



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Brendan's School
Flemington

2019

REGISTERED SCHOOL NUMBER: 0113



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Contact Details

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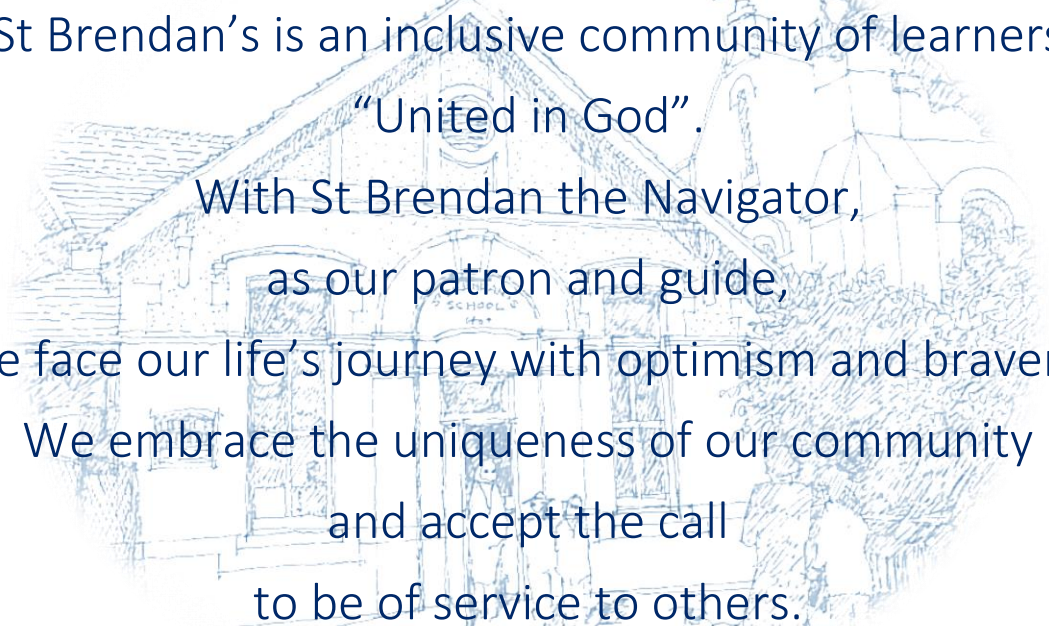
Minimum Standards Attestation

I, Peter Hayes, attest that St Brendan's School - Flemington 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.

May 2020

Our School Vision



St Brendan's is an inclusive community of learners
"United in God".
With St Brendan the Navigator,
as our patron and guide,
we face our life's journey with optimism and bravery.
We embrace the uniqueness of our community
and accept the call
to be of service to others.

School Overview

St Brendan's School is a Catholic Primary School situated in the inner suburban community of Flemington, providing quality learning and teaching in a vibrant and contemporary setting. Our rich diversity is a valued asset of our community as we live and learn in an environment of acceptance, celebration and mutual respect.

Established in 1887, St Brendan's School employing lay staff to teach within the one room parish school. From 1898 to 1908, the Sisters of Charity travelled daily by horse and cart from Strathmore to teach and administer a Catholic education. Following the Education Act of 1908, the role transferred to the Sisters of Mercy who had opened up their Novitiate and Teacher Training College, located in Mt Alexander Road. There remains a strong and visible presence of our heritage throughout our learning environment.

In 2019, our enrolments sat at 145 students. The multicultural nature of our enrolments was represented by 10 cultural backgrounds reflected in the 68.9% of students of a language background other than English. Cultural backgrounds represented in our community included Ethiopian, Sudanese, Vietnamese, East Timorese, Indian and Chinese.

Of our enrolments, 60% were of the Catholic faith. The presence and guidance our Parish Priest Fr Hien Vu supported us throughout the year.

