new family. Sophie Dash, Billy Britt, Adele Leonard, Lucy Ryan and Roni O'Dea. We also welcome Roni's mum, Zali. Our new children have participated in the Pre Prep program to become familiar with the routine of school life at St. Brendan's.

Special Events: The children at St Brendan's are involved in a whole range of activities designed to build skills and to expose the children to events that involve the implementation of deeper social skills. These events are conducted with children from other schools and in particular the children of St Brendan's. The Swimming Program, Stay Back, Sleep Over, School Camp, Winter Interschool Sports, Lightning Premierships, Sports days, various excursions, etc are examples of such activities. The Facebook page provides a good pictorial record of the events of the year.

Student Leadership: The student leadership group have worked well together this year. They take their responsibilities very seriously and I congratulate the Year 6 children in particular for the way they have carried out their leadership duties this year. The Student Leadership Representatives have carried out their tasks this year in meetings held with me. The Just Leadership group have also been active in their work of promoting Social Justice amongst the members of our school.

The process for the election of Captain and Vice Captain has begun for 2020. The candidates will be delivering their speeches in the coming days and then the vote will take place. Congratulations to Sam and Meg for the great job they have done as our school captains throughout 2019.

Chaplain: The Catholic Education Office, Ballarat has continued the budgeting allocation which means we will be able to provide a Pastoral Care worker for one day at St Mary's and one day at St Brendan's throughout 2020. Tina will continue in that role.

CONCLUSION:

I wish to acknowledge the work of many people throughout the year. I would particularly like to thank the members of the School Advisory Council for their dedication to the task throughout the year. (Sophie Bethune, Sally McKay, Kellie Leonard, Laiken Britt, Tiffany Sarra.) We have worked cooperatively throughout the year and I look forward to continuing the process next year. Thanks must be extended to four people as they conclude their term on the School Advisory Committee, namely, Sophie, Laiken, Sally and Tiffany. I thank them for giving of their valuable time and energies to the School Advisory Council. I particularly would like to thank Sophie for serving as Chair for the past two years.

Thanks to the Parents and Friends for their hard work and support throughout the year. I acknowledge the work of fundraising this year especially. Thanks also must be extended to our staff for their dedication to the important task of education. We are lucky to have such skilled staff that readily gives enormous energy to the important work of educating our young children.

Finally as I look to next year I am encouraged by the progress we have made this year in a whole range of areas and I am sure that 2020 will be just as positive.

Chris Kavanagh
Principal

Sacramental Preparation Program Retreat Day



Opening School Mass St Brendan's



Catholic School Culture

Goals & Intended Outcomes

To nurture and foster the lived faith of students, families and staff as part of a flourishing Catholic community in a contemporary context.

Achievements

During 2019 St Brendan's School community: staff, students and parents worked to encourage a flourishing Catholic community through:

- School representation at community and parish celebrations and events
- Teachers working collaboratively with Religious Education Office personnel to implement quality teaching and learning programs in Religious Education lessons.
- Introduction of the New Awakenings document and implementation of teaching and learning experiences devised through the implementation of the tool.
- Regular liturgies were planned and celebrated for special events throughout the church year.
- The school worked closely with the parish to implement the Sacramental Program throughout the year.
- Retreat days were organised and facilitated by our Religious Education Leader for the benefit of the children of the parish involved in the Sacramental program.
- Beginning of year and end of Year Mass, as well as Graduation was an opportunity for the parish community to come together in prayer.
- Religious Education Leader attended Coordinator Professional Development days throughout the year.
- Collaboratively planning with CEO staff to teach about social justice in an explicit manner. The Student Leadership Team choose a Catholic Mission and a local focus.
- Explicit links between Inquiry units of work, social justice action and the Religious Education Program were prioritized.
- RE News was included in the newsletter explaining and highlighting significant times of the Church Year.
- Reflection and Information sessions were held for staff and parents around significant periods of the church year.

- The Student Voice aspect of the newsletter included news about what is going on in Religious Education units of work.
- Beginning of year and end of Year Mass, as well as Graduation was an opportunity for the parish community to come together in prayer.
- A Social Justice group was formed who met regularly to plan and organise events that would raise awareness of social justice and raise funds for those in need.
- The Social Justice group participated in social justice day with other schools.
- The students made a significant financial contribution to Catholic Missions and Caritas through the organisation of Fundraising events.
- Staff and students were represented at Bishop Shane's ordination in Bendigo.
- Staff participated in a retreat led by Fr Justin Driscoll to deepen their faith and self-awareness.
- Staff continued to deepen their understanding of the ECSI data and plan religion lessons with a contemporary Catholic approach.
- Gospel readings have been aligned with the schools matrix of expected behaviours.
- Welcome to country has become part of Prayer at each assembly.

VALUE ADDED

In 2019, the school undertook the following activities to bring about overall School Improvement:

- School liturgies to highlight liturgical seasons and significant events.
- Teacher professional development to improve teacher knowledge and to assist staff to focus on the development of rich assessment tasks to assess and evaluate student achievement and progress.
- Involving the whole community in creating and sustaining a common vision particularly in the areas of Catholic Identity and Contemporary teaching and learning practices.
- Twice termly assemblies were held in which prayer was a main component. Parents were invited to attend.
- The Religion section on fortnightly newsletter has been improved and is more relevant to our school community.

Community Engagement

Goals & Intended Outcomes

To provide further opportunities for parents to be actively engaged in student learning.

To strengthen the partnership between the Bungaree Parish schools, parish and the wider community to promote authentic student learning.

Achievements

- The children from the two Bungaree Parish Schools participated in a five day swimming program together in Term One.
- The Advisory Councils from both St Mary's and St Brendan's combined on three occasions throughout the year.
- Learning Walks were continued so that parents could witness first hand the changes we have made to learning by implementing digital portfolios and writing through the staff involvement in the Professional Learning Community Professional Development. Parents talked directly to the children and teachers about their learning.
- Regular Student Representative Councils encourage Student Voice in School Improvement.
- Regular Student Voice components on the school newsletter enable the children to highlight their learning and special events.
- The children from the two Bungaree Parish Schools participated in six Combined Schools Days in Term Three and four combined school days in Term Four.
- The Year five and six children from the two Bungaree Parish Schools combined with the children from two other neighbouring primary schools to participate in a Friday Interschool Sport competition.
- Active support for and participation in the activities of the Parents and Friends.
- Focusing on the newsletter as the main form of communication to the wider school community. All families now receive this via Flexibuzz.
- The full implementation of the Flexibuzz App to enable immediate and better communication between home and school.
- Built clarity especially around the intentions and expectations for each of the school improvement areas.
- Improve communication with parents through the implementation of PAM
- The schools Action Plan Goals were included in each report to the Advisory Council

- Students visited Mercy Place, home for the elderly, twice this year.
- Deputy Principal visited local kindergartens in Terms One and Two to distribute pamphlets and speak to perspective families.
- Tina in her Pastoral Care role was involved in student lessons to help with strengthening relationships, Year Six transition program, one on one discussions and working with children referred by parents.
- Tina consulted and worked with individual parents and families.
- New families were supported by being part of the Buddy Family program and invited to a morning tea.
- Assemblies are run by the children and all children are given the opportunity to share their learning.
- An Open Day was hosted in Term One.
- Continue to develop and update newly formatted website and Facebook page as promotional tools.
- Collaborate with RU Advertising and CEO to produce and use promotional photos and videos to market our schools.
- Invite Education Consultant to our first Advisory Council as an induction process for the Advisory Council.
- Continue to develop links with St Patrick's Gordon with staff working together on BIUW professional development and the children join to be part of a number of activities, such as Michael Mangan concert and Book Week activities.

PARENT SATISFACTION

- Regular attendance by parents at special events, liturgies and masses.
- 100% attendance to Parent Teacher Child conferences.
- Enthusiastic support for the Advisory Council and Parents and Friends meetings and activities.
- A high rate of involvement by Parents and Friends in school focused events.
- A high attendance rate amongst the students.
- High attendance to school assemblies
- High attendance to special events, not only of parents, but also of extended family members and the Dunnstown community.

2017 results from the schools Insight SRC data indicate that parent satisfaction with the school is high in the areas of Parent Partnership, Approachability, Parent Input, Reporting and School Improvement as all results are above the 85th percentile. Results have continued to improve over the past 6 years.

While the 2017 data from the Insight Survey indicate a slight decline in how parents view Peer Relations and Student Safety at St. Brendan's, Community Engagement Learning Opportunities, Staff Engagement and Student Engagement have all improved since the 2015 results.



