

2023

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 2023 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 10 May 2024

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

The 2023 school year marked my first year as Director of Catholic Education in the Diocese of Sale following the retirement of previous Director, Ms Maria Kirkwood who served in the role for ten years.

Throughout the year, I had the pleasure of visiting each of our 38 Catholic primary schools and five Catholic secondary schools. It was inspiring to witness the dedication of staff and the wonderful work taking place to provide a high-quality Catholic education for our students in a faith-filled environment.

Working with the Bishop, the Diocese of Sale Catholic Education Limited (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 was a top priority. The nation-wide shortage of teachers presented challenges, but we were committed to finding new and innovative ways to attract and retain high quality, committed Catholic educators.

Reflecting on the 2023 year, 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 to enhance learning spaces and amenities to benefit students and staff.

During 2023, 13 blessing and opening ceremonies were held to celebrate school projects completed over the past three years, while the commencement of three new major projects were recognised with sod-turning ceremonies.

We were particularly excited to begin construction on the new St Josephine Bakhita Catholic Primary School at the newly established Five Farms estate in Clyde North. This will be the 44th school within the network of primary and secondary schools operated by DOSCEL.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility. During Child Safety Week 2023, schools and parishes were invited by DOSCEL to showcase their innovative projects and activities to keep young people safe. Many of the projects were developed by young people themselves. A video and education resource were created from the submissions to share the work and promote awareness of child safety.

Our Catholic schools continue to be places of learning and enrichment, nurturing students in their spiritual, academic, physical, and emotional development.

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

We began 2023 with our Foundation year level at capacity and a sense that our future was looking prosperous. A full calendar with so many learning opportunities ahead lay in wait and the year did not disappoint. Our staff continued to focus on explicit teaching and differentiating the learning so that all students could succeed and develop in confidence. The modern learning spaces St Brendan's Catholic Primary School enjoys provided teachers with an outstanding platform to make this happen, Our school participated in a variety of academic and sporting activities and we saw students achieving at the highest levels.

Led by an expert teaching team, many of our students and a couple of staff participated in the sacraments of Reconciliation, Eucharist and Confirmation. A delightful feature of our liturgical calendar was our schools acknowledgement of Holy Week. On Holy Thursday, our students performed plays re-enacting the events of Holy Week including the Stations of the Cross. Our community moved through the school enjoying the performances.

Our families and friends were out in force throughout the year in support of our school events. Assemblies and sporting events were always well-attended while at our fundraisers and working bees we were overflowing with support. In Term 3, St Brendan's CPS hosted Reconciliation Day for our local community of schools. The day was a success and featured a smoking ceremony, indigenous cultural activities and a shared lunch.

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

Over the past few years of our Diocesan reform agenda, we have attempted to follow the direction of DOSCEL and the CIRE team in striving to provide Religious Education that uses evidence-based strategies and approaches and that promote a living faith. To this end, the staff were involved in termly Professional Learning Team meetings that were designed to build teachers' knowledge of how to engage and develop children's learning through the Inquiry Approach. This evidence-based teaching method gives children life-long skills, not just to learn in the classroom today, but skills that will help them be effective future citizens, able to deal with a variety of life's challenges.

Teachers were upskilled in how to plan for each stage of the Inquiry Approach; how to engage the children initially, how to build their research and cooperative group work skills, how to help them sift through, make sense of and reflect on their learning and how to drive their own learning by having a say in the direction of the topic.

During Term 4, the staff took part in a session, separate from the Inquiry sessions, where they looked at the importance of Mary for Catholics. This was to help them consolidate their

understanding of where Mary sits in every level of the Religious Education Curriculum, especially in the lead up to Christmas.

A major part of our whole staff development was the running of a two-day school closure. Entitled, *The Story of Us*, the two days focussed on exploring the traditional and first hand stories of our local and indigenous peoples, the stories of our Catholic faith and the stories of all those individuals present. The aim was to foster awareness, understanding, respect and appreciation of who we all are and where we have come from. Curriculum leaders were supported by Peta Murray (DOSCEL - Education Officer: Inclusive Education, Aboriginal and Torres Strait Islander), Fi Yates (St Brendan's Indigenous Education Support) and members of the local indigenous community who spoke to staff at Lake Tyers Aboriginal Trust.

Our school continued inviting parents and parishioners to whole-school and class Masses and prayers. A Student Prayer Leader group was established to help facilitate and invigorate class prayer. The group ran a lunch time prayer vigil for peace to which children, parents and parishioners were invited to attend.

