

2020

ANNUAL SCHOOL REPORT



St Brendan's Catholic Primary School

Carters Road, LAKE MUNMORAH 2259

Principal: Mr Craig McNee

Web: www.sblmdbb.catholic.edu.au

About this report

St Brendan's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The School was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay. There are 23 classes across Kindergarten to Year 6, including the HIVE (a Kindergarten to Year 2 class) and the HUB (a Year 3-6 class), where students are supported to further develop the skills to become successful learners.

In 2020 it was important that as a community we supported each other during a time that was a challenge for all. Through the Home-Based Learning phase of the year staff and parents worked together to ensure the students were able to successfully focus on their tasks. When students returned to school we continued to focus on the point-of-need of each child, enabling students to develop the confidence and skills to take responsibility for their learning.

A holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and the implementation of initiatives and intervention opportunities. In 2020, an authentic attempt was made to engage the community by leveraging digital. This enabled us to check in on the wellbeing of all.

Our School Motto, Alive in Christ, promotes the living out of Christian values in a nurturing environment.

Parent Body Message

Parents at St Brendan's are actively included within the school and their child's education. The St Brendan's School community continued to maintain key events, adjusting them in response to COVID 19 regulations.

There is a high level of communication and collaboration between home and school. Class teachers regularly communicate to parents through SeeSaw and Google Classroom regarding weekly teaching and learning tasks. Parent-teacher interviews are scheduled each term to discuss student learning and individual learning goals. Whole school communication to parents is frequent with daily messages communicated on Compass, a fortnightly newsletter outlining upcoming events and an online school calendar. These communication platforms were particularly helpful during Home Based Learning.

All parents are encouraged to participate in the school's Parent Advisory Group. The group meets once a term to discuss and communicate the School Improvement Plan as well as whole school community events. In 2020 a number of events took place which encouraged parent engagement. This included Grandparents Day, Mother's and Father's Days, parent

information Zoom meetings, family and special school Masses, assemblies, Year 6 Farewell and a community picnic on the oval to celebrate the end of year.

St Brendan's inclusion of parents in 2020 contributed to the school's collaborative school community with a supportive and engaged parent body.

Student Body Message

As School Leaders, we have many opportunities to show that we are 'Alive in Christ. Although COVID restricted whole school Masses, we were able to stream Liturgies to classes and parents and at times, some students were able to sing.

We have had opportunities to participate in Debating, Chess, Guitar club, Public Speaking and some Gala Days to play different sports.

For our Open Days, we created videos to share with the community because we were not able to open our school to the public. Parents said they were excellent!

We are proud of our School and we tell parents this when we take them on a School Tour.

School Features

St Brendan's Catholic Primary School Lake Munmorah is a Catholic systemic co-educational school.

The School sits within the parish of Toukley/Lake Munmorah and our Parish Priests have established and maintained close connections with the School. The total enrolment in 2020 was 444 students across Kindergarten to Year 6, consisting of 21 mainstream classes with a specialised Kindergarten to Year 2 class (the HIVE) and a specialized 3-6 class (the HUB). Of the mainstream classes, there are three streams from Kindergarten to Year 6, with each of these classes catering to approximately 25 students. There are additional supports across Kindergarten to Year 6 for all learners.

The School's Early Learning Centre (ELC) is an on-site facility catering for families with children in the 3 to 5 years age bracket. The ELC is regarded as an integral part of the school community with strong links between it and the primary school. We also have an Out of School Hours Care (OSHC) facility on-site. The OSHC supports families by offering a service that engages students through a variety of activities before and after school.

Over forty students are supported by our Aboriginal Education Worker (AEW) to embrace, nurture, and share their culture.

A number of co-curricular programs including debating, public speaking, chess, robotics, Year 2 SwimSafe program and sporting opportunities (cross-country, touch football) were held across the year. Social-Emotional Learning (SEL) holds a high priority and is nurtured through classroom teaching, KidsMatter, Positive Behaviour for Learning (PBL), Circle Solutions and other wellbeing initiatives. The Mini-Vinnies team, which engages in social outreach to support both local and global initiatives, was very active once again.

