



# St Brendan's Primary School Dunnstown

2021

## Annual Report to the School Community



Registered School Number: 212

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E NUMBER	E2013

## Minimum Standards Attestation

I, Inez French, attest that St Brendan's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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 2021 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 Schools.

23/03/2022

**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 governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

## Our School Vision & Mission

### 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 2020, the school consisted of 19 children, comprised of 11 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. Our children are exposed to a broad curriculum. Child safety at St. Brendan's is a priority.

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.

## Principal's Report

2021 has certainly provided its challenges for our school communities and the world in general. I began the year as the official Principal for both St. Brendan's and St. Mary's full of excitement, enthusiasm and hope for the future however, it was never going to be easy after 2020. COVID has impacted our lives, our schools and community in ways we may not have ever imagined. However, I have always remained optimistic and thank the staff, parents and children for the way they have rallied together and worked hard to keep the learning and teaching happening for our children. They have shown resilience in tough times and a 'can do' attitude that I am immensely proud of.

As always, I write this report under the 5 headings that our 5 year school strategic plan and Annual Action Plan are formed.

### **Catholic school culture**

At the end of last year, our schools signed an agreement to be governed under DOBCEL - Diocese of Ballarat Catholic Education Limited, as did the majority of Ballarat Catholic schools. The main impact has been that Fr. Sajan no longer governs our school, but is still involved in different ways. Many policies are now determined by DOBCEL and this has provided schools with more consistent policies across the Diocese. This term, DOBCEL have also begun to oversee the school payrolls.

This year the staff were fortunate to have our biennial retreat. It was the first time the staff has gathered as a whole to be part of some professional and personal development since the start of 2020. Sue and Jess put together a reflective, personal and team building opportunity with focus on working with Alan Hutchinson on our individual PSI (Personal Style Indicator) surveys.

The aim of the Retreat is for us to:

- enhance our understanding about ourselves
- discover how we can best use our operational style strengths in the various settings/teams we work in
- explore how this can further enhance existing relationships

We are continuing our work in this area through staff meetings and a planned half day at the end of the year.

This year the staff, parents and Year 5 and 6 children completed the ECSI (Enhancing Catholic School Identity) surveys. I have just received the results and the staff will begin to unpack the results which will then be shared with parents early on next year. The results will help us form goals and our Annual Action Plan for 2022.

Last year it was decided the Sacramental program be conducted as a 2 year cycle. This was because of the restrictions of COVID and the smaller number of children making the sacraments. We thank Sue for her continued role in leading the Parish program and we were fortunate that the children were able to receive the sacraments of Reconciliation, First Eucharist and Confirmation in between lockdowns and with COVID restrictions in place.

We were also fortunate to be able to celebrate some of our traditional Masses and Liturgies this year. As occurred last year, we came together as 2 schools for our opening year Mass and we managed to celebrate Mothers' Day at both schools. Sadly, Father's Day was again done differently due to COVID however, the staff and children made the day special for the dad's and special men that are part of our community. As I write this, we have plans for Graduation and the end of the year celebrations in place and hope that those can go ahead and involve all of our families and possibly wider community. Fingers crossed!

### **Learning and teaching**

Our priority is always to produce quality learning and teaching so that all children can reach their full potential in all areas. In 2022 this will be even more important as teachers carefully monitor each child's progress making sure that the expected growth is occurring after an interrupted school year in 2021. 2022 will be the year of prioritising the necessary curriculum and assessing what our children need and perhaps can do without. Extra support will be in place for those children that require it and as always, data from assessments will inform the particular needs of every child.

As a system, I believe education will see some positive changes next year with schools given more autonomy to make the changes necessary to accommodate what our school and students need most. I am hopeful that extra funding through the Tutor Program will allow us to put in more intervention and support for those that require it. This year our schools were given \$5000 as part of a Tutor Program to provide extra support for children due to the interruptions to schooling last year. While this has been helpful, it was problematic at times to put in a program and extra support due to further interruptions this year. It is expected that this funding will continue next year. Depending on the amount, we will assess where our priorities are next year and then work out where the money will be best spent for the students most at need.

During home learning we were fortunate to be able to supply each child with a device to work on from home. This helped to make the transitions from school to home learning smooth and reasonably easy. How lucky were we! Each time we were required to change to home so that everyone could manage the changes with confidence and as smoothly as possible.

Essential Assessments was implemented this year and became part of home and school learning. The program is has proved to be a valuable online tool to assess children and provide information for the teachers to set up specific tasks that meet the children's individual needs.

