



Diocese of Sale
Catholic Education Ltd

2025

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 2025 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 08 May 2026

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

In 2025, more than 18,214 students were educated across 44 Catholic primary and secondary schools owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL). These schools were supported by approximately 3,022 staff who are committed to nurturing students in their academic, spiritual, physical and emotional development.

Catholic education within the Diocese of Sale continues to be strengthened through the partnership of the Bishop of Sale, the DOSCEL Board, the DOSCEL Office, school leaders, staff, parish communities and families. Together, we work to ensure that every student is supported to grow in faith, learning and wellbeing within vibrant Catholic school communities.

A significant milestone during the year was the launch of the DOSCEL Strategic Plan 2025–2028, which sets the direction for Catholic education across the Diocese for the coming years. Developed through consultation with our education community, the Strategic Plan articulates a renewed strategic intent that places faith formation, educational excellence and the wellbeing of students at the centre of our work.

Strengthening the capacity of our workforce remained an important priority throughout 2025. Schools continued to engage in professional learning and leadership development opportunities that support evidence-informed teaching and learning practices and enhance student outcomes. Leadership formation programs also continued to support emerging and experienced leaders in sustaining vibrant Catholic learning communities.

In response to the ongoing national teacher shortage, the Diocese continued its partnership with Swinburne University of Technology to deliver the Accelerated Bachelor of Education (Primary) program. This initiative provides a supported pathway for Education Support Officers working in our schools to become qualified teachers while continuing to contribute to their school communities. The first cohort commenced their studies during 2025, representing an important investment in the future workforce of Catholic education within the Diocese.

Investment in school infrastructure and contemporary learning environments also continued during the year. In January 2025, the Diocese celebrated the opening of St Josephine Bakhita Catholic Primary School in Clyde North, providing a new Catholic education option for families in this rapidly growing community.

Planning and development for future schools progressed, including the commencement of construction for St Oscar Romero Catholic Primary School in Drouin and continued planning for St Carlo Acutis Catholic Primary School in Clyde, both expected to open in 2027. These developments reflect the continued growth of Catholic communities across the Diocese and the strong demand for Catholic education.

A significant announcement during the year was the redevelopment of the historic Our Lady of Sion Convent and school precinct in Sale. The project will restore the heritage-listed convent building while creating a contemporary education precinct that will support the learning and wellbeing of future students and families. This includes a new primary school facility to enable the relocation and renaming of St Thomas' Primary School as Our Lady of Sion Catholic Primary School, as well as the establishment of the Ratisbonne Leadership Centre to support teacher professional learning and leadership development across the Diocese. Construction is underway, with completion anticipated in 2027.

Across all schools, the safety and wellbeing of children and young people remain a fundamental priority. Schools continued to strengthen their child safety practices in line with the Victorian Child Safe Standards and to foster respectful and inclusive environments where every child feels safe, valued and supported.

I extend my sincere gratitude to the principals, teachers, education support staff, parish partners, parents and volunteers who contribute so generously to the life of our Catholic schools. Your dedication ensures that Catholic education within the Diocese of Sale continues to flourish as communities of faith, learning and service.

Guided by the priorities outlined in the DOSCEL Strategic Plan 2025–2028, we look forward with confidence to continuing the important work of Catholic education across the Diocese of Sale.

Paul Velten

Executive Director

Diocese of Sale Catholic Education Ltd

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

In 2025, St Brendan's Catholic Primary School continued our quest for school improvement. Our Middle Leader structure evolved to assist our year levels in receiving tailored support in their work and we provided Middle Leaders with a junior, middle or senior school focus. The junior levels continued a strong focus in the sequential teaching of synthetic phonics and our reading assessment results were strong. The work of our Mental Health and Wellbeing Leader worked alongside our Learning Adjustment leaders to develop outcomes for all students to strive for.

We continued to enjoy a strong school/parish relationship. Fr Hiep was a regular presence in our school, attending prayers, conducting Masses and even refereeing our Parent v Student soccer match at the conclusion of the year. We had a rise in the number of students completing sacraments and our school enjoyed support from the St Brendan's Parish Sacramental Coordinator, Michelle Grimsted.

Early in 2025 our school experienced the tragic loss of a much-loved member of staff and a parent who was an integral part of our community. This was a difficult period of time, the support shared amongst staff and the genuine bond of the community helped us to stay strong and focused. Student success remained our driving motivation and I was constantly reminded that education is a true vocation.

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 the DOSCEL Catholic Identity and Religious Education CIRE team we have continued to develop our evidence-based strategies and approaches to Religious Education and promote faith development.