In 2019, our seven classes were structured into a Prep, 2x Year 1/2, 2x Year 3/4, 2x Year 5/6. Students engaged in specialist subjects of Visual Arts Years, Performing Arts, Physical Education and LOTE (Italian). Intervention programs, Reading Recovery and Number Intervention, supported students at risk.

St Brendan's Early Years Program continued to bring together the families of children aged birth to 5 years in an intentionally designed learning environment that supported families as the first educators of their children.

Staff roles in 2019 included leaders in the curriculum areas of Religious Education, Learning & Teaching, Literacy, Mathematics, Student Wellbeing and Learning Diversity. We had six Educational Support Officers and two Administration Staff. The school continued to engage an ICT coach, a child psychologist and a speech therapist as well as a Blueearth coach. Private keyboard lessons and tennis coaching continued to be on offer to our students.

The number of digital devices within the school continued to increase in 2019 with fleets of iPads and Chromebooks were utilised across the school.

The goals and intended outcomes within our Strategic Plan continued to be implanted.

At St Brendan's School, it is our intent to:

- explicitly acknowledge the school's Catholic identity underpinned by a dialogical approach
- focus on the improvement of learning growth of all students – ensuring high expectations are embedded
- continue to focus on the development of the whole child
- partner with families to engage them in their child's learning
- engage with the wider community to improve learning and engagement and to place learning in context.

Principal's Report

St Brendan's has had another rewarding year in 2019.

We welcomed three new staff members:

- Abby Westgarth – Administration
- Nicole Bourke – Learning Support Officer
- Kelly Moore – Deputy Principal, Leader Catholic Identity and Learning & Teaching.

Significant initiatives were:

- School Art Show
- On-going promotion of whole school Mindfulness
- Continuation and development of our Early Years program, Books in Homes
- Staff Professional Learning
 - First Aid
 - Anaphylaxis
 - Theology of the Nativity

Community and Family Engagement continued to be a major focus with participation in

- Liturgical celebrations:
 - St Brendan's Day
 - Beginning of Year Mass and BBQ
 - Mothers', Fathers' and Grandparents' Days
 - ANZAC and Remembrance Days
- Cuppa on the Kerb
- Working Bees
- Fun Day
- Early Years – pre-school literacy and numeracy based playgroup facilitated by St Brendan's staff and Victorian University pre service teachers.
- Books in Home

Our Art Show was a highlight of the year. All students displayed a minimum of three works of art in the 'Art Gallery'. The many visitors who attended the weeklong exhibition enjoyed the skilfully created pieces.

The members of our Parish Education Board served our school community splendidly over the past twelve months. We thank them for their commitment to our school, evident in our very successful year. At St. Brendan's our students are highly engaged in learning tasks that promote equality, diversity, and social justice. They are truly respectful and a pleasure to observe as they go about their learning.

Education in Faith

Goal

To explicitly embed the Catholic identity of St Brendan's as a living faith community within a contemporary context

Intended Outcomes

- That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community
- That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Achievements

St Brendan's continued to implement a number of school initiatives that both highlighted and developed our Catholic identity.

During 2019, the school was engaged in:

- Explicit modelling of Gospel values through our interactions with each other and the wider community
- An in-depth focus on the Gospel of **Luke** with the adoption of our whole school theme: **"Live in faith"**
- Increasing staff use of the Renewal of Religious Education Curriculum and the *Pedagogy of Encounter*
- Planning and implementation of Religious Education Curriculum in accordance with Catholic Education Melbourne Guidelines and in light of our school context
- Continuing to incorporate Catholic Social Teachings across the curriculum and in whole community initiatives that build the profile of social justice
- Enhancing Catholic School Identity through enriching liturgical celebrations and assemblies, increasing iconology within the school environments, raising the engagement of families in preparation for Sacraments and expanding opportunities to engage in whole school times of prayer at Lent and Advent



VALUE ADDED

The following activities related to the Catholicity of our school which 'add value' to the achievement and spiritual development of our students:

- Appointment of Social Justice Captain in Year 5/6 and Social Justice Leaders from Year 1-6
- Fortnightly planning of the Religious Education curriculum supported by the Religious Education Leader
- Weekly Prayer Assemblies
- Monday Morning Prayer
- Daily Advent Prayer
- Annual Sacramental Programs for First Reconciliation, First Eucharist and Confirmation
- Sacramental Family Workshops – Faith & Life Nights
- Sacrament Enrolment & Presentation Masses
- Sacramental Candidates involvement in weekend Parish Masses – Offertory Procession
- Attendance of our Social Justice Leaders and School Captains at the St Patrick's Day Mass for Schools
- Collection of food items for the Feast of the Sacred Heart and the Parish Christmas Campaign
- Involvement with Project Compassion, St Vincent De Paul, Socktober
- Whole school Holy Week Reflection Day and presentations of the events of Holy Week
- Whole school reflection day for the Feast of St Brendan
- Special Prayer Assemblies for ANZAC, Mother's, Father's, Grandparents' and Remembrance Days
- Celebrations at Mass for liturgical events
- School Christmas Carols
- Attendance of Religious Education Leader Network Meetings

Learning & Teaching

Goal

To provide a rigorous contemporary learning environment that challenges and empowers students to grow as active, independent and successful learners

Intended Outcomes

- That student outcomes in Literacy, with an emphasis on Reading, and Numeracy improve
- That students will have a greater voice in, and ownership of, their learning

Achievements

Some Key Improvement strategies to improve learning outcomes for students in 2019 have been:

Learning & Teaching

- Continued development of Learning Dispositions: Resourceful, Open Minded, Self-Managing, Determined, Curious
- Use and display of learning intentions and success criteria in learning areas that provide a focus for the knowledge, understandings and skills students are expected to develop
- Professional learning meetings to review NAPLAN and ACER Progressive Achievement Test data, identify learning challenges and provide medium term goals for English and Mathematics
- Regular Newsletter items outlining current Learning Intentions in all year levels
- Weekly facilitated planning with class teachers and curriculum leaders
- Implementation of Digital Technologies planning in curriculum across the school
- One to one and whole school Digital Technologies professional development
- Specialist teachers for LOTE (Italian), Health and Physical Education, Library and Performing and Visual Arts

English

- Continued use of student evidence and data analysis in English to provide a differentiated curriculum that targets all students' learning needs
- First 20 Days in Literacy, to establish and practice literacy procedures and routines that build student independence in work
- Key learning focus on comprehension in Reading, with emphasis on building both literal and inferential understanding around texts
- Targeted support for students e.g. Reading Recovery, Levelled Literacy Intervention, learning support officers, speech pathology programs
- Whole school approach to student engagement with literacy, including learning intentions, success criteria, choice, conferencing and goal setting

Mathematics

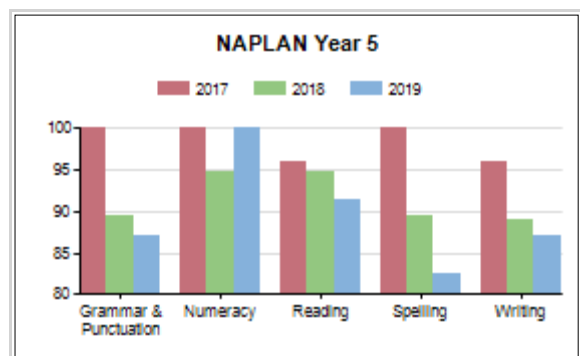
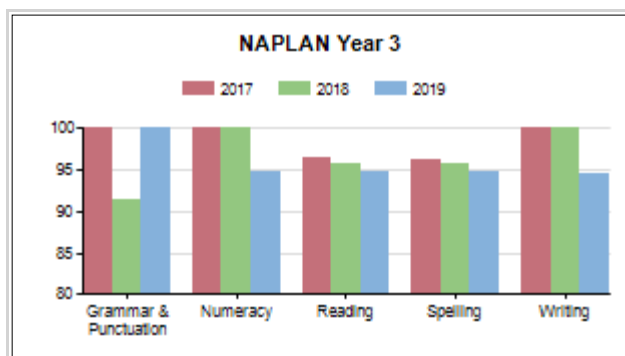
- Sustaining the work of Strategic Support in Mathematics through the implementation of the Mathematics Planning process
- Professional learning sessions for classroom teachers with Mathematics Leader