Felicity Lane from the Catholic Education Office has supported us in working towards the goals of our Agreed Partnership. The Focus has been on Reading this year and even with interruptions, we have managed to achieve a lot, such as - having agreed protocols around reading, what the reading block looks like in our schools and looking at how we are using data to improve outcomes. This partnership will continue next year and the focus will move to writing.

### **Community Engagement**

One of the biggest impacts COVID has had on our schools is continuing to build upon our relationships and community spirit that we have worked hard to establish over the years. I know that it has been challenging for many families with the guidelines keeping families out of our schools or gathering in the ways we would normally. We have had very few chances to have all families together socially and I am especially conscious for our new families that joined our schools in 2020 and 2021. However, on the bright side, we have begun to look at doing things differently which can work for our communities and even be more inclusive of all. For example, having a P and F meeting where some can gather at a meeting place and others can join via Zoom if getting out in the evenings is difficult, or having a dinner after Graduation where everyone joined at a venue that was not at school, with 100% attendance.

Moving forward and when restrictions allow, a focus will be on continuing to build upon the relationships we have established and getting back to having our families and wider community coming together again.

I thank the P and F for their fundraising efforts this year. It has been a real challenge to continue the efforts of the past to raise money for our schools, especially when we know our own families and community are going through difficult times themselves. Next year it is my hope that the P and F will continue their work in raising funds for our schools and combine this with opportunities to come together for social purposes.

This year we have made a conscious effort to improve the way the school communicates with families. We have continued to use PAM and now use emails and See Saw platforms to inform parents and share the children's learning with parents. We are excited to have worked with Schoolzine to build a new website for both of our schools so that it is more user friendly for our parents, wider community and for perspective families. I am sure that this will assist the way we share information with families and promote our schools.

### **Leadership and Stewardship**

As a leader this year, one of the biggest challenges from my perspective, was to keep maintaining and building upon our PLC (Professional Learning Communities) work and to plan forward. Our two staffs have not been able to come together face to face for a large part of the year and while Zoom works, it is not the best way to build relationships and work collaboratively together. The staff have done an amazing job in making the most of the situation and adapted to the changes as best as they could.

I feel that it is vital to build links with other schools and the wider community. These connections are important for myself as a principal and for our children. Paul from St. Pat's at Gordon, Jayne from St. Brigid's, Ballan and myself, work closely as a group of new Principals with the guidance of Kim Butler, to support each other. This has been worthwhile and very helpful, especially as we are all in the same Shire and have similar issues and concerns that are sometimes relevant to smaller schools. The children from St. Mary's, St. Brendan's and St. Pat's Gordon have met on a few occasions and we will continue making opportunities happen where our children can build friendships with children outside of our immediate schools. Next year we will be going on camp with St. Michael's Daylesford. It is imperative that we continually explore ways that our children can make connections with students from various schools.

In Term 4, our schools were involved in a VRQA audit (Victorian Registration and Qualifications Authority) audit. This is a normal practise as all Victorian schools need to meet minimum standards to operate as a registered school. We will receive the audit report within the next few weeks and act upon any necessary recommendations

I am thankful for the work we did as a community to review our Vision for our schools. Staff are now continuing the work on the Mission aspect and the hope is that we will have the reviewed Vision and Mission ready to roll out next year.

We have continued to strive towards our Annual Action Plan goals for 2021 with some success. The interruptions to the year have meant that perhaps we did not achieve as much as we hoped however, we have completed our work in reading that was planned, have continue working on building a shared understanding of Awakenings, implemented tracking of behaviours on SIMON, are well on the way to reviewing our Vision and Mission and have done our best to continue promoting our schools through various avenues. As a staff, we will the goals to continue to use ALL data collected proficiently, to drive teaching and improve student outcomes, and to build staff capacity to interpret and analyse data.

The request this year was to have two Combined School Advisory meetings and two individual school meetings. This was implemented and will continue into 2022. It was felt that there should be some opportunities to meet to discuss issues and topics that may be specific to each particular school. This format will continue next year. I sincerely thank the SAC for their support this year.

Most of these meetings were held via Zoom with some success but technology did provide its own issues. A huge thank you to Andrea in her role as Chairperson of the SAC, Sally as Secretary, Nic as Treasurer and our other member that make up the Council - Kerri and Kylie. A very special thanks to Kerri for the many years she has spent on the various committees at St. Brendan's. The numerous things that Kerri did often without the whole community be aware, have made our school a better place. I sincerely thank all of the SAC members for their support this year.

