St Brendan's Catholic Primary School, Lake Munmorah
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St Brendan’s Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. 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.
Principal's Message

St Brendan’s Catholic Primary School, which was established in 1989, is situated at Lake Munmorah within the Diocese of Broken Bay. There are 18 classes across Kindergarten to Year 6, including a K-2 composite class within which children are supported to further develop the skills to become successful learners.

The St Brendan's Early Learning Centre (ELC) is also on site, catering for families with children in the 3-6 years age bracket. The ELC is regarded as an integral part of our community and there are strong links between it and the primary school.

CatholicCare is represented on site, with a family counsellor and an Out of School Hours (OOSH) facility to support all families.

Our aim at St. Brendan’s is to support and supplement the efforts of parents in providing a total education for the children. This is achieved through quality pastoral care, exemplary teaching and via the implementation of initiatives and/or intervention opportunities. Staff and parents use a positive behaviour framework to encourage all students to live Christian values within a nurturing environment.

Our School Motto, Alive in Christ, living the Gospel values, is evident in all we strive to achieve.

Parent Body Message

The parent community continues to be highly engaged in the life of the school. There is parent representation on the Wellbeing team, the Positive Behaviour for Learning (PBL) team, and the newly formed Parent Advisory Group. This group evolved in Term 4 and is an amalgamation of the Enrichment Board and the P &F. The group continues to focus on supporting the school to communicate the SIP and suggests possible strategies to ensure parents understand the purpose of these goals. An added dimension has been that the group is a vehicle for ensuring a deeper knowledge and understanding of the academic, emotional and social goals of the school.

The parent body voted overwhelmingly to introduce a fundraising levy into the school, to free up parents to be more engaged with the direction of the school without the pressure of constant fundraising. St Brendan’s is very fortunate to have such a dedicated, hard working and friendly parent community who achieved much in 2015.

In Term 4, parents were invited to participate in a forum which consulted about topics for parent education. These topics include cyberbullying education, opportunities for spirituality, and literacy/numeracy workshops.

Student Body Message

St Brendan’s school is one where there are many opportunities for leadership, and teachers spend time working on areas of interest with children. There are 'interest' activities most
lunchtimes and these include: Garden Club, Busy Builders, Student Representative Council (SRC), Robotics, Dance, Talent Quests and Chess.

Since Kindergarten we have watched the school grow in size and there have been many additions like the ELC, the Indigenous Garden, changes to the play equipment and more classrooms.

When speaking to the SRC two features were noted: the ROSE rules have really helped to cut down on teasing and bullying and there are lots more opportunities for the children to be involved in fun things at school.

One thing that stands out for us in 2015 is the St Brendan’s Got Talent shows. During this year, many children have been able to show off their talents at school by doing a performance for the rest of the school.

The teachers are inspirational and make learning fun. All our classrooms have an Interactive Whiteboard and some other forms of technology. This year we learnt how to use a Chrome Book to develop our critical thinking skills and assist our learning.
School Features

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

St Brendan’s Catholic Church and school sit within the parish of Toukley / Lake Munmorah and the Parish Priest has established and maintained close connections with the school. The total enrolment in 2015 is 459 students across Kindergarten to Year 6, consisting of eighteen mainstream classes and a specialised Kindergarten to Year 2 class.

The on-site Early Learning Centre (ELC) feeds into our Kindergarten providing a valuable connection to our students. Outside of School Hours care (OOSH), is on site and supports families by offering a service that engages students through a variety of activities.

Over twenty (20) students are supported by an Aboriginal Education Worker (AEW) to embrace, nurture and share their culture. This year, these students were instrumental in supporting the introduction of a ‘bush-tucker’ garden and an ANZAC memorial garden.

The St Brendan’s staff are extremely hard-working and offer a number of co-curricula programs including: debating, public speaking, chess, robotics, higher ability days, St Brendan’s Got Talent, Year 2 SwimSafe program and sporting opportunities (athletics, cross country, touch football, soccer and netball). Optimal student emotional and social health is very important and is nurtured through classroom teaching, KidsMatter, Positive Behaviour for Learning (PBL), Let’s Do Lunch, Busy Builders, meditation and yoga. The school offers membership to a Mini-Vinnies team which engages in social outreach to support both local and global initiatives. Such initiatives support our students to develop a deeper understanding of the values of empathy, compassion and equity.

St Brendan’s Family Liaison Officer (FLO) works closely with the principal to plan parent education and to offer support to families in need.