- The use of pre and post assessment in Mathematics to target individual student needs
- Use of Curriculum Design Principles in Learning and Teaching of Mathematics
- Continuing participation in Pentagonal Collective - a cluster with 3 schools to improve our Learning and Teaching of Mathematics focussed on Number Patterns and Algebra

School Performance Data Summary

E1017
St Brendan's School, Flemington

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	91.3	-8.7	100.0	8.7
YR 03 Numeracy	100.0	100.0	0.0	94.7	-5.3
YR 03 Reading	96.4	95.8	-0.6	94.7	-1.1
YR 03 Spelling	96.3	95.7	-0.6	94.7	-1.0
YR 03 Writing	100.0	100.0	0.0	94.4	-5.6
YR 05 Grammar & Punctuation	100.0	89.5	-10.5	87.0	-2.5
YR 05 Numeracy	100.0	94.7	-5.3	100.0	5.3
YR 05 Reading	96.0	94.7	-1.3	91.3	-3.4
YR 05 Spelling	100.0	89.5	-10.5	82.6	-6.9
YR 05 Writing	96.0	88.9	-7.1	87.0	-1.9



Student Wellbeing

Goal

To enable students to develop the capacity to respect self and others

Intended Outcomes

- That students apply the skills of social and emotional learning to all aspects of their lives
- To develop responsible, independent and resilient learners who are equipped to thrive in a contemporary world

Achievements

- Continuation of Mindfulness practices throughout the week
- Embedded, visible school expectations - classroom, whole school
- Explicit teaching of school expectations - at St Brendan's we are SAFE, RESPECTFUL & ACTIVE LEARNERS
- Response to Intervention meetings with staff to discuss student progress/support
- Social and Emotional Learning highlighted in teacher planning
- Wellbeing Leader facilitates planning with staff
- Reinforcing positive behaviour and work through 'Live in Faith' Awards for students—presented at school assembly each week
- Planning & discussion of learning dispositions
- Continued professional development of Berry Street Model
- Beginning of year Program Support Group meetings to facilitate the handover of information and the building of new partnerships with families
 - Re- defining use of Personal Learning Plan time during release
 - Personal Learning Plan folder system used at all planning meetings and Personal Learning Plan meetings
 - Speech in Schools
 - Counselling
 - Introduction of Response to Intervention (RTI) Triangle as a tool to facilitate dialogue and inform student learning
 - Scope & Sequence for SEL Curriculum
 - Year 4-6 Transition – meetings with parents
 - Program Support Group Meetings

VALUE ADDED

- School Camp – DOXA - Malmesbury
- Big Buddy Program – Buddy Lunch each term
- Student Leadership – School Captains, Social Justice Captain, House Captains and Social Justice Leaders
- Social and Emotional learning focus in classroom
- Response to Intervention meetings – Student Wellbeing Leader and Class Teachers
- Blueearth- focus on Mindfulness
- Student recognition certificates awarded at assemblies
- Buddy time
- School Counsellor
- Speech Program
- Student lead lunchtime activities
- Ardoch Youth Foundation support
- Transition to Secondary School
- Prep Transition – 6 Visits

Extra Curricula Activities:

- Keyboard Lessons
- Tennis Lessons
- District Sports Events
- Arts Centre Performances

STUDENT SATISFACTION

2. That our schools demonstrate leading practices for teaching, learning and student wellbeing (student survey)

This pages includes data on student perceptions relevant to teaching, learning and student wellbeing at the school. All of the data is drawn from the CEMIS student survey.

