



# St Brendan's School Coragulac

2020

## Annual Report to the School Community



Registered School Number: 1099

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## Contact Details

ADDRESS	727 Corangamite Lake Road Coragulac VIC 3249
PRINCIPAL	Leanne Eastman
PARISH PRIEST	Fr. Michael O'Toole
SCHOOL BOARD CHAIR	Sophie Allibrand
TELEPHONE	03 5233 1464
EMAIL	principal@sbcoragulac.catholic.edu.au
WEBSITE	www.sbcoragulac.catholic.edu.au
E NUMBER	E2042

## Minimum Standards Attestation

I, Leanne Eastman, attest that St Brendan's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 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.

04/06/2021

**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)

## Our School Vision & Mission

### SCHOOL VISION

***'For you, I have a destiny and a hope' (taken from the scripture of Jeremiah)***

*St Brendan's Catholic School is founded upon Catholic Values and vision of Catholic Education.  
St Brendan's School is based on the person of Jesus Christ.*

### MISSION STATEMENT

**St Brendan's Catholic School is founded on Catholic values.**

**Our goals are:**

- To celebrate Catholic beliefs, values, practices and traditions.
- To provide a comprehensive and relevant Religious Education Programme.
- To involve children, parents and community members in faith and life celebrations.
- To work in partnership with families and the wider community.

**St Brendan's Catholic School is committed to ensuring children realise their full potential.**

**Our goals are:**

- To provide each child with a stimulating curriculum that will develop him/her to reach their full potential.
- To respect the dignity and integrity of each person, promoting self-esteem, hope and positive vision for the future.
- To develop courage, confidence and life skills, enabling each child to become his/her own person.
- To cater for individual learning styles and abilities.

**St Brendan's Catholic School is an active part of a supportive and nurturing community.**

**Our goals are:**

- To provide and maintain support to each child, family and the school and parish communities.
- To encourage the greater school community, present and past, to maintain involvement in the life of the school.

## School Overview

St Brendan's Catholic Primary School is part of the St Brendan's Parish, Coragulac in South-Western Victoria. The community incorporates families from the surrounding rural area. The school opened in 1899 and has worked consistently to provide the very best facilities for our staff and students.

St. Brendan's is situated in a beautiful country setting and has a wonderful community feel to it. It is a small country school offering a contemporary education, and it is just ten minutes from Colac.

St. Brendan's caters for students from Years Prep-Six. Our current enrolment stands at 43 students. We run three classrooms:

- Prep/One (8 students)
- Two/Three/Four (20 students)
- 5/6 (15 students)

We have 13 staff members:

- Principal
- 3 full-time Class Teachers
- 3 Learning Support Officers
- Learning Diversity Leader (part-time)
- Administration Officer
- Specialist Teachers: Art/ Music /Physical Education/ Indonesian
- IT support

The Vision, '*For you, I have a destiny and a hope*' really speaks to the heart and embodies what we are about at St. Brendan's. It puts the child at the centre, and it conveys that we have a strong belief in all of our students, what they can achieve and who they can become as people. Central to the education provided at St Brendan's School is the development of the whole child; academically, socially, spiritually, morally and physically. All aspects of the curriculum are explored, being taught professionally, using modern methodology and resources.

The strengths of St. Brendan's School community include:

- A strong commitment to strengthening the Catholic Identity of St. Brendan's and making explicit links between Christian beliefs and actions
- Strong links with the Parish Community, including through the Sacramental program, special Masses/Liturgies and other community celebrations
- Teachers work closely with education consultants from the Catholic Education Office, Ballarat to ensure that teachers to build their pedagogical practice, centred around teachers knowing their students: what they know, how they learn, what they need to learn next and what teaching will support this.
- Teachers use school-wide, research-based pedagogical practices to ensure that every student is engaged, challenged and learning successfully
- Collaboratively building the capacity of staff and families for improved learning

- A multi-age approach to education which builds upon our sense of community as well as catering for those children in need of extension or remediation
- An integrated approach to learning with an emphasis on Inquiry Learning strategies
- A broad approach to technology use with iPads, Chromebooks and Apple T.V.'s in all classrooms
- A buddy system to promote the development of teamwork, social skills and cooperative learning
- Specialist programs such as Indonesian, Music, Art and Physical Education
- An emphasis on hands-on learning, including raising bees from our own bee-boxes, tending to our chickens, creative outdoor learning opportunities

Our major goals are based under the headings shared by the Ballarat Diocesan Strategic Plan being:

- Catholic School Identity
- Stewardship & Leadership
- Learning & Teaching
- Community Engagement
- Wellbeing

Identified areas of improvement include:

- Continue to work towards becoming more familiar with the language and structure of the Victorian Curriculum
- Continue to build a professional learning community, with all staff collaborating in order to build a performance and development culture
- Ensure the continued updating of technology resources and up-skilling of staff in this area
- Provide more opportunities for appraisal and recognition amongst staff
- Explore avenues that allow the students the opportunity to be problem-solvers in practical situations
- Achieve a more environmentally sustainable approach to our learning that consumes fewer resources and reduces our carbon imprint on the planet
- Assist staff to clarify their roles and responsibilities as members of a leadership team
- Empower the students to create a happier environment by identifying, nurturing and celebrating the uniqueness of all
- To further develop a positive school culture which fosters student wellbeing and community partnerships

## Principal's Report

I was appointed as Principal of St. Brendan's at the beginning of Semester Two, 2020, so I am therefore unable to comment authoritatively on the first half of the year.