Our School year began by celebrating and learning about the Jubilee year. Many of our celebrations throughout the year were reflective of this theme. We ran a successful Sacramental program with the Parish. Seven students participated in first Reconciliation with two to catch up in early 2026, four students received Confirmation and five received first Communion.

Our closure day had two focuses. First we engaged with connection-making across our school culture, we drew connections between the Gospel message and our Whole School Approach to Positive Behaviour Support. Students are very familiar with the language of the 3Rs; 'Respect for self. Respect for others. Responsibility for our actions'. This is closely linked to how the students see our school culture and values. We have developed an understanding of how Jesus and his message in the Gospel can be used to strengthen and role model how to live the 3Rs. This work culminated in a visual for students and teachers to

work with combining the 3Rs, Gospel, and the Catholic Social Teachings. We also had Anne Taylor CIRE Education Officer as a guest speaker. Anne's focus was on teaching Religious Education as an inquiry. Anne unpacked many different strategies to hook students into the learning using a sample planner.

Caritas' Project Compassion was promoted through classrooms, with donation boxes on the prayer tables. Our Easter raffle also helped raise money for Caritas. We also participated in Catholic Mission's Soctober. Students wore crazy socks to school and participated in sock ball games run by the Year 6s.

Value Added

Through our professional learning community meetings we have explored and experienced a range of ways staff and students can engage in prayer. We have developed our understanding of assessment in Religious Education and supported staff on integrating important events into their inquiry learning such as important feast days and calendar events.

Parents were invited to prayers and Masses using a multi-media approach, including PAM, the newsletter and paper invitations. This increases the number of opportunities for parents to engage with upcoming events.

Our weekly staff prayers were engaging and we received positive feedback including an increase in staff wanting to lead the prayer.

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, DAL), formative (rubrics, anecdotal, observations, teacher-made assessments).
- Reporting students' proficiencies against ABELS, EAL and the Victorian Curriculum 2.0
- Development of school-wide "I Can..." statements to support teacher judgment for reporting against the Victorian Curriculum 2.0 English.
- 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 2.0 continuum.
- Assessing student writing samples (baseline, midline and endline) through moderation both vertically and horizontally to ensure consistency of teacher judgement.

Planning

- 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 a consistent approach to teaching in all areas of the English curriculum.
- Providing opportunities for students (years 3 - 6) to compete in the Prime Minister's Spelling Bee, VICSpell and Lions' Club Public Speaking Competition.

- Implementing literacy intervention programs, such as Little Learner's Love Literacy, Toe by Toe, The Syntax Project, and Colourful Semantics, supports the development of oral language and writing cohesive sentences.

Lesson Structure

- Utilising the open planned school environment to support the 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 the learning needs of selected students and include grouping students to teach; close reading, reciprocal reading, systematic synthetic phonics-based program, phonemic awareness skills, and 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.
- Displaying Learning Intentions and Success Criteria to support teachers to define the "why" and "what" of a lesson, while ensuring student clarity by providing learning goals and specific steps to achieve them.

School Purchases

- Little Learners Love Literacy Resources
- Primary English Teaching Association Australia Membership

Achievements in Numeracy

Assessment / Data Collection:

- Collecting annual data on student mathematical achievement and progression as scheduled.
- Data collected via a variety of methods: summative (NAPLAN, PAT, DAL), formative (MAI, anecdotal, observations, teacher-made assessments).
- Tracking students through an online data collection from Foundation through to Year Six via the Mathematics Assessment Interview to monitor growth and identify gaps.
- Mathletics subscriptions are accessible to all students at school and home, which provides information on a student's 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, Extending Mathematical Understanding (EMU) and SINE.

Planning

- Upskilling teachers' Mathematics knowledge continually via trusted websites and Professional Learning Community (PLC) meetings to strengthen their own professional learning.
- Matt Sexton's professional learning for Curriculum Leaders.
- Auditing mathematics curriculum each term to ensure all Victorian Curriculum 2.0 outcomes are explicitly taught and concepts are 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 exposures, automatic recall and spaced practice.
- Opportunities to discuss planning with St Brendan's Curriculum Leaders and the DOSCEL Education Officer: Learning and Teaching Leader, Delma Brazzale, to support evidence-based practices in Mathematics.

Lesson Structure

- Explicitly teaching students at the 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 to support teachers to define the "why" and "what" of a lesson, while ensuring student clarity by providing learning goals and specific steps to achieve them.