The P and F handed over a cheque of \$5000 dollars earlier this year which is a fabulous effort and much appreciated. Their fundraising efforts are to be commended. The funds went towards further improving our school grounds. It was decided that the Fun Run would not go ahead this year due to COVID restrictions and the smaller number of families being able to commit to such an involved event. Lakin and Karl presented the P and F with opportunity to do a number of BBQs at the sunflower farm and the parents quickly got things in place to make these happen. The response was fabulous and proved once again the commitment of our families to raise funds for our schools. It was truly amazing!

Next year in 2022 we will have 16 children at our school. We will sadly farewell four Year 6 children - Casey, Frankie, Tierney and Emma. We will welcome a new family to our school. Kimberley and Paul have 3 children. Preston will begin Prep in 2022. Her siblings are Kingston and Emerson. We are looking forward to having them as part of our school community. We will be continuing with the class structure of Year Prep, One and Two comprising the Junior class of 7 children, and the Senior class will encompass Years Three to Six and will have 9 children.

We are continuing our work to improve the outside areas of our school. Currently, we are getting quotes to make the front area of our school more appealing by replacing the roses and improving the garden beds, providing seating, replacing the screening area with poles and a garden area removing some of the hedge area near the gate and tidying up the rest of the hedge. We hope to get our vegie gardens up and running again next year and welcoming back chooks to our school.

There are grants available to get shade sails to provide more outdoor covered areas for learning. We are getting quotes for these works also and hope that our grant is successful. If so, this should go ahead early next year.

### **Wellbeing**

As we enter our second year of managing home learning, learning at school and COVID lockdowns and restrictions, wellbeing of students, staff and parents remains an area of great importance for us. It has been difficult this year especially for our parents as we have had to ask them to stay off site for most of the year. We have always valued the relationships we have with staff and parents and not being able to have our usuals catch ups and chats has been difficult. However, I feel that we have managed to keep in contact through emails and phone calls and that every effort has been made to keep the lines of communication open. Next year, all going well, the emphasis will be on reconnecting in person and providing opportunities to spend time together in a variety of ways.

Our work on PBS has continued and the major and minor document has been reviewed and simplified. This will be shared with parents and children when the final document is completed.

The emotional and social wellbeing of all in our schools is always important, but especially more so now as we acknowledge the impact continual extended lockdowns have had. Next year we are going to work with the Mary Mackillop Institute to become ReLATE (Reframing Learning and Teaching Environments) schools. This is a research and evidence informed model that supports schools to create the preconditions for improved teaching, learning and wellbeing. The program is being supplemented by DOBCEL and we will partner with St. Augustine's from Maryborough as another way to work with different schools.

After consultation with our students and staff, our Student Leadership Model has been revised and will involve a Team next year of all the Year 5 and 6 children that wish to, can be part of Leadership. It is felt that this model is better suited to our small schools, is more inclusive and provides an opportunity for all children that aspire to be leader in our school, to be able to do so.

### **Farewells and Welcome:**

This year we farewell Frankie, Casey, Tierney and Emma. They have proved themselves to be a very resilient and well-grounded group of children as they have navigated so many challenges over the past 2 years. We know that it has not been easy at times however, they usually bounced back, made the most of the opportunities presented to them and just got on with things. We wish

them well as they continue their educational journey and move onto secondary school. We also farewell the Leonard family. Kerri and Brendan, along with Lily, Sam and Casey have been part of St. Brendan's for 11 years. We thank them for the many contributions they have made to our school over the years and know that they will always remain part of our school community.

Sadly, we also say goodbye to Sue. Sue has been at St. Brendan's for 15 years. Sue's care, guidance, support and teaching of the children has been exceptional and she will be sadly missed. We wish her well as she moves onto a new chapter in her career. Fortunately for our schools, Sue will continue to be a valued and special part of our staff and we will get to see her often.

2021 has certainly provided its challenges for us all. Through it all, we have supported and drawn strength from each other and always had the children at the heart of all that we have done.

I know that whatever 2022 brings, it will be okay and that we have the strength, resilience and positivity necessary to get through. My hope for 2022 is that we have consistency for our schools and continue to build relationships in our community for the good of all.

Take care,

Inez

## School Advisory Council Report

Wow! And we thought that 2020 was a tough one. But we made it.

A huge thank you to all of our wonderful teachers, support and administrative staff for their continued efforts commitment in what was perhaps the most challenging year for learning. At times, I am sure we all feel like a yo-yo, in and out of lock down which made it at times impossible for a consistent run at reaching and learning. As parents, we all appreciate the effort that goes into teaching and guiding our children and I think I am not alone in saying that I hope the extended periods of home learning is an experience we can all put behind us.