The input of our students is greatly valued. Student voice has been gathered through survey instruments, conversations with the Student Representative Council (SRC) and through membership on the Wellbeing team.

Parent participation is encouraged in a variety of capacities and contact with the parent body is via face to face contact, school and P & F Newsletters, Facebook and the website. In September of 2015, the parent community was surveyed to determine the extent to which the work of both the P & F and the School’s Enrichment Board was visible across the school. The outcome of this survey and the subsequent process implemented is that in Term 4 a decision was made to combine the bodies into one parent representative group. Initial meetings of this interim group have proven fruitful and the group is preparing for a launch in 2016.

There is an active Learning Assistance Program (LAP) program which includes volunteers from the
school and parish working alongside students and teachers to support optimum wellbeing.
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>219</td>
<td>240</td>
<td>1</td>
<td>459</td>
</tr>
</tbody>
</table>

* Language Background Other than English

There are three streams from Kindergarten to Year 2, with each of these classes sitting under 25 students. Placements in Years 3-6 are in high demand with many families seeking to enrol in these cohorts prior to enrolling at St Brigid’s secondary college.

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 CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 92.02 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>92 %</td>
</tr>
</tbody>
</table>

Efforts have been made in 2015 to increase the attendance rate to 96% and above. Strategic initiatives have been discussed with CSO personnel throughout Term 4 in an effort to achieve this higher rate in 2016. The school’s policy for investigating non-attendance has been revised and updated.

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO 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 Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th></th>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>13</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

* This number includes 24 full-time teachers and 7 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>31</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Mathematical Assessment Interviews (MAI) Assessment and Analysis: conduct and analyse student MAI assessments to design and implement teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Writing and Seven Steps to Success: seven steps to improve writing based on four best practice pedagogical principles</td>
</tr>
<tr>
<td>Day 3</td>
<td>Circle of Security: Attending to the needs of children to enhance secure relationships that foster positive well-being (presented by CatholicCare)</td>
</tr>
</tbody>
</table>
Weekly staff meetings have been accessed to address the implementation of the new History Curriculum and review the implementation of the recently implemented Science curriculum. In addition, weekly stage based professional learning opportunities to further develop skills in teaching English and Mathematics such as:

- data analysis using the Literacy Continuum and Numeracy Continuum
- Diocesan High Yield strategies: English Instructional Walks, Collaborative Analysis of Student Learning (CASL) meetings and co-teaching coaching model.
- Extending Mathematical Understanding (EMU) strategies to improve mathematical understanding
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

CATHOLIC HERITAGE: Students at St Brendan’s have many opportunities to participate in school and Parish liturgical celebrations. Each term the school joins the Parish for a Parish Family Mass. Students prepare the celebration and fulfil roles in the Mass. The final Parish Family Mass is conducted by the finishing Year Six students as a thank you to the Parish for their support over the years. This relationship between the school and the Parish is seen as a priority.

All Parish-based Sacramental programs are supported by the school with relevant year’s Religious Education (RE) units based on the Sacrament. The school is also involved in the planning and the celebration of the Sacraments.

The school has continued its development of an allocated prayer time (Examen) and each class is involved in a weekly meditation session two terms each year.

RELIGIOUS LIFE OF THE SCHOOL: Staff and students value greatly the role of our Catholic Faith in our daily experiences. The call to Discipleship and to be always “Alive In Christ,” permeates all that we do in our school. The values learned during Religious Education (RE) lessons are expected to be carried into the playground and into the staffroom. All decisions made by the school staff and leadership team are made based upon the belief that we are Disciples of Jesus.

The Religious Education program implemented in the school is developed using the Broken Bay K-12 Religious Education syllabus and all learning experiences are developed from the associated learning modules. An emphasis has been placed on linking teaching and learning activities with our school PBL rules. To enable parents to be more connected to the educational aspect of our faith, a heightened emphasis has been placed on the parent-home connections within the modules.

As well as the Parish Family Masses, designed to build the relationship between school and Parish, each class has a number of opportunities to celebrate Mass together throughout the year.

Staff are also actively involved in organising staff prayer experiences once each term.

CATHOLIC WORLDVIEW: The students are constantly reminded of the need to reach out to those in need. Through our Mini Vinnies Program and other fund raising events, students are constantly made aware of the needs of others, including those in our own local community.

Much of our fundraising and our education is aimed at St Vincent de Paul, Caritas and Catholic
Mission as well as supporting those in our own community by providing hampers and vouchers.