In 2020, it was a year of change and challenges for St. Brendan's Primary School. Penny Knight was unexpectedly re-appointed as interim Principal for Semester One, after having been farewelled at the end of 2019. Penny took it all in her stride and continued to commit herself wholeheartedly to the role and to the school, students and community. The St. Brendan's students, staff and wider community are extremely grateful for Penny's commitment to the school and wish her all the best with returning to her previously held position. Mr Michael Cole decided not to return after a twelve-month leave of absence and Mrs Judi Parkhouse also concluded her time at St. Brendan's. We wish them both well in their new endeavours.

I feel very fortunate to have taken over from Penny, appointed as the ongoing Principal of St. Brendan's from the beginning of Semester Two. I consider it a privilege to have received this position and thoroughly enjoyed my first six months in the role.

Taking on the role of Principal in the St. Brendan's community has allowed me to savour the joys that come with teaching in a small country school, experience a different way of doing things, meet new children and their families, work with new colleagues and meet new parishioners. From the beginning, I felt welcomed and could feel the warmth that the St. Brendan's community is renowned for. The support of parents and the wider community ensured that I felt comfortable and that the transition into a new school was a smooth one. Given that Covid-19 Stage Four restrictions came into play within two weeks of arriving, it was a huge achievement by the community to make a newcomer feel so welcome, and I am extremely grateful to all.

The unprecedented times brought on by Covid-19 ensured that schools had to adapt quickly and take the form of remote learning for a big part of the year. This was something that schools had not experienced before and required students, parents and staff to find new ways to work together to ensure that education continued for our students. In the first semester, it was all very new, and I know that Penny led the school through this challenging time with strength, resilience, and with a sense of calm and optimism. All sectors of the school supported one another, continuing to educate our students, as well as ensuring that the wellbeing of all was the top priority.

By the time of the second lock-down in Semester Two, schools knew what to expect and at St. Brendan's we took on the challenge of using technology to enhance teaching and learning during remote learning. Staff prepared daily lessons on Google slides. This allowed students to access their learning independently on their iPads or Chromebooks. Students, parents and teachers took part in classroom meetings on Google Meets as well as participating in parent/ teacher meetings when required. Across the Diocese, feedback on remote learning included that staff felt that they had increased their technology expertise, and this was certainly the case at St. Brendan's.

The teaching and learning at St. Brendan's has been a big focus on our School Improvement Plan. We are a PLC (Professional Learning Community) working together to gain the best outcomes for our students. It was a wonderful achievement that Covid-19 did not hinder our progress in this area. The CEO staff including Teresa Hadden, Numeracy; Matt O'Brien, Literacy; Kate Sadler, LDL Leader/School Wide Positive Behaviours & Lee Schlooz, Education Consultant, have been regular visitors to our school, either via Google Meets or in person late in Term Four, in order to support staff in their work. I thank them all for their insight, knowledge and support of myself, the teachers, students and families.

Continuing to build the school's partnership with our onsite neighbours, Thomas Carr, Good Samaritan Campus, was challenging during remote learning, but we found ways to work together. The two schools worked together to hand deliver care packs to every family at St. Brendan's school. Thank you to Debbie Van Es who cooked a range of sweets and then personally travelled all over the countryside to deliver them with me. It was a fun way for me to make contact with the families during this difficult time and also to get a lay of the land around Coragulac.

Later in Term Three, the St. Brendan's students acknowledged World Photography Day by taking photos around the theme 'A Touch of Yellow'. A Year 9 writing class at Thomas Carr, then wrote poems to match the photos. It was a wonderful initiative and the final products were displayed in the school. A big thank you to Daniel Millie, manager of the Good Samaritan campus, who helped to coordinate the project.

In Term Four, Thomas Carr generously allowed our Year 4/5/6 students to use their Campus for a school Camp. They not only donated the accommodation but also provided outdoor education teachers to run the camp for us, as well as use of their buses and outdoor education equipment. Without this opportunity in a year plagued by Covid-19, students would not have had the school camp experience. Thank you to Daniel Millie, Vanessa Tait and Chelsea Cole for making it all possible.

When considering highlights of Semester Two, I cannot go past returning to school after remote learning. Students, staff and parents were all excited to be back and glad for the opportunity for school to return to some sort of normality. Although we could still not have parents onsite, students and staff relished the opportunity to be back at school. We all knew St. Brendan's was a great place, but an enforced absence from school made us all appreciate it even more.