School Purchases

- Mathletics subscription
- Mathematical Association of Victoria Membership

Student Learning Outcomes

St Brendan's Catholic Primary School achieved exceptional results in the 2025 NAPLAN assessments, performing above the Victorian state average in seven out of ten measures. Our Year Three students surpassed the state mean in reading, outperforming the Victorian average by eight weeks. Year five students also exceeded the reading benchmark by seven weeks. These positive 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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	425	54%	439	65%
	Year 5	512	83%	508	76%
Numeracy	Year 3	412	71%	417	75%
	Year 5	490	77%	488	70%
Reading	Year 3	425	77%	440	83%
	Year 5	510	87%	516	84%
Spelling	Year 3	406	71%	413	73%
	Year 5	472	63%	479	65%
Writing	Year 3	419	89%	428	89%
	Year 5	486	62%	489	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 continues its commitment to the Whole School Approach to Positive Behaviour Support (WSAPBS), an internationally recognised, evidence-based framework. This approach aims to foster a positive school culture by establishing clear expectations for behaviour, explicitly teaching the skills required to meet these expectations, and implementing consistent and predictable strategies to enhance student outcomes.

Ongoing support for this framework is provided through the work of the WSAPBS leader and team, who ensure the effective coordination and fidelity of implementation at St Brendan's CPS. This sustained focus promotes a consistent approach across all aspects of the school, including for new staff who may not have prior experience with the WSAPBS framework. Implementation is supported through regular discussions at staff and leadership meetings, as well as through targeted professional learning.

Affirmative language is a key feature at St Brendan's Catholic Primary School, supporting the development of positive student behaviour and fostering a safe, respectful, and predictable learning environment. The core principles guiding this approach at our school are known as the 3R's which are:

- Respect for self
- Respect for others
- Responsibility for your actions

These principles are explicitly taught and consistently modelled throughout students' school experiences. They are embedded across all areas of school life, including the administration area, curriculum and academic programs, extracurricular activities, school camps, sporting events, and excursions.

Value Added

A key objective of the Mental Health in Primary Schools (MHiPS) program is to ensure that staff have a clear understanding of how to identify students requiring additional support and the appropriate processes for referral. This continues to be a priority at St Brendan's,

particularly during a period of transition following the departure of our counselling and IConnect services.

Through ongoing professional learning, staff have developed strong capabilities in recognising students who may require wellbeing support and responding proactively to their needs. As support structures continue to evolve, the school remains committed to strengthening referral processes and ensuring students and families are connected with appropriate services and care.

St Brendan's continues to partner with The Resilience Project to deliver its Capabilities Curriculum, aligned with the Resilience, Rights and Respectful Relationships (RRRR) framework. These evidence based programs are embedded across the school through a consistent, whole-school approach, incorporating the key principles of gratitude, empathy, mindfulness, and emotional literacy. These principles are explicitly taught and reinforced through everyday interactions with students, staff, and families alike.

New staff members have been inducted into The Resilience Project to ensure a clear understanding of how to effectively utilise resources and deliver the program with consistency. Staff engage in whole-school GEM (Gratitude, Empathy, Mindfulness) Chats with students, and these principles are also reinforced during staff meetings. Additionally, GEM is incorporated into fortnightly assemblies, with Year 6 students taking an active role in leading and delivering these sessions.

Our Students Wellbeing Officer, Sarah Waite is now established in her role working two days per week to support the wellbeing needs of many students across the school. Sarah undertook training and is now accredited to facilitate Seasons for Growth. This has been a timely addition to our school community due to a number of families in our school community who have recently experienced grief and loss.

Student Satisfaction

A number of students continue to participate in Passion Projects, including designing and creating large-scale GEM (Gratitude, Empathy, Mindfulness) displays to be showcased around the school grounds. Other projects have involved time in the school garden, where students prepared lavender to create lavender bags. These Passion Project groups continue to support students' social and emotional development. Evidence-based frameworks and language from programs such as Peaceful Kids and Seasons for Growth are integrated throughout. Through these experiences, students develop the ability to recognise and understand their emotions, as well as practise breathing techniques and other self-regulation strategies to support their wellbeing throughout the school day.

St Brendan's conduct Resilience Youth suveys and Insight SRC surveys to monitor student voice. We celebrate where our success are found and use our wellbeing resources to assist in the education of areas of need.

Student Attendance

Student attendance continued to be taken electronically on SIMON twice a day at 9:10 am and 1.35 pm. 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	90.05
Y02	92.12
Y03	91.34
Y04	90.8
Y05	89.6
Y06	88.7
Overall average attendance	90.44

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

Our School Leadership focus for the year was to deliver the best service to our staff and students. To support teachers in planning to meet the learning needs of their students across all curriculum areas. We placed emphasis on considering the whole child in making adjustments to ensure the wellbeing and learning needs of all. Our Whole School Approach to Positive Behaviour Support Leader conducted training to ensure, not only were we teaching appropriate behaviours to our students, but that there was a very clear description of staff expectations to ensure consistency and safety for students. Our carefully structure Learning Adjustment team leaders met with staff at twice weekly Professional Learning Team meetings and during planning times to lead the work of a modified curriculum.