PROFESSIONAL LEARNING IN MISSION: The staff has participated in staff meetings investigating “The Joy of the Gospel.” There are currently five staff studying post graduate Theology courses.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

Working towards the school School Improvement Plan (SIP), staff across K-6 used student data to identify students’ individual point-of-need. In response to the identified needs, specific strategies for teaching and learning were developed. Staff meetings focused on analysing student data and the triangulation of results in order to develop a complete evaluation of student knowledge across K-6. In addition, all staff participated in regular professional learning opportunities, collaborating productively to determine best practice strategies to support learning. The opportunity for collegiality is greatly valued by all staff, embraced as productive time to discuss contemporary practices and latest research.

Each week staff met with a curriculum facilitator and analysed student achievement, knowledge and outcomes against syllabus documents. Learning goals and teaching and learning strategies designed to assist students to achieve specific learning targets were developed. Staff developed frameworks, explicit success criterion and resources for specific curriculum areas and curriculum content, including technology, the Science and Technology curriculum, special educational needs and higher ability support. A number of staff members continued to work in collaboration with CSO Education Officers on a number of different curriculum initiatives, which were then shared with all staff. The literacy coach continued to support whole school initiatives, including a commitment to implementing the Seven Steps to Writing Success. This program was implemented across K-6 and as a result, all staff and students can articulate the same language for writing success.

A shared understanding of quality writing instruction has been developed and implemented school wide. Higher ability initiatives continued in 2015, including specific extension opportunities in Mathematics, English and technology. The MAI data has continued to inform students’ point of need instruction. The Extending Mathematical Understanding (EMU) program continued, with a further two staff members trained as specialists and an additional staff member trained in the Middle Years program. EMU strategies also informed Stage Three professional learning this year. The Dual Exceptionality program was in its second year, with a focus on tailoring the educational needs of a very specific set of learners across K-6. 2015 also saw the implementation of the new Science and Technology curriculum. Scope and Sequences were revised and new units of work and assessment strategies were developed. Stage Three saw
the introduction of ChromeBooks which saw one to one device learning experiences. Teachers also used technology in new and innovative ways, successfully programming all teaching and learning on a cloud based platform.
NAPLAN

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.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>39.40 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>44.30 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>57.40 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>32.80 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>37.10 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>29.50 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>26.20 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>24.60 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>26.20 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>19.70 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

As demonstrated by the table, the Year 3 results show that the percentage of students in the top 2 bands for Grammar and Punctuation is 39.40% in the school compared to 52.20% nationally. This indicates that the school is slightly behind the national average in this area. Similarly, for Reading, the school achieved 44.30% compared to 48.20% nationally, showing a slight deficit in performance. Writing achieved the highest percentage of students in the top 2 bands with 57.40% in the school compared to 46.80% nationally. Spelling achieved 32.80% in the school compared to 41.20% nationally, indicating a significant gap in performance. Numeracy achieved 37.10% in the school compared to 33.50% nationally, again highlighting a deficit in performance.

In summary, the Year 3 NAPLAN results show that the school has areas of strength and areas that require improvement in literacy and numeracy.
2 bands was higher than the national average in Writing and Numeracy. The Year 5 results show that the percentage of students in the top 2 bands for Writing was higher than the national average.

Evidence to suggest a correlation between the school’s effort to enhance teaching and learning and student performance was demonstrated in the achievements of both the Year 3 and Year 5 students in writing. A number of targeted initiatives identified in the School Improvement Plan have impacted on these results. These included professional learning opportunities to engage in collaborative professional dialogue to analyse student data using the Literacy Continuum and to identify strategies for improved writing success.

It can be said that the school’s targeted early intervention strategies have had a positive effect, as noted in the Year 3 results. SMART trend data (2011-2015) also indicated a positive movement away from the downward trend, demonstrating a closing gap between school and state performance.

An investigation of the SMART data item analysis in numeracy indicates that further development of multi-step problem solving skills is recommended. Closer investigation of the SMART data item analysis in literacy indicates that spelling, grammar and punctuation continue to be areas requiring further development.
SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School’s pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school Pastoral Care policy outlines procedures and practices for pastoral care in our school. We have an ongoing commitment to having a student wellbeing and Pastoral Care policy that is both active and relevant to the students under our care. The school’s Wellbeing team is made up of staff, students and parents who meet three times per term. The local branch of CatholicCare has a base at the school and has been available to community members for support and has also run various courses in 2015. All staff were trained in the Circle of Security course during the year. This course was effective in allowing all staff a deeper understanding and knowledge of the various parenting styles across the community. The CSO counsellor assigned to the school works with individual students and their families on a needs basis. There are a number of programs and initiatives across the school to heighten student wellbeing: Sense Rugby, Chess, Pastoral Partners, Seasons for Growth, LAP, yoga, meditation, and the many lunch activities on offer. The recent result of the Macquarie Marketing Group (MMG) survey indicate very high parent satisfaction with the pastoral care offered at the school.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Behaviour management and student discipline are outlined in our school Pastoral Care policy. Our ROSE (Respect Others, Self and the Environment) rules have been developed in line with PBL.
The PBL team was renamed in 2015 to become the Wellbeing team and now encompasses PBL and *KidsMatter*. The team continues to meet regularly to discuss current needs within the school and PBL lessons are taught weekly in classrooms. The Religious Education modules now also contain a point of alignment to the PBL rules. The children are regularly reminded of school rules and acceptable behaviour, in class and at whole school assemblies. There is a distinct focus on recognising positive behaviour through ROSE stickers, weekly ROSE awards and the Spirit of Saint Brendan award each term. The principles of restorative justice are evident in teacher interactions with children.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is 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 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 CSO website or by contacting the CSO.

The School's Anti-Bullying Policy works to ensure a safe and supportive environment for all students. Bullying is not tolerated in any form throughout the school and is handled promptly by teachers and the school leadership team. Parents are informed if their child is involved in any bullying incident at the school. Parent teacher meetings are called to resolve any bullying issues. Strategies to deal with bullying across the school are taught to students and they are encouraged to report incidences of bullying to teachers and also through an online reporting system (I need to tell somebody...). Parents and students have identified a growth in the number of cyber bullying incidents and these were proactively addressed via a visit from the local police welfare officer, newsletter and website inserts, the introduction of a K-6 Resilience program and the trial of the Circle Time strategy across several classrooms. The Circle Time strategy will be expanded to all classes across 2016. A Wellbeing Co-ordinator will be appointed 1.5 days weekly release to sustain current initiatives and investigate new opportunities to combat bullying and teasing issues which might arise across the school.

**Complaints and Grievances 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 CSO website or by contacting the CSO.

We have initiated a number of procedures for students and parents to report any issues that are of concern for them. The first point of call is to contact a child’s teacher to discuss the concerns and develop an action plan. This is not always possible, and in such instances parents are encouraged to contact the principal and/or the school’s consultant.

Our school webpage (https://www.sblmdbh.catholic.edu.au/) has a link to our Parent Handbook which contains information regarding the procedure for complaints and grievances. A hard copy of the Diocesan Policy for Complaint handling is available from the school’s office.

Also on the webpage we have information regarding our ROSE email (ROSE@dbb.catholic.edu.au) which allows parents and students to contact the school directly if they have any pastoral issues. These issues are handled confidentiality by either the principal or assistant principal. Suggestions have come from school data that the appointment of a Wellbeing Coordinator in 2016 would be valuable.

On the PBL section of the student webpage, the students are able to complete a form (I need to tell somebody...). This alerts the PBL team of issues they may face.

**Initiatives Promoting Respect and Responsibility**

The school places a high priority on promoting respect and responsibility within the school and this is reflected in our rules: Respect Others, Self and the Environment (ROSE). School rules are reinforced by being prominently displayed in all rooms and in public areas. The children are consistently reminded of these rules in both the classrooms and at school assemblies. Those students who consistently work towards demonstrating the transfer of these rules into actions are acknowledged by a certificate and a celebration (each term).

Our student leaders in Stage 3 take on various responsibilities to promote respect and responsibility including: leading school assemblies: organising fund-raising activities, welcoming guests to the school, being a buddy-class to the younger grades for class activities, and assisting teachers on the playground in their roles as ROSE reinforcers. Students are also reminded of their responsibility towards our environment. As such, initiatives from the students in regard to keeping the playground clean, and caring for the environment, both on a school and wider community level, are welcomed. Students are given opportunities to join the gardening club.
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.

Key Improvements Achieved

The school’s focus on its SIP goals for the year have allowed for key improvements to be achieved.

The continued daily practice of praying the Examen was a focus this year, with the desired outcome being an increased student knowledge and understanding of the Christ’s message as expressed through scripture.

Staff professional learning (PL) during the year focussed on opportunities to analyse and respond to student data ensuring that it was driving learning and teaching. This analysis and response resulted in improved academic outcomes for the students, in Mathematics and English, most particularly in Writing, by specifically identifying strategies to support point-of-need.

Our Pastoral Care focus developed the students' skills of resilience to improve engagement in their learning. The Positive Behaviour for Learning program and KidsMatter strategy further developed student emotional health and wellbeing. Staff engaged in professional learning which identified strategies for building student capacity for becoming self-directed learners. The school was acknowledged by the KidsMatter association for an outstandingly successful implementation of the framework.

Priority Key Improvements for Next Year

The SIP goals for 2016 have been drawn from analysis of data, feedback from staff, formal discussions with staff, liaison with CSO personnel and surveys of students and parents.

For 2016 the school's SIP goals will be:

Mission: To engage with opportunities to spread God's love through relationships with one another. It is planned to develop deeper levels of gratitude and awareness of how we treat ourselves and relate to one another.

Learning and Teaching: To focus on excellence in the practice of Social Emotional Learning (SEL) to raise student learning outcomes. The strategy 'Circle Time' will be implemented to increase levels of student self-esteem and student engagement, leading to improvement in their learning
gains. All staff will be trained to facilitate 'Circle Time' in the classroom.

*Pastoral Care:* To focus on continued growth in student resilience and wellbeing. Our school aims to have staff use the SEL continuum to track growth in resilience and wellbeing of a number of students in their classes.
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**

At the end of 2015, parents were invited to complete the "Stakeholder Satisfaction Review" Survey undertaken by MMG. The following reflects the average scores of St Brendan's parents. The overall satisfaction with the school received a score is ‘very high’ at 83%. Top performing schools are achieving 80% in key areas. Scores of 80% and above are indicators of strong performance which translates to high advocacy and school of first choice status. 53 areas of the proposed 60 were acknowledged by parents as 'Areas of Excellence'.

Parents of St Brendan's rated the school as ‘very high’ in all 10 categories - Overall Satisfaction, Catholic Practices, Teaching and Learning, Pastoral Care, Leadership Direction, Communications, Community Engage, Facilities and Resources, Affinity (Loyalty) and School Mission

These scores suggest the school is in ‘very good’ overall health from a parent perspective and above the 80%+ MMG hurdle level.

**Student Satisfaction**

The "Stakeholder Satisfaction Review" Survey was also undertaken by the Year 5 and Year 6 students this year. The overall score is ‘very high’ at 80%. These scores suggest the School is in ‘very good’ overall health from a student perspective and reaches the 80%+ MMG hurdle level.

Tailored questionnaires for the students were developed in a collaborative way involving CSO staff, the Principal and MMG Education. 107 students (87% of total Years 5 & 6) completed the survey in November and December 2015. Of particular note is the students very high satisfaction with the teaching and learning and Pastoral Care approaches that exist at St Brendan's.

**Teacher Satisfaction**

St Brendan’s staff were also given the opportunity to complete “Stakeholder Satisfaction Review” Survey during the year.

The overall score of St Brendan’s staff is ‘very high’ at 81% on staff related areas. St Brendan’s achieved ‘high’ and ‘very high’ scores in all staff responses. These scores suggest the school is in ‘very good’ overall health from a staff perspective and above the 80%+ MMG hurdle level.

Overall, the St Brendan's staff score (81%) for staff related areas is 6% above the MMG
Benchmark average score of 75%.

Of particular note is that 100% of St Brendan's teachers stated that Emphasis Placed on Religious Education and the Emphasis Placed on Students' Learning Achievement is the right amount.
Consistent with the BOSTES requirements, financial income and expenditure for the School 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.

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (58.8%)</td>
<td>$3,202,777</td>
</tr>
<tr>
<td>Government Capital Grants (0.2%)</td>
<td>$8,608</td>
</tr>
<tr>
<td>State Recurrent Grants (22.1%)</td>
<td>$1,204,654</td>
</tr>
<tr>
<td>Fees and Private Income (16%)</td>
<td>$871,287</td>
</tr>
<tr>
<td>Other Capital Income (3%)</td>
<td>$161,030</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,448,357</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (1.1%)</td>
<td>$56,439</td>
</tr>
<tr>
<td>Salaries and Related Expenses (73.9%)</td>
<td>$3,712,716</td>
</tr>
<tr>
<td>Non-Salary Expenses (24.9%)</td>
<td>$1,252,775</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,021,930</strong></td>
</tr>
</tbody>
</table>