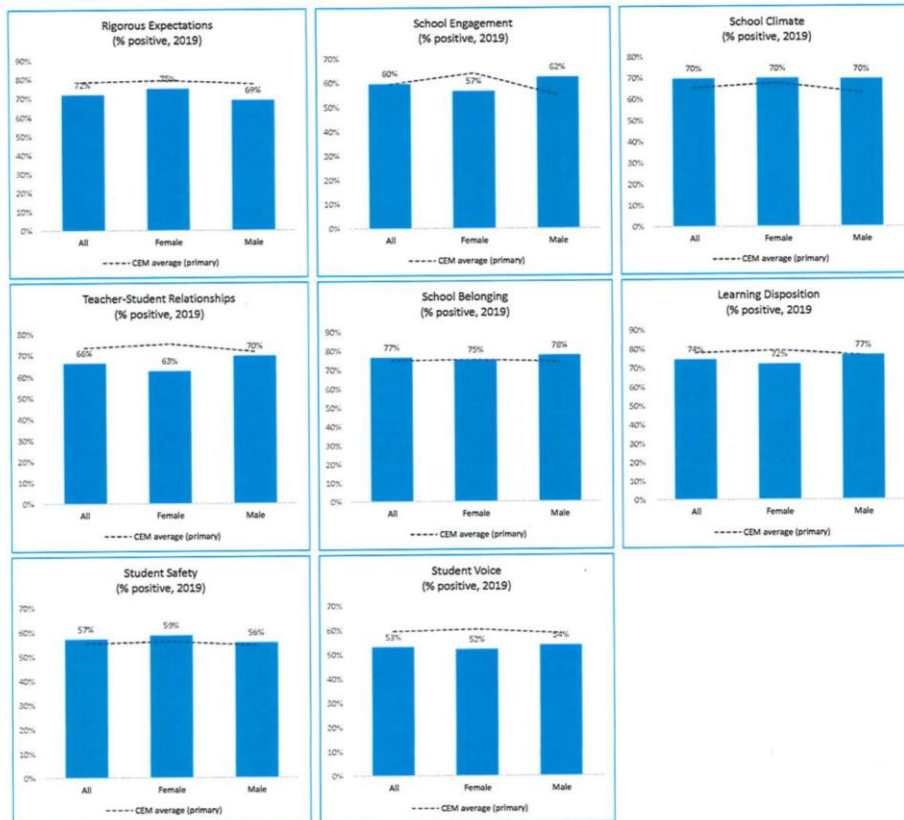
The data shown is the percentage of students who gave a positive response to questions in relation to each of the following survey domains:

- Rigorous Expectations
- School Engagement
- School Climate
- Teacher-Student Relationships
- School Belonging
- Learning Disposition
- Student Safety
- Student Voice

Data is shown for all students in the school who completed the survey, and also for male and female students separately.

To contextualise each school's data, the CEM average (separately for all students, male students and female students) is also shown.

The CEM average that is shown only refers to the same types of school within CEM. Primary schools are only compared to CEM primary schools and secondary schools are only compared to CEM secondary schools.



STUDENT SATISFACTION

The Student Experience survey in 2019 indicates sustained and improved results in most areas.

A focus in 2020 will include the development of and understanding of 'student voice'.