We were very excited to have Clare start in the junior room this year, and it has been wonderful to have her in our school community with some fresh ideas and new experiences for us all.

At the end of the year, we not farewell but "see you later" to Sue and wish her all the best in her new classroom at St. Mary's. We look forward to seeing you at the combined school days next year.

We also say farewell to Kerri, Brendan, Lilli, Sam and Casey who have been enormous contributors to our school over many years. Thank you for everything you have done over your time at St. Brendan's.

An enormous thank you to Inez, who in your first full year as principal had done an amazing job leading our schools. I'm sure it's not exactly how you envisioned your first year as principal, but you have guided the students, parents and teachers wonderfully in some of the most uncertain times. Your drive to improve and expand our schools is wonderful.

Whilst we weren't able to have the Mountain of Fun Run, we are grateful to the Britt family for providing us with the opportunity to run the fundraising BBQs at the sunflower paddock. Well done to everyone who contributed their time in making these days such a great success. We look forward to a repeat in 2022.

Thank you to all of the families involved in our school. Whilst we may not have had the usual social interactions at the school gate or at school events, everyone has been able to contribute in some way. Each families continuing support our school is what makes it such a great place and central part of our community. A special thanks go to my fellow SAC (School Advisory Community) members for their ongoing support especially to Nic as Treasurer and Sally as Secretary.

Andrea Lenaghan - Chairperson

## 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 2021 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.
- Continuing to work with New Awakenings document.
- Implementing teaching and learning experiences that are devised by using Awakenings to teach Religion.
- Regular liturgies were planned and celebrated for special events throughout the church year.
- 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.
- A Social Justice group was formed that met regularly to plan and organise events that would raise awareness of social justice and raise funds for those in need.
- The students made a significant financial contribution to Catholic Missions and Caritas through the organisation of Fundraising events.
- Staff continued to deepen their understanding of the ECSI data and plan religion lessons with a contemporary Catholic approach.
- Welcome to Country has become part of Prayer at each assembly.

## VALUE ADDED

In 2021, the school undertook the following activities to bring about overall School Improvement:

- School liturgies and Masses when possible 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.
- The Religion section on fortnightly newsletter has been improved and is more relevant to our school community.
- A prayer resource has been developed to assist teachers in modelling to children, various ways to pray.
- Opportunity for students to gather via digital platform to participate in prayer during remote learning
- REC modelling how to re-contextualise prayer for staff
- Collective agreement on prayer practices in the classroom
- Vision and Mission was reviewed and rewritten, making it more relevant to our current school situation and easier for all to engage with.

## 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.
- Student Representative Council meetings encourage Student Voice in School Improvement.
- Regular Student Voice components on the school newsletter enable the children to highlight their learning and special events.
- 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 PAM.
- 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.
- Instead of visiting, the students made a Christmas gift for the residents of Mercy Place, home for the elderly, this year.
- Principal visited local kindergartens in Terms One and Four 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.
- 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.

- Continue to develop links with St Patrick's Gordon with staff working together on BIUW professional development times to moderate writing and the children join to be part of a number of activities on given occasions.

#### 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.
- Consistently high attendance to school assemblies
- High attendance to special events, not only of parents, but also of extended family members and the Dunnstown community.

## 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. Much of these opportunities occurred online.
- 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 prioritized which included the 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.
- Staff had a retreat on Personal Style Indicators lead by Alan Hutchinson. Work on this continued all year and all staff participated.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2021

LITERACY SCAFFOLDING/WRITING DAY

RETREAT

RE

PRINCIPAL LEARNING DIVERSITY  
 CONSENT EDUCATION  
 FIRST AID  
 WORK HEALTH SAFETY COMPLIANCE  
 ESSENTIALS OF ANTI DISCRIMINATION AND COMPLIANCE  
 PROTECTING CHILDREN  
 HARASSMENT AND BULLYING COMPLIANCE  
 SAFEGUARDING ESSENTIALS  
 SEXUAL HARASSMENT TRAINING  
 MANDATORY REPORTING OBLIGATIONS  
 ESSENTIALS OF WHISTLEBLOWING  
 NAPLAN TRAINING  
 INFORMATION SHARING & FAMILY VIOLENCE REFORMS

Number of teachers who participated in PL in 2021

4

Average expenditure per teacher for PL

\$1565

## 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 2021 are as follows:

All results have improved on the 2017 survey data.