The highlights of Term Four were Mission Day and the arrival of our beehive. On Mission Day, students demonstrated a great deal of initiative, work ethic and enthusiasm when preparing for and setting up their stalls. This year the money raised from Mission Day was for poor communities in Cambodia. During the Liturgy celebration, students demonstrated knowledge, understanding and empathy for the cause. This was the first year that the wider community could not be present. However, as is the way with St. Brendan's, there were many people working away in the background to ensure that they could contribute to the day through either baking cakes for the cake auction, buying raffle tickets or helping children prepare for their stalls.

With the backing of the Parents and Friends, one of our parents, Gayle McNabb and her father Graham, initiated the purchasing of a bee box and protective suits to teach children about bees, their importance to our world and the process of making honey. The teaching of science lessons to support the program ensured that it was a deep learning experience for our students. It really was a fabulous educational opportunity for our students, enhancing their curiosity and understanding of the world around them.

Other highlights of Semester Two 2020, included dressing up for Book Week with parents cheering on from their cars, the Year 1 & 2 Fun Night, Year 3 Ten Pin Bowling & La Porchetta, and of course the Year 4/5/6 camp at Thomas Carr, with a particular highlight being camping under the stars in swags. The end of year Graduation Mass and Carols nights were wonderful community events. Seeing Santa arrive in a horse and cart gave it a real country feel and brought smiles to the faces of all.

Throughout this year there has been some movement of students from St. Brendan's, as families choose schools in Colac which better serve their needs. Similarly, we have welcomed new students into our school - including 1 x Year 5 and 1 x Year 2 students at the end of Semester Two.

Thank you to the dedicated staff of St. Brendan's, the families who offer support in many ways and the Advisory Council for their input into the running of the school. We thank the Parish for its ongoing support and input into the school, with Ann McCarthy being a valuable member of our Advisory Council.

I wish to acknowledge the work of the School Advisory Council: Anthony Campbell (Chair), Samantha Day, Shahna Chant, Mark Robb, Sophie Allibrand and staff representative Mandy Sutherland. Mandy and I have valued the open and honest conversations in our monthly meetings and welcomed the laughter, feedback and suggestions that have been put forward. The Advisory Council's commitment and dedication is recognised and their trust and belief in the staff has enhanced the forward progress of our school.

To come to a school with such a wonderful community spirit is a privilege and a delight. So many people contribute to our school to make it a safe, nurturing, fun-filled, rich learning community for our students. Thank you to all who have given up their time to lend a helping hand and maintain the vibrant community feel of our school.

Leanne Eastman  
(Principal)

## Catholic School Culture

### Goals & Intended Outcomes

St. Brendan's School has a rich Catholic history and was originally founded by the Good Samaritan Sisters. Some Good Samaritan Sisters are still part of our Parish community and continue to enjoy taking part in our celebrations and school life. As a faith community, the presence of God is celebrated in the everyday relationships we form. These relationships are based on honesty and the respect for ourselves, others and the community in which we live.

### Goals & Intended Outcomes

We will celebrate diversity and enter into dialogue in order to strengthen the Catholic Identity of St. Brendan's.

### Achievements

Throughout 2020 the role of Religious Education Leader was held by Mandy Sutherland. As a part of her own professional development, she attended cluster meetings with other Religious Education Leaders in our region with Jim Waight from the CEO. These Cluster meetings with other Religious Education leaders looked a bit different in 2020, due to the COVID Restrictions which came and went throughout the year. Meetings on Google Meet became the norm. The Annual Religious Education Conference in Halls Gap, was cancelled in 2020 but Mandy continued to find ways to lead Staff in developing knowledge, familiarity and planning based on the New Awakenings Curriculum.

The focus for 2020 was the continued implementation of the Awakenings curriculum. We had planned a whole school closure day where, with the guidance of Jim Waight from the CEO in Ballarat, staff could begin to plan and implement units. Due to unforeseen circumstances this day did not go ahead. Staff continued to become more familiar with the audit tool so that they could begin to track their Awakenings Units to ensure that they had covered each of the following strands: Christian Ethics - Personal and Social; Church and Tradition; God, Religion and Society; Prayer, Liturgy and Sacraments; and Scripture, Israel and Jesus over a two year period.

School liturgies and Masses were few and far between in 2020 but it was wonderful to be able to gather in Term Four for our Graduation Mass and have community along to the event. It was a special time, in what was a difficult year for many, to be able to gather and pray together with our whole school and extended community.

A focus of our Annual Action Plan was to '*make explicit links between beliefs and action*'. Our Mission Day which involved our students creating stalls and activities to raise money for the poor in Cambodia, was the main way we addressed this goal in 2020. We were unable to invite the community in for the day but we found other ways to involve them. They made cakes for the cake stall, purchased raffle tickets and sent in other home-made goods to be sold at the stalls. The students were very proud that through their actions, they were able to help out those less fortunate than themselves. Although it was different to past Mission days in terms of community

involvement, the overall message of the importance of being people who live out the Gospel teachings through our actions, rang loud and clear.

Making connections through gathering together with the wider Catholic community of Colac, was difficult in 2020. However, the support and connection between Principals and staff could be felt across the region. The whole Colac community was exemplary in living examples of what it means to look after our fellow man.

During 2020, participation in the Parish Sacramental programs was put on hold, as it was difficult to plan for such events in the unpredictable climate that was the COVID-19 pandemic.

#### VALUE ADDED

St. Brendan's School was involved in a number of activities and practices in 2020 that gave life to our ongoing culture of Catholic faith and tradition.

These included:

- Daily class prayer
- Prayers and reflections in the Weekly Newsletter
- Daily Prayers on the daily slides sent out during Remote Learning
- Alleluia Day
- Mission Day activities with a focus on identifying the needs of others and supporting those less fortunate than ourselves
- Whole school approach to Christian meditation
- The Vision statement is displayed prominently throughout the school
- Classes communicate with parents about the Religious Education units they are working through
- Graduation Mass
- Partnering with the Thomas Carr campus to deliver care packages to all families at St. Brendan's

## Community Engagement

### Goals & Intended Outcomes

#### Goals and Intended Outcomes

To further develop a positive school culture which fosters student wellbeing and community partnerships.

### Achievements

During 2020, it was more important than ever to create opportunities for community engagement and connection. Many families felt isolated during the lockdowns and for our school families, even when students returned to school, there was still few opportunities for community gatherings. The car loop was in operation, so there was no gathering at the gate and parents were still unable to come onto school grounds and socialise with one another. We had to become creative with the opportunities we created for connections to remain strong.

The following activities and initiatives are ways that we fostered student wellbeing and community partnerships:

- World Photo Day: Families sent in a photo with 'A Touch of Yellow'. We created a video with all of their photos which families could access on our website. A Thomas Carr Year 9 class then wrote poems for each photo. These were distributed to our families.
- Thomas Carr Partnership: We partnered together to make and deliver care packages to all St. Brendan's families during Stage 4 lockdown. It was also a good way for me (Principal) to meet and engage with families. I had started in my position just before full lock down began.
- Thomas Carr and Chooks at the Rook: Thomas Carr students were not at the Good Samaritan Campus in 2020 due to the pandemic. We partnered with a couple of their teachers and Chooks at the Rooke, a local business, to make tree guards for their farm. The plan was to then have a free tour of Chooks at the Rooke and place the tree guards around the trees. Unfortunately, we were unable to put in the tree guards due to another lockdown.
- Thomas Carr Partnership: Thomas Carr kindly offered us the use of their campus for our Year 4/5/6 camp. They supplied the accommodation, two teachers, the bus and use of all outdoor equipment free of charge. This was a wonderful experience for our students and we are very grateful to Thomas Carr for their generosity.
- Book Week Parade: Parents were unable to be onsite due to restrictions so they lined up in their cars and we paraded in front of them. There was cheering and horns beeping, it was like we were at the local footy. This was a feel-good community event in the middle of Stage Four lockdown.

## PARENT SATISFACTION

Due to the latest Insight SRC Survey being in 2019, and with 2020 being a COVID year, the 2019 evidence does not really apply to 2020. I will endeavour to address this area through my observations and interactions with parents in the last six months of 2020.

The points below are general. I cannot speak for all parents but can only go on discussions, meetings and feedback I have had from parents:

- Considering the many changes that have occurred at St. Brendan's over the last couple of years, parents generally seem satisfied with the school.
- Parents commented that they value that St. Brendan's' is a small country school.
- Parents value the strong sense of community at St. Brendan's.
- Parents value community events such as Sports Day, Mission Day, Christmas Carols Night, Working Bees, parent friendships
- Parents also comment on feeling connected and have a sense of belonging to St. Brendan's school and parish community.
- Parents seem satisfied with learning experiences provided for their children, particularly the outdoor learning opportunities, such as bee-keeping.
- Parents feel welcome and included in the St. Brendan's Community.

## Leadership & Stewardship

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

Build teacher capacity to implement effective agreed schoolwide pedagogical practices.

### Achievements

Over the last two years or so, the professional development for the whole school staff through Professional Learning Communities (PLC), has been a major focus at St. Brendan's. Focus on documentation, collection and analysis of data has impacted positively on improving teacher knowledge and therefore student learning. This documentation has provided clarity and structure and has been particularly beneficial for a school that has had three different principals within the last three years. Teacher capacity in relation to collaborative working relationships has been enhanced as has the continual development of curriculum documentation with a major focus on Literacy this year.

In continuing this PLC journey, we have worked closely with Ballarat's Catholic Education Office staff to strengthen our capacity as leaders and educators with our school community. The support of CEO staff in guiding school staff with their planning, processes and structures and in turn, enhancing pedagogical knowledge, has been exceptional and hugely valuable to the growth in the professionalism, knowledge and skills of our staff.

We are continuing to develop a shared responsibility for student learning and the achievement of successful outcomes, through collaborative planning and professional learning encouraging a culture of continuous growth and improvement. PLC meetings are held once a week after school, as well as another hour, during planning times on Wednesdays. This is very much a collaborative process with shared responsibility for setting the Agenda, interpreting data and planning future learning that meets the needs of our students.

During Remote Learning, one of our staff members, Liz McGuane took part in the Corinthian Project, a CEO supported initiative, where teachers from schools across the Ballarat Diocese came together to collaborate and plan units of work. We were proud of the leadership and commitment shown by Liz in taking this on. Liz worked collaboratively with Religious Education teachers across the Diocese, leading the way for our whole staff in showing how much we can learn and grow when we work with out-of-school networks.

The whole staff worked together to reflect on the goals of our Annual Action Plan and set new goals for 2021. This shared ownership and development of the Action Plan, is important in ensuring the goals of our school are met. At the end of the year, teachers then worked on the Partnership Agreement with CEO staff, to ensure that we had a clear direction for 2021; setting clear, relevant, achievable goals for the teaching and learning in our school.

Staff were provided with opportunities to meet with the principal to discuss professional goal setting through a coaching method and Professional Learning Plans (PLPs) have begun to be developed for all teaching staff. Development of PLPs led to increased teacher understanding of AITSL Professional Teaching Standards and the connections to the school's Annual Action Plan.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Although there was some opportunity for off-site Professional Learning in 2020, for much of the year, it was limited to online learning. This still proved to be valuable to teachers but meeting and collaborating in person was missed by many teachers. As can be seen below, teachers still managed to undertake a wide range professional learning, keeping their professional knowledge and practice, current and relevant to student learning and school requirements.

- Professional Learning Communities
- Awakenings RE Curriculum
- National Consistent Collection of Data
- REC Network & Diocesan PD
- Southern Zone & Diocesan Principal PD
- First Aid
- Anaphylaxis Training
- Schoolwide Positive Behaviours professional learning: Dan Pedro
- Compliance: Reportable Conduct Briefings
- Behaviour Management: Lucia Bongiorno
- Numeracy: Teresa Hadden CEO
- Literacy: Matt O'Brien CEO
- Child Safety: Mandatory reporting e-Modules

Number of teachers who participated in PL in 2020	11
Average expenditure per teacher for PL	\$1645

**TEACHER SATISFACTION**

The last SRC Survey conducted at St. Brendan's was in 2019. I will endeavour to address teacher satisfaction through my discussions and interactions with teachers in the last six months of 2020.

Remote learning was challenging for teachers, as we were all forced to adapt to teaching in a new way and under different conditions. The following points apply across the board generally at St. Brendan's:

- Teachers reported feeling supported by leadership during and after Remote Learning
- Teachers value and appreciate being at school with their students and colleagues
- Teachers value the collegiality and collaboration of working in teams

- Teachers were challenged by Remote Learning and missed the face to face contact with their students.
- During Remote Learning, teachers valued the opportunity to up-skill in technology and really improve the clear, explicit learning intention and success criteria of their remote lessons.
- Teachers reported feeling a sense of pride in the way they adapted to teaching and learning in Remote Learning
- Teachers value the sense of community at St. Brendan's
- Teachers feel a sense of connection to the families and community of St. Brendan's
- Teachers value and appreciate the support from CEO Education Consultants. They feel that this has developed their skills and empowered them in their teaching
- Teacher satisfaction increased when students returned to school in Term Four.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.5%

ALL STAFF RETENTION RATE	
Staff Retention Rate	75.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	66.7%
Graduate Certificate	0.0%
Bachelor Degree	33.3%
Advanced Diploma	0.0%
No Qualifications Listed	33.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	7.0
Teaching Staff (FTE)	4.7
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	4.1
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

Build teacher capacity to implement effective agreed schoolwide pedagogical practices ensuring each student receives at least one year's growth annually in English and Mathematics.

### Achievements

In the changing conditions of 2020, teachers were required to adapt their approach to learning and teaching. At St. Brendan's we were extremely mindful of the need to place student, parent and teacher wellbeing at the centre. Balancing positive wellbeing with sound learning and teaching was a challenge.

In the first major lockdown, work was emailed home to families, with packs of work also sent home to students on intervention programs. Whilst providing students with learning tasks was seen as important, this was a new situation for everybody, so the school chose to keep it simple and manageable for all. When the second, longer lockdown came around we knew we had to provide more robust learning opportunities for our students. Under the direction of the new Principal, staff up-skilled their technology skills and sent out all learning tasks via Google Slides. Teachers began using Learning Intentions and Success Criteria for each task and, as much as possible, the learning tasks were aligned with Curriculum outcomes already planned for Term Three. This was particularly the case for English and Mathematics. Most vulnerable students came into school and were able to receive the support that they required.

The continued learning and teaching focus on ensuring that the individual needs of each student at St Brendan's are met, has been supported through the work of the Professional Learning Community (PLC). This looked a little different during much of 2020, with less focus on data collection and more focus on ensuring that the general learning and wellbeing needs of each child were met.