One of the highlights of 2025 was our teacher presentations. Each week teachers presented to their peers regarding a snapshot of the work they were performing in the Teaching and Learning cycle. These ten minute presentations provided plenty of discussion and motivation focusing on what the assessment data was saying and how we used good pedagogy to get the best results.

Our student leaders of year six modelled the values of St Brendan's school by putting others before themselves. Lunchtime activities were a good example of this in action. Student leaders used their own lunch break to form games for younger students to play. They would adjudicate during these games, learning the traits of patience and understanding.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• 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 • Master of evidence Based Teaching - Two staff • Accelerated Bachelor of Education - Two staff • Learning and Teaching Network Days • Catholic Diocese of Sale Leadership Program • The Resilience Project Training • VCPS Psychosocial Hazards	
Number of teachers who participated in PL in 2025	21
Average expenditure per teacher for PL	\$550.00

Teacher Satisfaction

Research shows that the four pillars of culture from the Insight SRC survey reflect the key behaviours that contribute to staff wellbeing, engagement and performance within schools. Our school's pillars increased in every pillar from 2024 data.

Clarity 57.7 - 64.3, Learning 48.0 - 65.0, Empathy 61.9 - 79.1, Engagement 62.9 - 66.6

Our school's Insight SRC Survey data indicated an increase in the Organisational Climate Aggregate Indicator from 80.1 - 82.4.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	0
Bachelor Degree	16
Advanced Diploma	2
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	17.51
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	11.72
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

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

Achievements

During 2025, St Brendan's Catholic Primary School enjoyed an exceptional year of community engagement, with record participation across a range of events that brought families, staff and students together in a spirit of connection and celebration.

Among the highlights were our much-loved Mother's Day and Father's Day breakfasts, which saw outstanding attendance from parents/carers/special friends. These events provided meaningful opportunities for families to spend quality time together within the school environment, strengthening relationships and reinforcing the sense of belonging that is central to our school. On both occasions the Mary MacKillop hall was filled to capacity and our staff dedication once again shone through with staff catering and serving hundreds of hungry mouths.

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 parent 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 races.

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 families and the school community and then celebrate the inductions amongst the Church community.

Communication with families is a vital part of building strong partnerships and supporting student success. Our school uses a variety of channels to keep families informed and engaged, including school assemblies, whole-school newsletters and term-based class newsletters that provide updates on learning, events, and key dates. The Parent Access Module PAM offers a convenient platform for sharing real-time information about attendance, assessments, and school notices. Collaborative Conferences create valuable opportunities for meaningful conversations between teachers, students, and parents about progress and learning goals. In addition, regular phone calls home help maintain personal connections, celebrate achievements, and address any concerns promptly.

This year has marked another significant period of reflection and respect within our school community, with outstanding participation in both ANZAC Day and Remembrance Day ceremonies. These important national occasions continue to provide valuable opportunities for students to deepen their understanding of service and sacrifice. For the second consecutive year, our school captains were honoured with an invitation to read a poem they had written at the ANZAC ceremony at the Lakes Entrance Cenotaph. Their writing captured themes of remembrance, gratitude, and hope, demonstrating both empathy and a deep appreciation of the significance of the occasion. On the day of the ceremony, they delivered their poem with confidence and respect, representing our school with pride.

In 2025 it was a privilege once again to welcome Aunty Sandra Patten to St Brendan's for our 'Beginning of the School Year Smoking Ceremony'. Our Indigenous families were invited to attend a morning tea and students attended Reconciliation Day.

The end-of-year Family BBQ was another standout occasion, drawing one of the largest turnouts in recent years. Families gathered to celebrate the year's achievements in a relaxed and welcoming atmosphere. Our school community enjoyed an evening of carols singing, a shared BBQ meal, Art Show and our all important Year 6 versus parents soccer match.

Parent Satisfaction

Overall, the strong attendance and positive feedback across all events reflect the vibrant and engaged nature of the St Brendan's community. These gatherings continue to strengthen the partnership between school and families, contributing to a supportive and inclusive environment for all.

Parents signed up at the beginning of the year to assist with events throughout the school such as; sporting events, Mother's and Father's Day stalls and working bees.

In 2025, a large number of parents attended our Foundation Information session and our enrolment enquiries and tours for 2026 filled up in record time. A number of parents took up the opportunity to attend a Cyber Safety parent session which our school offers annually to support parents in an ever changing online world.

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