Social justice issues were addressed by our Social Justice Committee and these children were instrumental in promoting Project Compassion and coordinating the schools' efforts in collecting for the annual East Gippsland Community Christmas Appeal.

Value Added

Our series of staff Professional Learning Team meetings, based on Inquiry teaching, helped teachers develop more effective and engaging Religious Education lessons. Through better planning practices, the children are being better engaged in all parts of the learning process.

Over the course of the year, classes continued to send out invitations to parents, families and parishioners to attend class and whole school prayers and Masses. The response to these invitations was generally very pleasing, with some families and parishioners becoming regular attendees at these gatherings.

The Prayer Leader's vigil for peace was very successful. As well as a small number of adults who attended, well over one hundred children voluntarily gave up part of their lunchtime to come and pray for an end to the suffering caused by war. Considering our very low number of Catholic children and children of other denominations, this was a very encouraging response.

Our staff development days were very successful, not just in raising awareness of indigenous issues, but also for giving staff the time to reflect on the roots of their own stories and the opportunity to explore more deeply selected texts from the Bible. There was laughter and tears over the two days and lots of positive feedback around having the time and a safe space in which deeper feelings could be shared; a hermeneutical space.

Learning and Teaching

Goals & Intended Outcomes

2023 - 2026 School Implementation Plan (SIP) Priority Objective and Goal

Priority Objective:

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

Goal:

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

Achievements

Enhanced our instructional leaders capabilities by:

- Regularly sending leaders to attend the Diocese of Sale Leadership Program
- Attending DOSCEL Collectives / Teaching and Learning professional learning days
- Upskilling leader knowledge on IntelliSchool, which is an option for data collection
- Extending leaders' knowledge in analysing NAPLAN data through professional learning with outside NAPLAN agencies
- Masters qualified leaders attending professional learning on administering and interpreting the WIAT - III, Ravens and CELF - 5
- Merging position of leadership (POL) roles to Curriculum/Learning Adjustment to meet the needs of teaching staff and their work with students
- Allotting time for 'learning walks' to allow leaders to see first hand what is happening in the classrooms.

Achievements in Literacy

Assessment

- 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 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 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, Colourful Semantics supporting the development of oral language and writing cohesive sentences.

Planning

During Literacy PLTs, teachers:

- 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, such as Bump It Walls, 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 which is usually around the end of year one.
- 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
- Student novel sets to promote engagement in Years 3-6
- Magnetic Handwriting posters (sky, grass, dirt)
- 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 Maths Online).
- Tracking students through an online data collection from Foundation through to Year Six via the Mathematics Assessment Interview to monitor growth and identify gaps.
- Maths Online 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

- Upskilling teachers' Mathematics knowledge continually via trusted websites and PLTs to strengthen their own professional learning.
- 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.
- Graduate teachers and staff new to St Brendan's receiving extra time with Curriculum Leaders to assist with planning expectations.
- 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
- Purchasing of Metric measurement resources

Student Learning Outcomes

St Brendan's Catholic Primary School received strong results in all assessment areas of NAPLAN. In particular, our students strongly exceeded the Victorian State average in reading. Students in Year 3 outperformed the state average by nineteen weeks and Year 5 by ten weeks.

A triangulation of PAT Reading and Mathematics data also confirms an incline of skill acquisition for students at St Brendan's Catholic Primary School.

Our focus on analysing student data and explicitly teaching our students at their learning point of need is making a difference, and we look forward to future results.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	501	67%
Numeracy	Year 3	419	83%
	Year 5	488	69%
Reading	Year 3	*	*
	Year 5	517	85%
Spelling	Year 3	*	*
	Year 5	472	58%
Writing	Year 3	*	*
	Year 5	488	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

St Brendan's Catholic Primary School is a school that prides itself on providing a positive, culturally responsive, safe, inclusive and welcoming environment for all students, families and staff members.

St Brendan's implements a Whole School Approach to Positive Behaviour Support (WSAPBS). At the start of 2023, it was important for all students to revisit the 3Rs; Respect for Self, Respect for Others and Responsibility for your Actions. As a school we looked at not just what these words mean, but also what behaviours we should see in the classroom, playground setting and during out of school events such as sports days, excursion and camps. The 3Rs were revisited at the beginning of each term to ensure behaviours were being explicitly taught and that expectations were upheld by everyone.

Alongside the teaching of Personal and Social Capabilities, the Resilience Project continued to be implemented across the entire school, with the inclusion of GEM Chats to imbed the language of Gratitude, Empathy and Mindfulness. GEM Chats were introduced to parents through our school newsletter to engage families in the language at home.

Student Cyber Safety continued to be a focus in 2023. Students from years three to six participated in Inform and Empower sessions, promoting digital citizenship, well-being and online safety. Students in the younger year levels participated in Cyber Safety sessions.

The start of 2023 saw St Brendan's begin our Mental Health in Primary School Program (MHiPS). Our MHiPS leader commenced training through Melbourne University and a MHiPS school team was formed. Training modules included Mental Health Literacy, Building Capacity and Supporting Needs. The MHiPS leader's role was then to impart her knowledge and learning to support school staff to expand their capacity to embed evidenced based mental health and wellbeing strategies in the classroom.

Our MHiPS leader registered for the Peaceful Kids Program - The Peaceful Kids program is a mindfulness and positive psychology based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience and provides them with lifelong strategies to assist them to be more resilient, mindful and focussed.

At the end of 2023, we interviewed and appointed a staff member to begin the 2024 year in a chaplaincy role. This staff member will work under the guidance of our MHiPS leader to facilitate Passion Projects, the Peaceful Kids Program and mindfulness groups.

The 2023 year saw the continuation of our Tutoring Program which ran four times a week. Students were chosen based on data and tutors worked alongside teachers to plan evidenced based interventions for the identified students. Not all interventions were based on academic achievement, with some small groups focused on social skill development.

With 2023 seeing a rise in the number of young people in our communities vaping, we as a school took part in an education program facilitated by Gippsland Lakes Community Health. The program saw students, parents and staff take part in vaping prevention sessions and concluded with some of our year five students filming a Vaping Prevention documentary.

Learning Adjustments are paramount to the work we do at St Brendan's. In 2023, we ensured that all staff were upskilled and agreed to implement Universal Learning Adjustments in every classroom. As well as universal adjustments, all staff were supported by the schools Learning Adjustment Leaders to ensure that adjustments and interventions were put in place to support students academic, health, and social/emotional needs. Regular Professional Learning sessions for staff were held throughout the year by the Learning Adjustment Leader and all staff took part in a Trauma and Trauma Informed Practice professional learning session organised and facilitated by a staff member from LOOKOUT.

All new foundation students in 2023 took part in a foundation Language Screener conducted by a Speech Pathologist from Ninety Mile Beach Therapies. This assisted in identifying the needs of our foundation students as they commenced formal schooling.

Hearing Australia was organised to come into the school to conduct hearing assessments on our Indigenous students and we arranged for all of our five to eight year old students to also have the opportunity to participate in this free assessment. Students who needed follow up appointments were also referred to audiologists for further assessment.

Student progress was shared with parents and carers through Seesaw. Student work samples, rubrics, individualised comments and feedback were used to inform parents regarding their child's progress across all curriculum areas. Collaborative Conferences were held and focused on students being able to verbalise their goals and learning achievements to their parents. Students included in our NCCD had Personalised Learning Plans (PLPs) and Student Adjustment Evaluation Plans (SAEPs) in place to support their individual needs and Program Support Group meetings (PSGs) were held with parents/carers and classroom teachers. These PSGs were held each term and were facilitated by our Learning Adjustment Leader for students who were at the Substantial or Extensive Level of NCCD.

Students were given the opportunity to take part in our school swimming program, cross country, swimming carnivals, athletics days and Inter-school sports.

For the second year our year six students had the opportunity to participate in the Smith Family Passport Program. This six-week program supports our year six students in their transition from primary school to secondary school. To support our NCCD students our Learning Adjustment Leader also invited the local secondary schools to take part in the Term 4 PSG meetings for our NCCD students. This ensured that there was a thorough handover of information regarding learning adjustments and supports that need to be in place for individual students, and also supported the relationship between the schools and parents/carers.

Value Added

Many initiatives took place in 2023. Some examples of these are:

- ANZAC Day and Remembrance Day celebrations.
- Mother's Day and Father's Day stalls were conducted in the weeks leading up to these special days.
- Our Mother's Day and Father's Day breakfast continued to be annual celebration with record crowds for both events.
- Bully Zero – Superhero Wednesday. This day focused on bullying prevention and having kindness as your superpower.
- Day for Daniel – educating students about Child Safety.
- Seasons for Growth – this grief and loss program continued to be offered to students in need.
- Family BBQ and Year 6 Soccer match was a great way to come together as a community to celebrate the end of 2023 school year.
- Collaborative Conferences.
- Professional Learning for all staff and Education Support Officers (ESOs) continued to be a focus during our weekly PLT/Planning sessions.
- Year Six Leadership Program – Social Justice committee, Events Leaders and Activities Leaders.
- Year Six/Foundation Buddy Program continued to support the foundation students transition to primary school and provide leadership opportunities to our year 6 students.
- School Assemblies – facilitated and run by our year six leaders.
- School camps for our year three to six students.
- Lunch time activities organised by our year six leaders provided planned games and activities for students to participate in during lunch times.
- Lunch time library – the library was open every lunch time for quiet drawing, reading, lego and board games.

Student Satisfaction

Student data obtained from the Insight SRC survey indicated that in relation to ‘Student Behaviour’, students rated classroom behaviour and feeling safe at school as high. Student data saw a rise in ‘Teaching and Learning’ with data showing students stating they were engaged in stimulating learning and they saw teaching as purposeful. Student data showed an increase in their eagerness to learn and saw continued growth in ‘Teacher Relationships’.

Student Attendance

Student attendance continued to be taken electronically on SIMON twice a day at 9:10am and 2:00pm. 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	89.5%
Y02	90.5%
Y03	87.5%
Y04	88.2%
Y05	85.2%
Y06	90.4%
Overall average attendance	88.5%

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

A couple of professional learning days in August were extremely beneficial to the knowledge and growth of culture of our staff. The focus of our learning was to better understand the history of our local indigenous community. We visited the Lake Tyers Trust and learnt from local elders Sandra Patten and Paula Wandin about the land and people of the area. We workshopped back at school, sharing stories of our own and tying the knowledge into the religious education curriculum. Our Reconciliation Action Plan team did a marvellous job of facilitating the event and the feedback from all members of staff was resoundingly positive.

In 2023, our school leadership team met regularly to enact the school's Annual Implementation Plan. All members of the Leadership Team attended the Diocesan Learning and Teaching Networks throughout the year. We worked with the DOSCEL Teaching and Learning team to determine a plan to transact the outcomes with the school community. Our leaders worked closely to induct new staff into the school. Together they developed a clear plan as to the expectations required of staff who work at St Brendan's.

Our year six students participated in student leadership training conducted by the YMCA. The students participated in workshops and educational activities designed to develop their confidence and understanding in leading their peers.

Our leadership team attended professional learning opportunities provided by DOSCEL and the Gippsland Catholic Primary Principals Association.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • First Aid Updates including Anaphylaxis and Asthma training • Out of Home Care Trauma Training • Graduate Teacher Inductions - DOSCEL • 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 • Pinnacle Height Safety Warden Training • Mental Health and Well-Being Leader Training • Learning and Teaching Network days • Re-Spiritual Day • Catholic Diocese of Sale Leadership Program • Zart Art PL • Selective Mutism • WIAT - III, Ravens and CELF - 5 Training 	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$508.00

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.

In 2023, the aggregates associated with teachers satisfaction significantly increased.

Organisational Climate Aggregate Indicator

83.7 (2022) - 85.3 (2023)

Teaching Climate

86.8 (2022) - 91.4 (2023)

Teacher Qualifications	
Doctorate	0.0%
Masters	15.4%
Graduate	7.7%
Graduate Certificate	0.0%
Bachelor Degree	69.2%
Advanced Diploma	3.8%
No Qualifications Listed	3.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	12.5
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

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

Achievements

In 2023, our school celebrated many community events with great participation. Our Mary MacKillop hall was filled to capacity at Mother's Day and Father's Day breakfasts. Sporting carnivals were supported by families and we always had plenty of helpers to marshalls races and hand out ribbons.

We were very proud of our year six cohort as twenty students participated in the Rotary Community Service Awards where they involved themselves in various sporting and charity groups across Lakes Entrance. Our school was, as always, well-represented at the ANZAC and Remembrance ceremonies at the town cenotaph. St Brendan's also hosted the Reconciliation celebration for many of our local schools. It was a privilege to have local indigenous elders conduct Welcomes, smoking ceremonies and tutorials at our school.

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.

Parent Satisfaction

Community Engagement Aggregate Indicator Data - Insight SRC Survey

The Community Engagement aggregate indicator assesses parents' perception of their involvement in the school and their child's education. It is calculated using the following indicators of the School Improvement Parent Survey: Parent Partnerships, Approachability, Parent Input, Reporting and School Improvement.

The data from 2023 was up from 70.2 (2022) to 74.8 (2023). Fifteen of the seventeen areas of the Parent Opinion Survey were also up from the previous year.

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