Less time at school has meant less opportunity for the consistent use of data to guide our learning and teaching, as well as less opportunity to strengthen our PLC practice in terms of focussing on results however, we have continued to chip away at strengthening many aspects of building a professional learning community at our school:

- Staff have continued to develop and worked at implementing a shared approach to working in a collaborative manner with norms and standards
- Meeting agendas, referral processes, and documentation has been improved and used regularly to support staff in their teaching
- Professional interactions between staff has made their work focused on student learning and results in a more productive use of time
- Staff have continued to consolidate their knowledge and understanding of the Victorian Curriculum standards and areas of learning

- We are working on a highly valued, differentiated curriculum based on data analysis to ensure each student receives the teaching and learning to their point of need
- Whole staff worked during staff meetings to monitor whole school approaches to curriculum content and delivery
- Teachers were supported in developing their practice through participation in professional readings and discussions
- Teachers used both summative and formative assessment tools and activities to determine student progress and needs
- Numeracy data has been more widely shared between staff and year levels with the intention to provide consistency in planning and delivery of learning cycles across the school
- Student work was also moderated, when possible, by teachers to ensure consistency across the school

Staff reported formally to parents in writing on two occasions during the year. Reports in 2020 were modified due to lack of evidence of student achievement. For English and Mathematics, we provided a short description of what was taught; reported achievement by making a teacher judgment against the Victorian Curriculum F-10 achievement standards, and reported progress from the last time that curriculum area was reported on. For all other curriculum areas delivered, including Religious Education, we provided a short description of what was taught. We also provided a short comment on progress and achievement in student learning across the semester.

Learning Conversations took place during Terms Two and Four, providing an opportunity to discuss strengths and areas of need. Staff also sent home Learning Portfolios at the end of Term One and Term Four and parents were invited to add a comment.

Program Support Group (PSG) meetings were held each term for those students who are eligible for NCCD funding and are therefore on Personalised Learning Plans (PLPs). We worked around onsite restrictions by holding these meetings via Google Meets.

Scaffolding our intervention programs for students below standard has again occurred this year, although not as frequently, due to less time at school. Our intervention programs include Reading Tutor for English and JEMM for Mathematics. Our Learning Support Officers do a wonderful job of delivering these programs in close consultation with our teachers, with continued emphasis being placed on students transferring these learning supports back into the classroom setting.

Ongoing support from CEO staff during challenging times was exemplary and much appreciated. We continued to hold meetings, mostly via Google Meet, to ensure the continued success of PLC and therefore student learning. We continued to work together on the Partnership Agreement, ensuring that we continue to address the goals of our Annual Action Plans for 2020 and moving into 2021.

## STUDENT LEARNING OUTCOMES

Due to COVID, Naplan tests were not undertaken, so there is no external measure for student progress. However, student progress for 2020, continued to be measured with internal assessments, albeit with fewer assessments administered according to our usual Assessment Schedule. It is important to note that the impact of Remote Learning on student outcomes and assessment results, is difficult to assess and may have had some effect on student results.

Overall, the engagement of students in their learning during Remote Learning varied. According to feedback and observations from both parents and teachers, some students seemed to thrive in the Remote Learning environment whilst others found it difficult to engage and completed little work. End of year test results indicated that most students progressed at the expected rate, but others struggled and fell a bit behind with their learning. It was fortunate that most of our at-risk students took up the opportunity to come into school where they could continue to be assisted with their learning.

At our end of year Partnership Agreement meeting, our team, consisting of CEO education consultants, classroom teachers and Principal, analysed the School Data Picture for 2020. The Data Picture included our PAT R, PAT S, PAT M, Observation Surveys and MAI data. It is important to note that upon return to school in Term 4, 2020, the emphasis was on face to face teaching, with minimal testing, or testing administered in the most time efficient manner to ensure learning and teaching was the focus.

The following points were noted:

Most Junior students hit the Benchmarks for Reading.

Middle and Senior students reading results were down for PAT R.

PAT S: 58% of students at or above benchmark: This is consistent with the previous year. The results supported our identification of Spelling being an area of focus for our Annual Action Plan for 2021.

PAT M: 83% at or above benchmark: This was up from previous years and indicates that our students are performing strongly in maths.

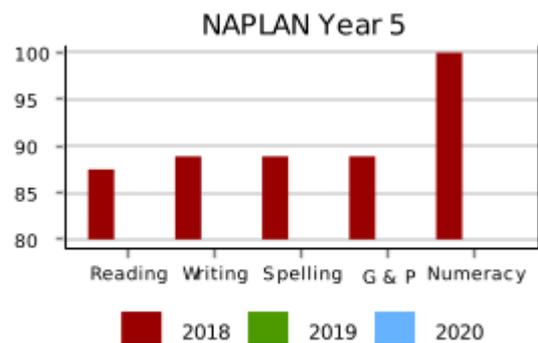
Overall in 2020, teachers observed that students returned to school positively and were keen to establish routines, applying themselves to their learning and showing evidence of achieving the Learning Intention of the lessons and generally producing work at their expected standard.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	88.9	**	**		
YR 05 Numeracy	100.0	**	**		
YR 05 Reading	87.5	**	**		
YR 05 Spelling	88.9	**	**		
YR 05 Writing	88.9	**	**		

\* 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.