The School's Family Liaison Officer (FLO) liaises regularly with the Principal and teaching staff to ensure an adequate level of support and intervention is available for those families experiencing difficulties. The FLO also facilitated parenting sessions and support groups for parents and promotes the importance parent engagement has on educational outcomes for students.

Student voice has been gathered through survey instruments and conversations with the Student Representative Council (SRC).

Parent participation is encouraged in a variety of capacities and contact with the parent body is via face-to-face contact, newsletters, Facebook, SeeSaw, Compass, and the School Website.

This year our Parent Advisory Group (PAG) met regularly via ZOOM and explored ways to keep the community connected.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
209	235	1	444

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 92.64%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.35	92.25	93.05	93.14	93.14	91.57	91.95

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	57
Number of full time teaching staff	26
Number of part time teaching staff	13
Number of non-teaching staff	18

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Day 1: A School Where Every Child Succeeds

Day 2: The Effects of Trauma on Children

Day 3: Catholic Schools Broken Bay – Towards 2025

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

St Brendan's Catholic Primary School continued to be involved in a variety of liturgical celebrations as we adapted to COVID-19. The school utilised its knowledge and expertise in leveraging digital technology to engage the community in prayer and liturgy through Zoom and live stream broadcasts. We adjusted the traditional activities to find new ways to celebrate, including inviting grandparents to participate in a drive-thru Grandparents Day celebration where students were able to wave and acknowledge their grandparents with signs, smiles and applause. We had great community involvement with parents and grandparents for Mother's Day, Father's Day and Grandparents Day Masses.

During the periods where the school was open to students of essential workers only, we maintained our morning prayer which was recorded and shared daily through our online platforms with our families.

We embarked upon renewing Religious Education and staff worked with Catholic Schools Broken Bay to construct new units of work. We also sought to embed Godly play within our Religious Education curriculum, which allows children to learn and connect with Scripture through play. We also began to explore liturgy within the classroom as a way to deepen our understanding

This year we saw the Year 6 Mission Leaders increase from two students to three. These students supported the Religious Education Coordinator and school in a variety of ways including through Masses, Prayer and Social Justice issues.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The curriculum focus for our 2020 SIP was to support students to develop the confidence and skills to take responsibility for their learning. To achieve this goal the School has aimed to deepen teachers' pedagogical content knowledge specifically in Mathematics and Spelling so that they can plan and provide learning tasks that engage and challenge all students.

As a school we adopted New Pedagogies for Deep Learning (NPDL) into our primary curriculum, purposefully and strategically incorporating 21st century skills of Creativity, Citizenship, Critical Thinking, Communication, Collaboration and Character into learning experiences. We focused specifically on students' ability to communicate effectively with a variety of styles, modes and tools, tailored to a range of audiences.

For Mathematics, there was a particular focus on improving teaching methods through professional learning. These sessions were led by members of the Leadership team and occurred on multiple occasions each term. Specific focus was on higher ability pedagogy, differentiation strategies and quality task design.

In Mathematics, the Extending Mathematical Understanding (EMU) approach that provides early numeracy intervention and teacher instruction was interrupted due to the pandemic. The school however used the data from our Mathematic Assessment Interviews (MAI's) to plan and adjust the curriculum and this extended to encompass the mathematical content delivered through Home Based Learning.

For our Literacy focus on Spelling, we continued to build teachers' understanding of highly effective teaching strategies. We implemented a Spelling Analysis Tool school-wide to identify students' point-of-need in spelling and to allow teachers to provide differentiated content in the classroom.

Numeracy and Literacy Collaborative Analysis of Student Learning (CASL) meetings were held regularly in Term 3 and 4 to identify individualised student needs and specific strategies.

Aspects of the Numeracy and Literacy Progressions were used by K-2 teachers to improve clarity around what students need to learn - the specific skills and content that needs to be taught for that child to achieve a minimum of one year's growth. These were the basis of

tracking student progress growth and identifying individual student needs in the numeracy sub-element of quantifying numbers and literacy sub-elements of creating texts, phonemic awareness, phonic knowledge, and word recognition.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The Wellbeing team continued to meet every three weeks to review current needs within the school. Student welfare data is reviewed during these meetings and informs future planning. An added dimension for 2020 was ensuring our students were engaged in learning during Home Based Learning.