STUDENT ATTENDANCE

Management of Non -Attendance

- Parent and Carer letter sent home from the Principal outlining the importance of regular school attendance
- Information about importance of attendance at school regularly included in school newsletter
- Parent/School absentee communication note sent home at Parent, Student and Teacher interviews for Parent and Carer to fill in if their child is away on any day
- Records maintained throughout the term regarding students that are away consistently throughout the term and identification of patterns
- Teachers given summaries of absenteeism in their classrooms – purpose of this is to

follow up notes with families and offer support where possible

- Teachers speak with students, consult with wellbeing leader and parents about student absent days
- Phone calls to parents are made regarding re-occurring absences

Meetings are arranged with parents, Wellbeing Leader and Principal, where there are re-occurring absent days

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.8
Y02	93.4
Y03	93.5
Y04	93.7
Y05	92.8
Y06	93.5
Overall average attendance	93.5

Child Safe Standards

Goal

St Brendan's School Community promotes the safety, wellbeing and inclusion of all children in accordance with Ministerial Order No. 870

Intended Outcomes

- Successful implementation and full compliance with all Child Safe Standards

Achievements

To implement the Child Safe Standards, we sustained the following:

- Embedding of policies and procedures in line with systemic guidelines for
 - Child Safety
 - Engaging Volunteers
 - Engaging External Providers
 - School Visitors
 - Employment of Staff
- Embedding of Staff, Clergy, Parents & Visitors Code of Conduct
- Implementation of 'Protect', Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Maintenance of signage throughout the school that promotes the safety, wellbeing and inclusion of all children
- Consultation with families and community members regarding policy implementations and procedures through parent forums, newsletters and Parish Education Board Meetings
- Support for parents, family members and community members to obtain a Working with Children's Check, understand and follow Child Safe Standards
- Training for staff in understanding and implementing the Child Safe Standards.
- Attendance at systemic Professional Learning in Child Safe Standards
- Implementation of induction process for new staff, visitors and contractors
- Implementation of additional processes for excursions i.e. Doga Camp, bus companies

Leadership & Management

Goal

To strengthen and sustain a culture that is characterised by a strong sense of engagement and empowerment

Intended Outcomes

- That feedback processes are embedded and lead to the professional growth of all staff

Achievements

- Development and launch of new School Website
- School Promotional material created and mail drops conducted to households in the local community
- Improved use of Skoolbag application as a communication tool with parents
- Introduction of Seesaw application as an online tool to inform families of student learning progress
- Welcoming of new members to the St Brendan's Education Board
- Implementation of Catholic Education Melbourne Strategic Support for the promotion of St Brendan's as a school of first choice in the community of Flemington
- Continued support for families transitioning from neighbouring public housing to accommodation elsewhere
- Continued the development of Professional Learning Plans for Staff which incorporated termly meetings with member of the Leadership Team and/or Principal
- Conducting Annual Review Meetings with all staff
- Review and updating of digital hardware throughout the school – increase of devices within the school – iPads, Chrome Books
- Refurbishment of Room 8 to create a more functional space for small group meetings a

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Mathematics Collective – School Closure & Year Level meetings
- Internal coaching in English, Mathematics, Well Being & Religious Education
- Network meetings for Positions of Leadership
- First Aid training
- Anaphylaxis training
- ICT coaching
- Blueearth coaching
-

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

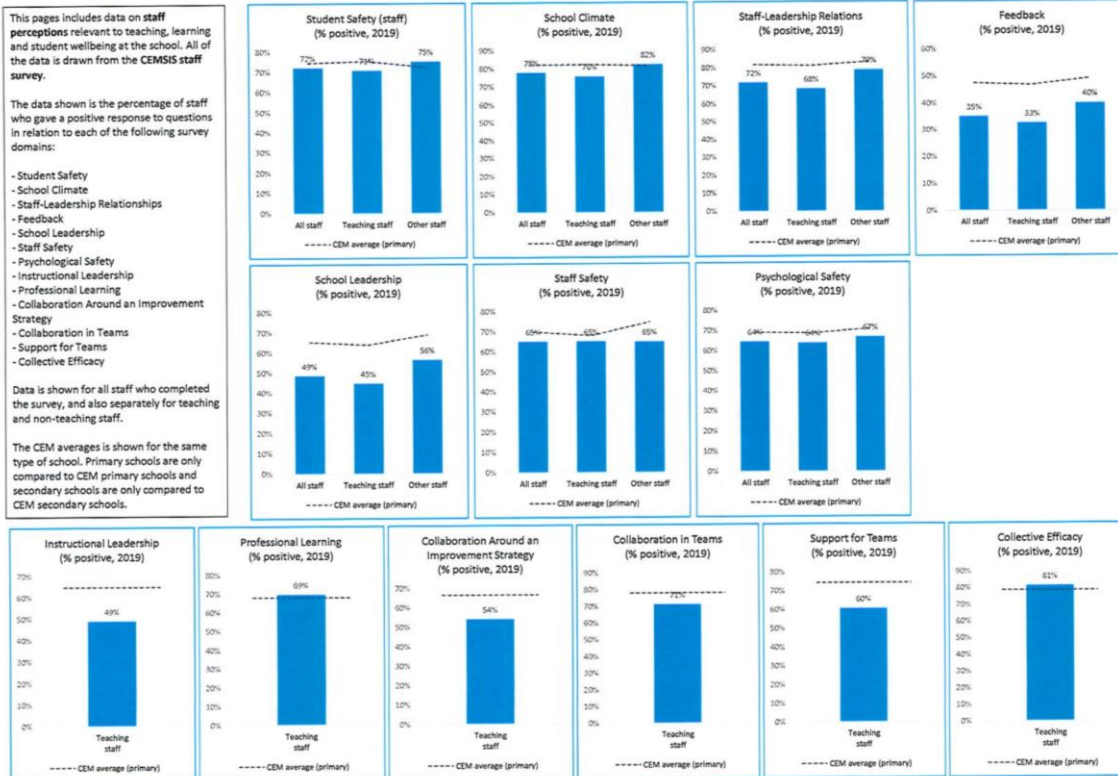
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AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2350

TEACHER SATISFACTION

2. That our schools demonstrate leading practices for teaching, learning and student wellbeing (staff survey)



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

97.8%

ALLSTAFF RETENTION RATE

Staff Retention Rate

64.3%

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.2%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	55.6%
Advanced Diploma	55.6%
No Qualifications Listed	22.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	55.6%
Advanced Diploma	55.6%
No Qualifications Listed	22.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	12.5
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.5
Indigenous Teaching Staff (Headcount)	0

The School Climate survey in 2019 indicates sustained results in most Teaching and Learning results a slight decline in other areas.

School Community

Goal

To continue to build dynamic partnerships that nurture and enrich learning for all

Intended Outcomes

- That students engage with and contribute to the community in ways that are meaningful and impact on their learning

Achievements

- Continuation of Early Years Program – every Tuesday morning for families within the Flemington Community with infants from birth to 5years.
- School news items in each edition of Flemington/Kensington News – a local community publication
- School representation by students at local ANZAC Day Observances
- Continuation of 'Cuppa on the Kerb' – including cultural celebrations – Ethiopian, Vietnamese. Parent forum discussion on NAPLAN, Mathematics and Reading
- Continuation of Book in Homes – three events per year. All students receive 3 new books generously donated through the financial support of Allens Family Lawyers and the organisation of 'Books in Homes'
- Continued Kinder@ School – local 4-year-old Kindergartens visit the school and take part in literacy and visual art experiences
- Continuation of 3-Way conference (Parent, Student & Teacher Interviews) with interpreters provided where necessary
- Continued development of SEESAW – learning journey of student progress