## Wellbeing

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- *To further develop a positive school culture which fosters student wellbeing and community partnerships*

### Achievements

At the end of 2019, the school farewelled Penny Knight, and we are very grateful for the wonderful job she had done in her time at St. Brendan's. At the beginning of the 2020 school year, due to unforeseen circumstances, Penny was asked to take on the role for another six months. The last-minute change in direction caused some instability and apprehension in the staff and community, as everybody had to adapt to the changing conditions. Added to all of this was that towards the end of the term, schools experienced their first lockdown. It is a credit to Penny, her assistant Mandy Sutherland, the staff, the School Advisory Council, the parent community and the students, that the school was able to maintain a positive school culture in this time. The St. Brendan's community did itself proud. I would like to thank Penny for willingly stepping in to support the school and for her excellent leadership in steering everyone through this period positively and calmly.

In Term Two, the school community, along with the rest of Victoria, was once again challenged, with lockdown restrictions in place and remote learning in operation for most of the Term. The first priority was given to the wellbeing of students, parents and staff during this time. The wellbeing of all members of our school is central to our vision for a happy and healthy school, and this was perhaps even more important in the time of a global pandemic. Staff worked hard to maintain contact with parents and students through phone calls, Google Meets and emails. The work provided ensured that students maintained some sort of routine and experienced success with their learning. The Google Meets focused on fun such as dressing up, bringing your pet, telling a joke and other fun ideas. The meetings provided a valuable opportunity to maintain a positive wellbeing through connection with one another. It also became apparent that during this time, everybody was challenged to strive to develop skills necessary to face life's challenges with hope, faith and resilience.

School returned at the beginning of Term Three and with it came another change of leadership for the St. Brendan's community. St. Brendan's new Principal, Leanne Eastman began in her new role. Within a couple of weeks, the school returned to lockdown for the majority of Term Three. It was an interesting time to begin a Principalship, particularly when central to developing a positive school culture is the building of positive relationships, a challenge when students were not at school and no parents or members of the wider community were allowed onsite. The staff worked hard in Term Three to ensure that students were given opportunity to maintain connections with their teachers and classmates. Leanne worked at building relationships through phone calls, newsletters, emails, delivering care packages and also through interactions with the students of essential workers and vulnerable students who attended school.

SWPBS continued in its sixth year and has proven to be of great assistance with overall behaviours. When we were at school, we continued to use Clear Track to document incidents and then reviewed this data to track the frequency, location and other contributing factors that may have led to the incident occurring. In doing this we were able to offer support to the student, and partner with families, to keep them informed about behaviours, including any positive changes to behaviours. These behaviours are specific to the three values of our Behaviour Matrix - We Show Respect, We Are Safe, We Are Learners.

Our staff continued to keep their knowledge of students current, through the weekly staff meeting where wellbeing was a standard agenda item. The social, emotional and educational needs of specific students were considered and plans for management adapted weekly as required. Medical files were constantly being updated and all staff informed of individual children's medical needs. Medical folders were placed in each classroom for teacher reference as were behaviour management plans to ensure all staff were aware of student needs.

We continue to follow the NCCD guidelines, in supporting our students in need. All classroom teachers, specialist staff and Learning Support Officers have kept detailed records of any work carried out with focus specific groups and individual students. We continued to collate records regarding any additional needs our students may have and in turn plan accordingly for them in consultation with their parents and staff. Program Support Group meetings were held each term for students with Personal Learning Plans. During remote learning, this was done via Google Meets. As a school many of our students received some form of significant extra support or intervention during the past 12 months in a variety of different areas. This support was based on an individual's different academic, social-emotional or physical needs. In this way St. Brendan's continues to provide necessary experiences and support to promote the positive development of the whole child.

Pastoral Care at St. Brendan's Coragulac is based on the values and person of Jesus Christ. It therefore seeks to promote an atmosphere where students and staff are able to learn in a safe, stable and happy environment. Of fundamental importance is the relationship of trust, cooperation and partnership between school staff, students and their families. This community approach to promoting and enhancing wellbeing provides a safe, secure, supportive environment for each member of our school community. Pastoral Care in 2020, incorporated supporting families experiencing hardship by way of a food bank or other means, as well as, where possible, providing opportunities for community gatherings to encourage the development of friendships. The school also called parents of vulnerable students in Term Three to invite parents to send their students to school if wellbeing or learning was declining at home.

At St. Brendan's, the students are placed in multi-age Pastoral Care Groups and work together for a specific purpose such as Alleluia Day. The main purpose is to build relationships and increase connection across the year levels.

#### VALUE ADDED

To cater to for the wellbeing of all students, we aimed to provide a range of curricular and extra-curricular activities for our students including:

- SWPBS

- Involvement in school sport carnivals
- Participation in school camps and excursions
- Challenging outdoor play-spaces
- Bike-riding at Recess and Lunch
- Regular school newsletters and use of parent Facebook page
- Parent involvement in school activities
- Parent, Student, Teacher Conversations
- Staff participation in professional learning programs and activities
- Development and review of School Policy Documents
- Fruit break - helped the children to develop healthy eating patterns and support those children who may not have had breakfast
- Daily meditation and mindfulness activities
- Student buddy program
- Student Representative Council
- Highway Heroes - Social and Emotional Program
- Pastoral Care Group activities
- Catholic Education Week activities
- Secondary and Prep transition days
- Passive Play indoors at Lunchtime - three days a week
- Pre- Prep Program
- Community Events: Mission Day, Carols, St. Brendan's Feast Day

## STUDENT SATISFACTION

Due to the latest Insight SRC Survey being in 2019, and with 2020 being a COVID year, the evidence we have for student satisfaction is anecdotal.

After consultations with staff, parents and students, it was evident that most students coped well during the lockdown periods. There was a clear focus on wellbeing and community throughout these times, and the calm and positive approach that everybody took to a difficult situation, may have contributed to the students also being calm, positive and optimistic.

In the second lockdown, there was an increase in the number of students attending school. Being a small school, numbers did not exceed limitations, and we were happy to accommodate the extra students whose wellbeing increased by having a physical connection to school.

When school returned, most students appeared to be very happy to be back at school. However, attendance numbers indicate that, for some students, the return to the routine of

school was difficult. We worked closely with these families to encourage students to make the gradual return to school, with great success.

The sense of belonging and connection that our students and families feel towards our school, was evident to all when school returned. Generally, students were calm, engaged in their learning and there were few behavioural issues. Towards the end of the year, when the community was able to gather for graduation and carols, many students, parent and teachers commented on how good it was to be together again. After a challenging year, it was extremely pleasing to see students learning, demonstrating a great deal of resilience and playing happily with their peers.

## STUDENT ATTENDANCE

Our Administration Officer, Gracesyn Perrett, is responsible for monitoring daily attendance and reporting these results to the Principal.

Classroom rolls are marked each morning before 10am and each afternoon after 2pm to monitor attendance.

Parents and carers must contact the school via phone or email prior to 10 am each day to advise if their child will be absent.

If a student is away and the parent has not notified the school by 10am a follow-up text message is sent out to both parents.

Daily attendance is monitored by both the classroom teacher during roll marking and by admin using the SIMON platform.

Admin is responsible for flagging patterns of non-attendance with the Principal and classroom teacher for monitoring.

It is the responsibility of the Principal and classroom teacher to then put in strategies to combat non-attendance.

During COVID-19 attendance requirements were modified for students completing remote learning.

Emails were sent to parents and students each day with their daily work tasks and parents were asked to respond daily to acknowledge receipt of these emails and to provide examples of students completing work where possible.

If this was done students were marked as present.

Students were only marked as absent if the school had been notified they were not completing tasks due to being unwell, or in cases where the school was not able to get in contact with the student or the parent.

Classroom rolls were only marked once per day during remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	83.4%
Y02	85.1%
Y03	83.0%
Y04	90.2%
Y05	87.9%
Y06	83.8%
Overall average attendance	85.6%

## Child Safe Standards

### Goals & Intended Outcomes

St Brendan's School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. St Brendan's School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as have obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

- Child Safety Standards remain a regular agenda item at Staff meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed
- St Brendan's School ensures risk assessments are conducted for all activities in which students are involved
- The principal has been appointed as the Child Safe Officer of the school
- All documentation regarding the Child Safe Standards is uploaded to the school's website
- All teaching and non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Safeguarding Children and Young People Code of Conduct
- Volunteers are required to sign the school's Safeguarding Children and Young People Code of Conduct and sign in to the school every time they enter the school site
- Staff members have completed the Victorian Department of Education and Training online Mandatory Reporting module
- All staff at St Brendan's School have undertaken training in recognising suspected child abuse and the process involved when reporting suspected child abuse
- Providing students with a voice is critical in ensuring their wellbeing and safety. Education about healthy and respectful relationships and the development of resilience through participation in the school's Highway Heroes and Bounce back programs has played a fundamental role in achieving this outcome
- St Brendan's School continues to actively engage the school community in all aspects of Child Safety via our practices and procedures
- The school's Child Safety Policy and related procedures are communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website
- St. Brendan's commitment to Child Safe policies and procedures is visually represented through the placement of posters, such as the Protect posters, in various areas of the school

- St Brendan's School continues to implement rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working With Children Checks and National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers

St. Brendan's School remains committed to ensuring the wellbeing and safety of all students under its care by actively implementing, reviewing and improving child safety strategies.