Annual Fundraiser run by the Parents and Friends with Community involvement
Mountain of Fun Run



Bush Dance held at the Bungaree Community Centre with St Mary's Clarkes Hill

Leadership & Stewardship

Goals & Intended Outcomes

To strengthen student outcomes by creating a professional learning community in which all staff members share educational leadership

Achievements

- Professional Development was offered and accepted by staff in a variety of areas, including Professional Learning Communities, School Wide Positive Behaviour Supports, Numeracy, Literacy and Religious Education and Special Needs.
- Teacher and leadership increased capacity particularly to adopt contemporary learning practices.
- Link Professional Development with the Annual Action Plan and agreed staff roles.
- Provide opportunities for staff to share their new learning with fellow members of staff.
- School Advisory Council members participated in an Induction process.
- Staff participated in Annual Review Meetings with the principal.
- Leadership Meetings were held regularly between the Principal and Deputy Principals of the Bungaree Parish Schools.
- All teachers have a leadership role in a Guiding Coalition.
- Professional Learning Team meetings were prioritised which included collaboration of teaching staff from both Bungaree Parish Schools.
- Deepened staff understanding of feedback as a powerful tool for learning and continued to embed a culture of feedback across the school.
- Guiding Coalition meetings for Religious Education, Professional Learning Communities and Positive Behaviour Supports were held to prioritise development in each of these key areas. They were held on a three week rotation with the Principal.
- All staff had a leadership role through being part of a Guiding Coalition.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

SWPBS Behaviour Support

NCCD Briefings

Learning Diversity

CPR & First Aid Management of Anaphylaxis

Essential Learning

Response to Intervention

Professional Learning Community

Mathematics Leaders P/D

Emergency Management Planning

REL Conference

Graduates P/D

Deputy Principal Conference

Writing – Misty Ad

NAPLAN training

Staff Retreat

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

5

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1,738

TEACHER SATISFACTION

The four Cultural Pillars of Clarity (Role Clarity), Empathy (Supportive Leadership), Learning (Appraisal and Recognition, Professional Growth) and Engagement (Teamwork, Empowerment, Ownership) reflect the behaviours that contribute to staff wellbeing, motivation and performance – overall staff satisfaction.

St. Brendan's percentile ranking in these areas in 2017 are as follows:

Clarity – 64.5%

Empathy – 82.7%

Learning – 60.5%

Engagement – 82.5%

All scores have improved on the 2015 data with the exception of role clarity, which has dropped slightly.

These results, along with high teacher retention rate and attendance would indicate high teacher satisfaction at St. Brendan's.



Pyjama Day Fundraiser

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	100.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	50.0%
Graduate	50.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	100.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	2.3
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	1.2
Indigenous Teaching Staff (Headcount)	0



Off to School Camp at Lady Northcote. Years 3, 4,5 & 6 and staff



Lady Northcote Camp favourite activity "Flying Fox".

Learning & Teaching

Goals & Intended Outcomes

To challenge and support every student to achieve continuous improvement and success informed by evidence through providing an engaging and purposeful learning environment.

Achievements

- Students were identified through assessment who would require an individual learning plan.
- Data collected by staff demonstrated improvement in literacy and numeracy skills.
- Regular professional development was undertaken by staff in the areas of Numeracy, Literacy, Religious Education, Professional Learning Communities, Positive Behaviour Supports and ICT.
- Staff worked with the CEO Education Officers throughout the year on a variety of curriculum areas.
- Literacy and Numeracy Leaders support colleagues and lead PLTs on a regular basis responding to needs of students and teachers.
- Teachers worked collegially to plan units of inquiry across both schools that would include rich learning and assessment tasks and continue to develop better links between staff and children.
- Development of common understandings, language used, progression of skills taught and a planning proforma used by all teachers.
- Staff engaged in professional discussion, collaboration and networking with other schools in relation to Professional Learning Communities and Positive Behaviour Supports
- The staff participated in a number of Professional Development Days and follow up work to establish and maintain Professional Learning Community culture
- The staff continued to implement a comprehensive assessment schedule
- The staff provided regular communication to parents of Learning Intentions and student progress through the use of Data Walls displaying the children's results of formative assessments.
- Kevin Cummins worked with the staff to set up an online Bungaree Parish Schools data portal and assessment schedule for staff to record student data in a collaborative space to examine current performance and inform future direction.

- Use the HITS document as a tool for Professional Development, Peer Coaching and Feedback.
- Implement Bump It Up Wall for Writing in 2019.
- Develop and adopt scope and sequence for ICT in 2019
- Began the implementation of appropriate digital portfolios. Do Jos is used as the platform for the Juniors and Google Slides is the Senior platform.

STUDENT LEARNING OUTCOMES

Students in Years 3 and 5 completed NAPLAN tests during 2015, 2016, 2017, 2018 and 2019.

We are not able to show NAPLAN and the number of students meeting the minimum standards as there are less than ten students in Year 3 & Year 5 who sat the 2015, 2016, 2017, 2018 and 2019 NAPLAN. We are not able to share the data as it would breach the privacy of their results.

While our numbers are small and we need to be cautious in drawing conclusions from NAPLAN data, we can observe some overall trends. Reading, Grammar and Punctuation results for both Years 3 and 5 are above the State mean, while Year 5 Spelling and Numeracy is slightly above and Year 3 slightly below the State average.

Year 5 Writing results have declined slightly while Year 3 have remained consistent just above the state average.

Teachers use a number of data sets to monitor student-learning outcomes.

The teachers have analysed the results for this year. Staff have identified that writing is an area in which standards need to lift as no growth as been made in the last year. In 2019 the staff have attended Professional Development days with Misty Adoniou and have implemented the Bump It UP Wall to improve results and make writing a focus. The teachers closely monitor students' progress at weekly teacher meetings and report to parents as the need arises. The school has utilized the services of the Diocesan Literacy Education Officer and worked collaboratively with other schools to work towards further student improvement.



Science Experiment



Learning walk demonstrating the "Bump it up Wall"

E2013
St Brendan's Primary School, Dunnstown

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	71.4	100.0	28.6	100.0	0.0
YR 05 Writing	71.4	100.0	28.6	100.0	0.0

Wellbeing

Goals & Intended Outcomes

To develop children's capacity to become positive, resilient and independent in all aspects of their learning and behaviour.

Achievements

- Implement formalised surveying of students regarding Student Well-being and Safe Learning Environment.
- Scope and sequence over 2 years was implemented to explicitly teach our BRICKs. (Be Kind, Respectful, Courageous and Kind)
- The BRICK Matrix was evaluated and revised. It is now referred to as our BRICKs and outlines expected behaviours for students under the four values identified by the community of Respect, Inclusiveness, Courage and Kindness.
- Bounce Back continued to be used as primary tool to support social and emotional learning.
- A student survey was devised and is used twice a year – in Week Five of Term One and Term Three. Results are collated to provide data over time.
- The Student Voice is a regular component of the fortnightly newsletter. Children were able to highlight their learning and other special events.
- Regular meetings between the Student Leadership group and the Principal took place.
- Regular discussions were held with the students and lead by the teachers to aid the children in developing further social problem solving skills.
- Regular contact was maintained between the teachers and parents throughout the year.
- Special Education Personnel from the CEO were used to help identify needs of children with specific learning needs.
- Regular Combined Schools Days were held with our sister school in the Bungaree Parish enabling the children to establish relationships with a wider cross section of children.
- Students in Year Six took part in Transition days to aid in their move to secondary schooling.
- A Pastoral Care worker worked with children, staff and parents on a part time basis throughout the year.

- A Pre-Prep program was conducted to initiate children into school life prior to commencement to school life.
- Utilisation of current and emerging technologies to build student engagement and assist students to develop their overall knowledge and skills in using ICT.
- The children have opportunities to engage in personal learning on a daily basis.
- Camp Program continued with the children and staff from the Bungaree Parish Schools Combined. The Preps were involved in a Stay Back, the Year 1's and 2's a sleepover at St Brendan's School, and the Years 3 and 4 participated in a one night Camp at Lady Northcote Camp while the Year 5's and 6's participated for two nights at the same location.
- Major and Minor breaches of the expected behaviours continue to be referred to and used as needed.
- A behaviour tracking document and Live Diaries are used to collect data and monitor children behaviours and wellbeing over time.
- Understanding of the Brick Matrix and Major and Minor Breaches guidelines is promoted through explicit teaching opportunities as prescribed in a newly constructed Scope and Sequence.
- All children have a Buddy for support and to work with at specific times.
- Students and staff participated in RUOK day activities.



Referring to our Major and Minor behaviours document



The annual end of year school excursion. In 2019, we visited to the Melbourne Zoo.



Winning Netball team

VALUE ADDED

- The school Matrix has been evaluated, revised and amended to be more explicit.
- Behaviour tracking document, Wellbeing Surveys and Live Diaries provide further data for all staff to monitor student wellbeing.
- The Bounce Back program was utilized to provide the children with strategies to recognise and control emotions.
- The Bounce Back program was utilized to promote and foster anti bullying. Behaviour Monitoring forms are used to help proactively manage behaviours.
- A Student Leadership Policy defines procedures to promote student leadership opportunities throughout the school.
- Regular Student Voice articles were published in the weekly school newsletter which outlined to the community what the children were learning and what special activities were taking place.
- The Pastoral Care Worker has provided the children with an opportunity to seek and gain counselling advice, and provided a conduit for families to gain access to community support services as needed.
- Individual learning plans enable specific programs to be provided to children with specific needs
- Special Needs / Welfare is a special agenda item at least once a term at staff meetings to identify students at risk.
- Student Support Group Meetings are held at least once a term for children with additional needs.
- The Pastoral Care Worker provided a series of transition sessions for the Year 6's to prepare for Secondary School.

STUDENT SATISFACTION

Student satisfaction in our school is gauged through participating in school events and by their willingness to engage in activities, which lead them beyond the classroom learning environment. Our students indicate a genuine willingness to involve themselves in community events and to represent our school in a variety of different circumstances.

- Our students maintain a high interest in our school with a positive attitude to learning.
- Students have opportunities to develop leadership skills through the Buddy program, Peer Tutoring, School Captains and Leadership Team and classroom meetings.
- Attendance rate for students is high.

The Student Wellbeing Aggregate Indicator assesses student emotional wellbeing, the quality of teacher student relationships and student engagement in learning. The 2017 results have all improved since 2015.

The most notable improvements have been in Student Morale, Student Distress, Connectedness to School, Teacher Empathy, Purposeful and Stimulating Teaching and Learning Confidence, all of which have steadily improved since 2013. It is believed the introduction of SWPBS (School Wide Positive Behaviour Supports) in 2015 has had a positive influence on these results.

STUDENT ATTENDANCE

Staff complete attendance records for all students, with attendance being checked and marked twice daily. This is done electronically through SIMON. Students are not reported as being absent when they are on school-approved activities such as camps/excursions, sporting events etc.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	90.3
Y03	94.0
Y04	94.0
Y05	97.2
Y06	94.7
Overall average attendance	94.1

Non – Attendance

If a child comes late to school, they must report to the office and receive a late pass which is given to the class teacher so that the role can be completed accordingly. If office is unattended, the children come straight to class and report to their class teacher. Parents of absent students are required to notify the school of the absence and reasons for the absence either by phone, email, via Flexibuzz. If no notification has been received by 9:10am then the parent is contacted via phone call. Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular or whose absences appear unwarranted. The Principal will, after consulting with the class teacher, contact parents to discuss. If support is needed, then strategies will be implemented to assist the family so attendance can resume.

Child Safe Standards

Goals and Intended Outcomes

To ensure all children are safe, feel safe and act in ways that keep themselves.

In response to Ministerial Order 870 St Mary's has focussed intently on achieving each of the prescribed child Safety standards.

- 1: Organisational culture of child safety Standard
- 2: Child safety policy Standard
- 3: Code of conduct Standard
- 4: Staff screening, supervision and training Standard
- 5: Responding to and reporting child abuse Standard
- 6: Identifying and removing risks Standard
- 7: Empowerment of children

Achievements

- All staff have been made aware of implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and displays of procedures are visible in the office and staff room.
- The school matrix of expected behaviours has been revised by staff and students with the section on Inclusion being made much more specific.
- All staff complete Mandatory Child Safe modules annually
- We have updated policies and procedures as stipulated by the CEOB. Included with this are a Child Safety Policy and Code of Conduct. These are available for perusal on the school website.
- It is compulsory that all volunteers and people entering the school have a Working with Children check.
- The Vision and Mission Policy have been updated.
- A social worker continues to work in the school and is available for students, parents and staff.
- Awareness of changes and initiatives regarding Child Safety have been made through the School Newsletter, through Advisory Council meeting and Parents and Friends meetings. The staff have been briefed along the way through regular Staff Updates and Staff Meetings.
- Weekly staff updates are circulated by the Principal. This forum keeps staff informed of weekly events, as well as emphasises the need for awareness around Child Safety, learning and behaviour matters.

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*