PARENT SATISFACTION

5. That our schools are inclusive, engage families and appeal to families

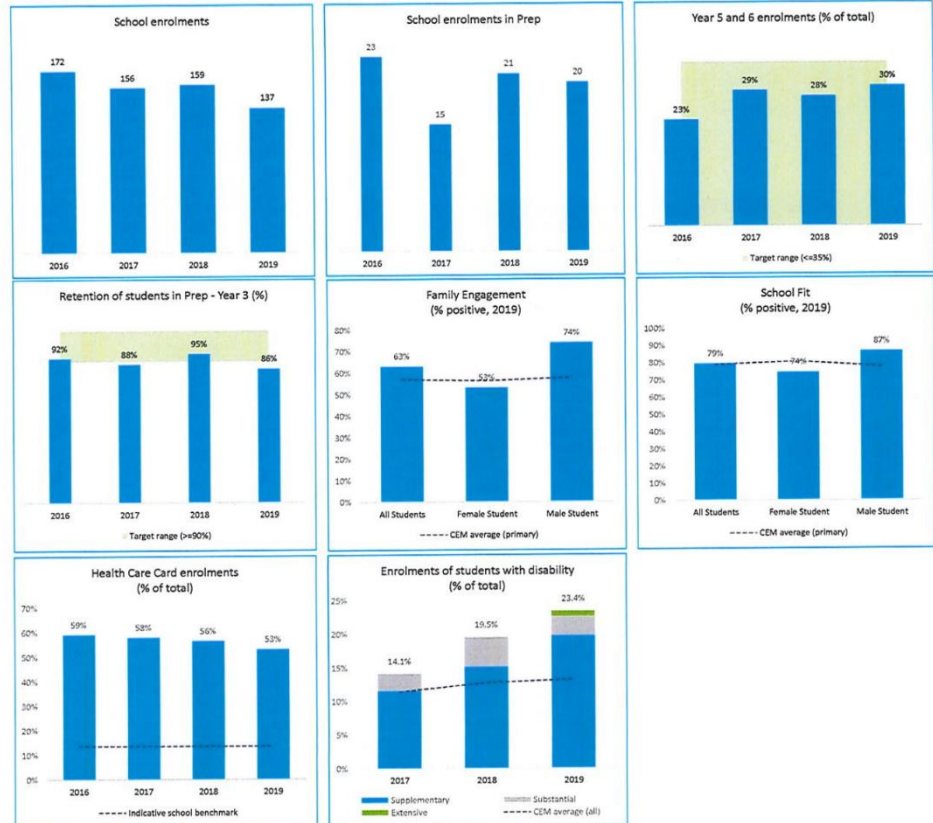
This page includes various data relating to school enrolments, and family perceptions about the school.

The data comprises:

- School enrolments, along with enrolments in Prep (primary schools) or Year 7 (secondary schools)
- Percentage of school enrolments in Year 5 and 6 (primary schools) or Years 11 and 12 (secondary schools)
- Retention of students who were in Prep to Year 3 the year prior (primary schools) or in junior secondary (Years 7, 8 and 9) and senior secondary (Years 10 and 11) the year prior (secondary schools)
- The percentage of school families who gave positive responses to questions in the Family Engagement and School Fit domains of the CEMIS family survey (this data is also disaggregated based on whether it relates to a male or female student)
- Percentage of school enrolments who are from a Health Care Card family
- Percentage of school enrolments who are funded as a student with disability
- Percentage of students from the priority parishes for the school (secondary schools only).

In several charts (where relevant), average data for Catholic schools in Melbourne is shown. The legend in each chart identifies whether this average is for all schools, primary schools, or secondary schools.

School enrolments of students from a Health Care Card family are compared to an 'indicative benchmark'. For primary schools, this is based on the number of low-income Catholic families with school-aged children in the school's catchment area (sourced from the 2016 Census). For secondary schools, this is based on the percentage of Health Care Card families in priority parish schools.



Parent Opinion Survey results from our 2019 Insight SRC Survey indicate improved results in parent satisfaction with the programs, policies and procedures of St Brendan's School. Results have continued to remain at the top percentile ranking in most areas of schooling. Parent support for and valuing of the school is strong and families are responding positively to opportunities to participate in a wide number of activities. Parents indicate a desire to continue to enhance community engagement. The Parent Opinion Survey perceptions of the school continue to exceed benchmarks in most areas.