Clarity - 64.5%. Now 75.9%

Empathy - 82.7%. Now 93.2%

Learning - 60.5% has increased to 72%

Engagement - 82.5% to 88.1%

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

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

96.5%

#### ALL STAFF RETENTION RATE

Staff Retention Rate	81.8%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	40.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	40.0%
No Qualifications Listed	20.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	7.0
Teaching Staff (FTE)	2.5
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	1.5
Indigenous Teaching Staff (Headcount)	0.0

## 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 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 [1] [SEP]
- The staff continued to implement a comprehensive assessment schedule
- The staff provided regular communication to parents of Learning Intentions and student progress through the online platform of digital portfolios - See Saw
- Staff used an online Bungaree Parish Schools data portal and assessment schedule f to record student data in a collaborative space to examine current performance and inform future direction.
- Learning tasks and units of work were set and delivered to children via Google Meets and See Saw during lockdown.
- Each child was provided with a digital device, so learning could continue at home and regular check-ins with teachers could continue remotely.
- The school was involved in a partnership with CEO . Felicity Lane worked closely with staff to achieve the goals of completing our Reading Essentials for all year levels and to arrive at collective commitments for reading with Junior and Senior teachers.

## STUDENT LEARNING OUTCOMES

Teachers use a number of data sets to monitor student-learning outcomes. As well as NAPLAN (which was not conducted this year), the main standardised assessment used is PAT - Progressive Achievement Tests.

The following results show an improvement in all areas assessed from Foundation to Year 6.

71% at or above standard PAT R - Foundation to Year 6

91% at or above standard PAT S - Years 3 - 6

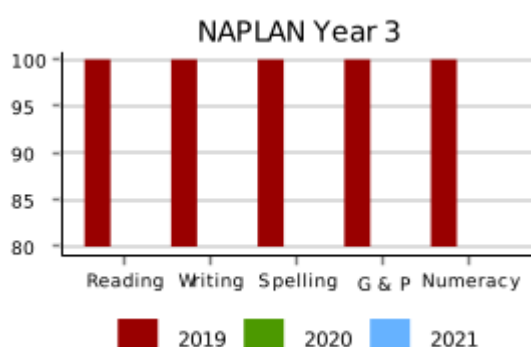
61% at or above standard PAT M - Foundation to Year 6

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	***	-
YR 03 Numeracy	100.0	-	-	***	-
YR 03 Reading	100.0	-	-	***	-
YR 03 Spelling	100.0	-	-	***	-
YR 03 Writing	100.0	-	-	***	-
YR 05 Grammar & Punctuation	**	-	-	**	-
YR 05 Numeracy	**	-	-	**	-
YR 05 Reading	**	-	-	**	-
YR 05 Spelling	**	-	-	**	-
YR 05 Writing	**	-	-	**	-

\* 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.



[Image.NaplanYear5]

## 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 Wellbeing 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.
- The Student Voice is a regular component of the fortnightly newsletter. Children were able to highlight their learning and other special events.
- Meetings between the Student Leadership group and the Principal took place.
- Regular discussions and class meetings 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.
- Learning Diversity / Wellbeing 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 the commencement of school.
- 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 Year 3,4,5 and 6's participating in a Camp Out at school for one night.
- 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.

#### VALUE ADDED

- Students reflection of home activities during remote learning via Google Slides.
- Pastoral Care worker maintained contact with vulnerable children and families during remote learning.
- Staff checked in with all children at least every second day via Google Meets during remote learning.
- Mindfulness tasks were included as part of weekly tasks while children were learning from home.
- Individual check-in for specific children.
- Nightly story time by Principal via Google Meets for 3 weeks for those that wished to participate.

#### STUDENT SATISFACTION

Student satisfaction in our school is gauged through participation in school events and by their willingness to engage in activities that 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.

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 2020 Insight SRC data for St. Brendan's shows that the Student Wellbeing Aggregate Indicator has dropped slightly while Student Behaviour has increased with a score of 73.6.

Student Wellbeing will continue to be a high priority for staff as children move between remote learning and attending school.

**STUDENT 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 the 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 SIMON. If no notification has been received by 9:30am 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.

During remote learning, parents contacted the teacher of their child if they were not able to attend Google Meet classes or complete daily activities. A daily record of children's attendance was completed by teachers.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	94.6%
Y02	93.8%
Y03	null%
Y04	95.3%
Y05	96.5%
Y06	96.8%
Overall average attendance	95.4%

## Child Safe Standards

### Goals & Intended Outcomes

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

In response to Ministerial Order 870 St. Brendan'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 and sign a Code of Conduct.
- A pastoral care 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.
- A weekly staff update is 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 matter.
- Two child safety officers have been appointed
- Child Safe Policies are on the website

