

2024

Annual Report to the School Community



St Brendan's School

Golf Links Road, LAKES ENTRANCE 3909

Principal: Matthew Hamer

Web: www.lakesent.catholic.edu.au

Registration: 1581, E Number: E4024

Principal's Attestation

I, Matthew Hamer, attest that St Brendan's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2025

About this report

St Brendan's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

Governing Authority Report

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCF) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

At St Brendan's Catholic Primary School, we are inspired by Saint Mary MacKillop who responded to the call of Jesus Christ by living out the Gospel. In light of this our community will be one where:

- The Catholic faith is reflected in our life and culture.
- All are welcomed, supported and valued within a safe and secure environment.
- We strive to achieve our potential in a dynamic, collaborative and personalised learning environment.

At St Brendan's Catholic Primary School we:

- Are committed to building a school community that grows in faith.
- Are committed to developing expert teachers.
- Aim for our students to flourish in education and in life.
- Aim to teach students a respect for self and others through taking responsibility for actions.
- Achieve together 'never see a need without doing something about it'.

School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 240 students from Lakes Entrance and the surrounding areas. It was established by the Josephite Sisters who continue their strong involvement in the school. Saint Mary MacKillop's motto, 'Never see a need without doing something about it', has been adopted as the school's motto.

The school maintains a strong commitment to the core values of faith, community, respect and courage. As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. Wellbeing and leadership are nurtured within a culture of personalised learning and care. Parents are welcome to contribute to school life and are encouraged to participate actively in their children's education.

Our commitment is to provide a learning environment where students are able to reach their potential in all areas of life through a faith-based education. We have embraced contemporary learning and continue to develop aesthetically pleasing, flexible learning spaces where children are encouraged to be independent and engaged in purposeful learning.

Student potential is developed through participation in quality class and specialist programs. Intervention and student support programs assist children with specific learning needs. Students are inspired to participate in a broad range of extra-curricular and community service activities.

Performance and Development Culture is a focus for all staff members who work collaboratively and share responsibility for the wellbeing and development of all students. Teams work together and engage students in a program that continues to evolve, addresses students' individual needs and celebrates their achievements.

Principal's Report

2024 was a particularly exciting year with exceptional opportunities for our students. We are extremely proud of our student leaders and in 2024 our year six students provided a legacy for future leaders to follow. Every week our year six students were conducting activities at recess and lunch that enriched the lives of others. There was a great sense of respect amongst the students and across the school, playgrounds and classrooms were calm with learning always in evidence. Our teaching staff ensured strong collaborative practices in their planning and teaching and student success was celebrated.

In 2024, our long serving Religious Education Leader, Helen Renehan, mentored and passed on her knowledge to our new RELs, Cassandra Supple and Melissa Terry. We are so very grateful for Helen's quality leadership over decades, our school community is in a strong place of knowledge and faith due to the integrity with which she conducts her work.

St Brendan's has a great tradition of celebrating sacraments together. I am proud to say that staff at St Brendan's make every effort to attend the Sacraments of Reconciliation, Communion and Confirmation. Our community is particularly well-led by St Brendan's Parish Sacramental Coordinator, Michelle Grimstead and Father Hiep and each celebration was unique and special.

In 2024, our student school captains were invited to read a poem at the ANZAC day ceremony. This is a significant community event with more people attending every year. Our school captains, Piper Crawley and Harry Strong prepared a poem and read with distinction. Members of the RSL were so impressed we have been asked to perform this part of the ceremony each year. All year long, we experienced support from our parents when conducting special events. Two of the highlights were the Colour Run Fundraiser where we had a great time raising money for Caritas. Then we finished the year with the family barbecue, art show and parent versus student soccer match. What a night we had! It felt like every parent, grandparent and child were in attendance.

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity Goal:

- To build a school community that grows in faith and knowledge.

Intended Outcome:

- That there is a clear and consistent articulation of Catholic identity in Catholic education and in our school community.

Religious Education Goal:

- To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

Intended Outcomes:

- That teachers have a thorough working knowledge of the Religious Education Curriculum, *To Live In Christ Jesus*.
- That Scripture is taught using a clearly understood methodology.

Achievements

With the guidance of DOSCEL and the CIRE teams we have continued to develop our evidence-based strategies and approaches to promote faith living. Staff have been involved in termly professional development designed to improve teacher knowledge of how to engage students in Religious Education through an inquiry approach and to unpack scripture in a way that students understand the context, but can find the spiritual message in it for us today.

Our whole school closure day continued on from last year's learning about, 'The Story of Us'. Titled 'Our Story Unfolds', we began our day in prayer at St Joseph's Catholic Church, Swan Reach before journeying to Gunaikurnai Land and Waters Aboriginal Corporation, GLAWAC to learn about how the Indigenous story is unfolding today. We then returned to the school where we continued this learning looking at a range of Indigenous groups and the amazing work they do for their communities. We then looked at the ongoing Diocesan Assembly. We reflected on the successes of the last five years and the challenges going forward. We then unpacked the Diocesan Assembly prayer and its meaning. To finish our day we unpacked the Parable of the Mustard Seed, teaching staff strategies to use in their classrooms.

We continue to invite parents and parishioners to our prayers and Masses. We have also established a weekly staff prayer. This is an opportunity for staff to stop, be still and pray in the busyness that school can be and develop their own relationship with God. This was initially run by leadership, but has developed to include the input by volunteers in our staff.

Value Added

Our series of professional learning team meetings, based on the inquiry and AWES (A Way of Encountering Scripture) methods have continued to develop our strong planning. This allows us to develop engaging Religious Education lessons where students are able to develop faith and knowledge understanding.

Over the course of the year, classes have continued to invite parents and carers to prayers and Masses. Our whole school prayers and Mass invitations have begun to be sent on the school's digital platform Parent Access Module (PAM).

Our staff prayer has been a success. We have a regular group of staff taking part and staff have commented about how inviting and prayerful the experience has been.

Our staff development day was a success, we were able to build on the learnings from last year. We were also able to be reflective on ourselves and see the reflectiveness in the Church. We also showed how we can incorporate fun, movement and team building into how we unpack and teach Scripture.

Learning and Teaching

Goals & Intended Outcomes

- To develop expert educators through targeted teaching, evidence based strategies and collective efficacy.

Priority Objective:

- Students in all schools achieve learning growth and experience success through exposure to high quality teaching practices within safe and inclusive environments.

Achievements

Achievements in Literacy

Assessment/ Data Collection:

- Collecting data via a variety of methods; summative (NAPLAN, PAT), formative (rubrics, anecdotal, observations, teacher made assessments, online platforms such as Essential Assessment).
- Reporting students' proficiencies against ABELS, EAL and the Victorian Curriculum. Tracking students through an online data collection from Foundation through to Year Six via Little Learners Love Literacy and Fountas and Pinnell Benchmark System to monitor growth and identify gaps.
- Moderating student achievement by analysing a triangulation of data to ensure accuracy of achievement standards against the Victorian Curriculum continuum.
- Providing opportunities for students (years 3 - 6) to compete in the Prime Minister's Spelling Bee, VICSpell and Lion's Club Public Speaking Competition with data provided to schools on their completion.
- Assessing student writing samples (baseline, midline and endline) through moderation both vertically and horizontally to ensure consistency of teacher judgement. Implementing literacy intervention programs, such as Little Learner's Love Literacy, Toe by Toe, DIBELS Fluency, The Syntax Project, Colourful Semantics supporting the development of oral language and writing cohesive sentences.

Planning

Professional Learning Team meetings:

- Consolidating teacher understanding of the Big Six (comprehension, phonics, phonemic awareness, vocabulary, fluency and oral discussion) in reading and accurately pinpointing students' needs.

- Deepening teacher knowledge of evidence-based practices, rubrics, individual learning goals, worked examples, learning intentions and success criteria to progress all students' acquisition of reading and writing skills.
- Working collaboratively in teams to plan for student learning opportunities.
- Upskilling Education Support Officers through professional development and meetings with curriculum leaders to ensure consistent approach to teaching in all areas of the English curriculum.

Lesson Structure

- Utilising the open planned school environment to support learning needs of all students.
- Using shared spaces such as breakout rooms and specific areas to work 1:1 or small targeted groups for explicit teaching.
- Varying reading sessions to suit learning needs of selected students and include grouping students to teach; reciprocal reading, guided reading, systematic phonics based program, phonemic awareness skills, specific comprehension skills.
- Implementing the systematic, structured phonics program, Little Learners Love Literacy, to enhance students' knowledge of decoding, encoding and phonological awareness until the completion of the program.
- Maximising writing independence by continually revising the skills of the writing process 'brainstorm, plan, draft, revise, edit, conference, act on feedback, publish'.

School Purchases

- Little Learners Love Literacy Program
- Q Global - recording system for WIAT III and new student recording booklets
- Teacher resource books
- Audio Books
- Essential Assessment Subscriptions

Achievements in Numeracy

Assessment / Data Collection:

- Collecting annual data on student mathematical achievement and progression is timetabled and collected via a variety of methods; summative (NAPLAN, PAT), formative (MAI, anecdotal, observations, teacher made assessments and online platforms, such as Essential Assessment).
- Tracking students through an online data collection from Foundation through to Year Six via the Mathematics Assessment Interview to monitor growth and identify gaps.
- Essential Assessment subscriptions accessible to all students at school and home which provides information on a students' knowledge in Mathematics.
- Opportunities for students in years three to six to compete in the Australian Mathematics Competition with data provided to schools on their completion.

- Implementing Mathematics intervention programs using the VCAA Misconceptions intervention, CAMS and STAMS and SINE.

Planning

Professional Learning Team meetings:

- Upskilling teachers' Mathematics knowledge continually via trusted websites and PLTs to strengthen their own professional learning.
- Matt Sexton professional learning for Curriculum Leaders.
- Auditing mathematics curriculum each term to ensure all Victorian Curriculum outcomes are explicitly taught and concepts continually revised throughout the year.
- Teachers planning to move knowledge from surface level or short term memory to long term memory or deeper level via multiple exposure, automatic recall and spaced practice.
- Timetabling Mathematics according to the School Entitlement Plan.
Opportunities to discuss planning with St Brendan's Curriculum Leaders and the DOSCEL Education Officer: Learning and Teaching Mathematics, Delma Brazzale, to support evidence-based practices in Mathematics.

Lesson Structure

- Explicitly teaching students at point of need.
- Structuring lessons depending on the concept, data and cohort of students.
- Varying structure of lessons from differentiated, gradual release model, group discussion, mixed ability grouping, same ability grouping, 1:1, targeted or inquiry based, open-ended questions and online learning.
- Sharing resources throughout the school, utilising maths trolleys containing hands-on materials accessible to all students levels of learning.
- Using evidence-based teaching strategies, such as the CRA (concrete representational abstract) approach.
- Displaying Learning Intentions and Success Criteria for every Mathematics lesson to reinforce teacher clarity.

School Purchases

- Maths Online subscription
- Essential Assessment subscription
- MAV subscription
- Restock Maths trolleys

Student Learning Outcomes

St Brendan's Catholic Primary School achieved exceptional results in the 2024 NAPLAN assessments, performing above the Victorian state average in seven out of ten measures. Our Year 3 students surpassed the state mean in all areas, demonstrating particularly strong achievement in reading—outperforming the Victorian average by 37 weeks. Year 5 students also exceeded the reading benchmark by 17 weeks. These impressive outcomes highlight the success of our data-informed teaching strategies and our commitment to targeted instruction that meets students at their individual points of need. We will continue to build on this approach to support ongoing academic progress.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	452	75%
	Year 5	504	69%
Numeracy	Year 3	421	79%
	Year 5	486	63%
Reading	Year 3	455	89%
	Year 5	522	81%
Spelling	Year 3	420	75%
	Year 5	485	66%
Writing	Year 3	436	89%
	Year 5	491	73%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

- Students are socially connected and form positive relationships with teachers.

Achievements

Whole School Approach to Positive Behaviour Support

St Brendan's is committed to implementing our Whole School Approach to Positive Behaviour Support (WSAPBS). This evidence-based framework continues to foster a positive school climate and enhance student outcomes through positive, predictable behavioural support strategies.

In 2024, a dedicated leadership role of WSAPBS was created to spearhead the implementation of the Whole School Approach to Positive Behaviour Support. This role will involve coordinating efforts across all levels of the school community to ensure fidelity to the WSAPBS model and maximise its effectiveness. This will ensure a consistent approach across the school and effectively integrate new staff members into the WSAPBS model at St Brendan's.

St Brendan's CPS uses affirmative language to reinforce desired behaviour among all students, fostering a culture of positive conduct to create safe and predictable learning environments for all students. The foundational principles of this approach are the 'Three Rs' which serves as the common lexicon throughout the school:

1. **Respect for Self:** Interacting in my school community with all teachers, staff, students everyday in a positive way with pride.
2. **Respect for Others:** Greeting all people in our school community in a friendly and positive manner and taking into consideration the safety and learning of others by displaying positive actions towards helping them to learn and feel safe
3. **Responsibility for Your Actions:** Making good choices, considering the safety, feeling and impact of my actions on others.

Each of these three core principles is explicitly taught and modelled throughout the academic day, integrated into both curricular and extracurricular activities. The school administration maintains high expectations for staff members to consistently utilise this language framework and exemplify positive behaviours in their interactions with students and colleagues. Consistent and effective implementation of the Three R's across school is facilitated through regular professional learning and discourse among staff.

The 'Three Rs' framework is displayed in the form of posters, words and pictures and readily accessible to the student body, ensuring their awareness and understanding of these guiding principles.

Wellbeing

St Brendan's CPS continued to implement 'The Resilience Project' across all educational levels, integrating it with the instruction of Personal and Social Capabilities. Through explicit teaching of The Resilience Project, lessons St Brendan's CPS aims to 'teach young people positive mental health strategies that will make them feel happier and be more resilient'. This is centred on the core principles; Gratitude, Empathy, Mindfulness and Emotional Literacy.

A significant addition to this initiative was the introduction of Whole School GEM Chats, designed to embed the principles of Gratitude, Empathy, and Mindfulness into the school's daily language and aimed to complement Whole School Approach to Positive Behaviour Support. In 2023, these GEM Chats were not confined to the academic environment; they were also introduced to parents through the school's newsletter, facilitating the extension of these principles. GEM Chats have since been integrated into our parent information portal PAM and visually displayed around the school. In 2024, it is now expected that all staff members engage in daily GEM Chats with their classes. This practice is implemented as a High-Impact Wellbeing Strategy (HIWS), developed with Monash University, to enhance student wellbeing and foster stronger teacher-student relationships. These brief, yet meaningful GEM Chats facilitate authentic dialogue and provide an opportunity for timely check-ins on students' emotional and mental states.

As part of our ongoing professional development, we have introduced GEM Chats during staff meetings and other collaborative periods. This initiative aims to familiarise staff with the technique and demonstrate its effectiveness in creating a supportive classroom environment.

Mental Health in Primary School

The 'Mental Health in Primary School' program, commonly known as MHIPS, continues with Sarah McGuinness leading the position. Professional Learning from Monash University continues to assist Sarah to expand the capacity of staff to make adjustments for students. A goal for 2024 was to establish clear internal and external pathways for staff to identify and assist students who may be experiencing a mental health issue. Staff are aware of the process and documentation for referral and the system is evolving as needs arise. St Brendan's has a counsellor that works on site each Wednesday and we engage with iConnect to further support the wellbeing needs of students on a fortnightly basis.

At the commencement of 2024, we introduced the role of Student Wellbeing Officer to St Brendan's after a successful application to the School Chaplain program. Under the guidance of our Mental Health in Primary Schools (MHIPS) leader, the SWO facilitated various small group activities such as sewing, cooking, and gardening. Through these activities, she engaged students in natural conversations about their wellbeing. Students were encouraged

to set social and emotional learning objectives and were guided on strategies to achieve these goals. During the 2024 year we had a change in the Student Wellbeing Officer position. Sarah Waite has become an invaluable asset to our team, bringing her qualifications and experience as a teacher. Sarah has recently completed Peaceful Kids training. She plans to enhance her skills further by completing Seasons for Growth training in the near future. The Mental Health and Wellbeing Leader and the Wellbeing Education Support Officer collaborate closely to implement Passion Projects groups, ensure regular well-being check-ins with students, and expand the capacity of staff members to assist students and make necessary adjustments to support their needs.

The Mental Health and Wellbeing team meets twice a term. These meetings ensure we hear from both staff and ESO representatives. The goal is to discuss how to implement new ideas and collaborate on enhancing existing programs. We also use these meetings to gather feedback on the effectiveness of our current initiatives. All of these meetings are documented, and we take action based on the discussions that take place.

Value Added

Programs to assist wellbeing:

- Whole School GEM Chats
- The Resilience Project
- Passion Projects - sewing, gardening, cooking, mosaic, totem poles,
- Garden to Kitchen - harvesting and cooking
- Peaceful Kids
- Seasons for Growth
- Regular Wellbeing Check-Ins
- Counselling service provided weekly
- iConnect

Student Satisfaction

Our school received some very encouraging feedback through our 2024 Insight SRC data. St Brendan's school data from this survey is consistently high and in the Students' Socio-emotional Experience (years 5 & 6) – actual scores section we saw an increase in the Engagement In Learning. All areas surveyed, Student Motivation, Learning Confidence, Desire to Learn and Connectedness to Peers showed an increase, providing valuable feedback to our teachers.

Student Attendance

Student attendance continued to be taken electronically on SIMON twice a day at 9:10am and 1.35pm. Parents notified the school of student absences by calling the school office directly or reporting absences via SIMON. Unexplained absences were followed up by our administration team with a text message to parents and late or earlier arrivals or departures required parents/carers to attend the school office. Extended periods of student absences were followed up by the classroom teachers and any absences of concern were followed up by the principal and sometimes followed up by the Learning Adjustment Leader or the Mental Health and Wellbeing Leader.

Average Student Attendance Rate by Year Level	
Y01	90.1
Y02	92.1
Y03	91.3
Y04	90.8
Y05	89.6
Y06	88.7
Overall average attendance	90.4

Leadership

Goals & Intended Outcomes

- To support teachers to take responsibility for changes in practice to improve the performance of students and to use evidence to monitor their effectiveness.
- Develop a school culture of high expectations and trust.
- Provide feedback in forms that guide next steps in staff learning.

Achievements

St Brendan's Catholic Primary School shares a strong and productive relationship as a part of the Diocese of Sale Catholic Education Limited. Our school leaders attended all Learning and Teaching Network days run by the Catholic Identity, Leadership, Learning and teaching Team. We have a strong agenda and our student results are testament to us working towards a common outcome.

In 2024, we had school leadership staff attend the Diocese of Sale Leadership Program where they worked through an inquiry process to self-reflect on their leadership and work towards building their capacity to lead.

At a student level, we provided leadership training on a regular basis. Our student leaders for year six are all involved in one of the following groups:

- School Captains
- School House Captains
- Events Leaders
- Activities Leaders
- Social Justice Leaders

All groups meet with mentor teachers over the course of the year where students are taught the skills of leadership. Throughout the school year these leaders conduct assemblies, events and fundraisers to increase the enjoyment of school life for all students and to model what food leadership looks like.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • First Aid Updates including Anaphylaxis and Asthma training • Religious Education Leader Conference • GCPPA Principal Conferences • Whole School Approach To Positive Behaviour Support Workshops and Training • Religious Education Professional learning • Meg Chinese Language Studies • Occupational Health and Safety Training - Asbestos • Mental Health and Well-Being Leader Training • Learning and Teaching Network days • Re-Spiritual Day • Catholic Diocese of Sale Leadership Program • Positive Kids • Teaching Excellence Program x 2 teachers 	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$530.00

Teacher Satisfaction

The results of the Insight SRC School Improvement Surveys provide information about the culture in schools. Aggregate indicators can be used to provide a high level picture of school's growth and overall effectiveness. These indicators measure different aspects of our school's functioning and are based on the School Improvement Surveys.

Our schools Organisational Climate Aggregate Indicator and Teaching Climate Aggregate Indicator remained strong with the Organisational aggregate number being 80.1 out of 100 and the Teaching aggregate 90.3.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	2
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	19.11
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	11.34
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- To develop a community where positive relationships are nurtured to support learning.

Achievements

St Brendan's Catholic Primary School celebrated many community events during the 2024 school year with record participation for many of our events. A continued highlight was once again our Mother's Day and Father's Day breakfast which saw our Mary MacKillop hall filled to capacity and our staff members catering up a storm.

Sporting carnivals as always were a highlight of the year with many parents, grandparents and friends coming to support and cheer on our students. As always, we had plenty of helpers at all of our sporting events to marshall races, hand out ribbons or participate in our annual parents, teachers and year six student relay race.

We were extremely proud of the representation of St Brendan's students, staff and families at the ANZAC and Remembrance ceremonies held at the Lakes Entrance Cenotaph. A highlight of last year's ANZAC service was a poem written and shared by our year six school captains. Our year six cohort continued to make us proud with their participation in the Rotary Community Service Award. The award saw our students participate in various charity and sporting groups across Lakes Entrance and concluded with an awards ceremony at our year six graduation.

Reconciliation Day was attended by our Indigenous students and their friends and it was a privilege to welcome Aunty Sandra Patten to our school for our 'Beginning of the School Year Smoking Ceremony'. Our Indigenous families were invited to a morning tea and our staff and year six school leaders attended the opening of the GLAWAC Amphitheatre to foster the link between school and our local indigenous community.

All of our sacraments were thoroughly supported by our families and the parish community. It was a pleasure to see our young candidates commit to each sacrament, prepare with the support of their families and then celebrate the inductions amongst the Church community.

The end of the year was celebrated with our St Brendan's Family BBQ, which once again broke our attendance record. Our school community enjoyed an evening of carols singing, a shared BBQ meal and our all important Year 6 versus parents soccer match.

A highlight for our school was the numerous emails and phone calls the school received congratulating our students on the way they conducted themselves when they were out in the community representing our school.

Parent Satisfaction

At the beginning of each year we conduct a survey to ask for parent assistance with events throughout the year. Our families are so eager to contribute and we always receive support in running events with success. Our School Advisory Committee provides robust feedback to our school and assists us with implementing new initiatives. Our parents commit to attending the three Collaborative Conferences run during the year. The feedback we receive from parents is overwhelmingly positive.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.lakesent.catholic.edu.au