The School ROSELLA rules (Respect, Others, Self and the Environment, Love, Learn, Achieve) continue to be communicated to students to promote positive behaviour for learning. The rules are displayed around the school as a key reference point for teachers and students. Students continue to be acknowledged with ROSELLA awards, Assistant Principal awards and Principal awards. Large 'ROSIE' stickers can be awarded to a whole class to acknowledge their class following the rules. When a class has received 10 stickers their behaviour is acknowledged by an agreed class reward. This has continued to result in students working together and supporting each other to follow our school rules and work towards a common goal. Small Rosie stickers are used for individualised acknowledgement of positive behaviour.

We introduced the '*I need to tell someone*' initiative which allows students to complete an online form from our website that enables them to share any concerns they may have, with the Principal and Assistant Principal.

There has been a continuous use of the STAR/BEST strategy to support students to deepen their ability to face social situations when challenged and to build upon their resilience.

Teachers were able to use the information from their Trauma Inservice to implement strategies to support children and we continue to provide students with opportunities to

practise mindfulness during our Examen time each day after recess. This has resulted in students being calmer and more focused on their learning.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The school's key Teaching and Learning goal for 2020 was to enable students to develop the confidence and skills to take responsibility for their learning. With the onset of COVID and subsequent restrictions in place, we adjusted our approach to incorporate Home Based Learning. We found that a large number of students successfully engaged with Home Based Learning and when they returned to school, demonstrated independence in their approach to school life.

Stage 3 students took on the responsibility to engage other classes in liturgies to ensure that students were still able to actively practise their faith within the restrictions we were operating under.

As a staff, we sought creative ways to leverage digital to maintain and continue to build, strong community relationships. We found that we were able to support our community through a difficult time and students maintained a positive approach to their wellbeing.

In late Term 4 our Stage 3 students moved into their new Learning Centre which saw staff and students effectively utilise the space, facilitating collaborative, 21st Century Learning.

Priority Key Improvements for Next Year

In collaboration with Catholic Schools Broken Bay, we are working on the Towards 2025 plan.

We aim to continue to develop as professionals through fostering creativity and innovation to consistently meet the point-of-need of our students. Staff will work on two-week teaching

sprints designed to continually improve their repertoire of teaching strategies and ensure that students are meeting the required Outcomes.

As a community (our school, the Early Learning Centre and St Brigid's) we are developing a Community Cottage. This initiative will allow us to support families in need with help from outside agencies.

Staff will continue to implement the ReNew RE Program ensuring they are teaching quality Religious Education lessons. This will be achieved by ensuring we support staff and students in their Mission Formation journey.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The five highest-performing areas across the school, according to Parents, are as follows:

- Parents feel Welcome
- Inclusive School
- School Supports Learning
- Safety at School
- School Supports Positive Behaviour

Student satisfaction

The five highest-performing areas across the school, according to Students, are as follows:

- Positive Teacher-Student Relations
- Quality Instruction
- Positive Behaviour at school
- Expectation for Success
- Students felt challenged in their English and Mathematics classes and felt confident of their skills in these subjects

Teacher satisfaction

The five highest-performing areas across the school, according to Teachers, are as follows:

- Inclusive School
- Quality Teaching Strategies
- Data-Informed Practice
- A Culture of Learning
- A Culture of Collaboration

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$4,434,071
Government Capital Grants ²	\$517,643
State Recurrent Grants ³	\$1,388,158
Fees and Private Income ⁴	\$756,538
Interest Subsidy Grants	\$20,428
Other Capital Income ⁵	\$214,531
Total Income	\$7,331,369

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$4,229,967
Salaries and Related Expenses ⁷	\$5,495,225
Non-Salary Expenses ⁸	\$1,228,879
Total Expenditure	\$10,954,071

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT