

2025

Annual Report to the School Community



St Brendan's School

143-149 Knight Street, SHEPPARTON 3630

Principal: Joel Brian

Web: www.sbshepparton.catholic.edu.au

Registration: 156, E Number: E3003

Principal's Attestation

I, Joel Brian, 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 19 Apr 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

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

ST. BRENDAN'S VISION STATEMENT

St. Brendan's strives to:

- Nurture a diverse community centered on God, following the teachings of Jesus, and integrating faith and life.
- Nurture the individual talents, creativity and resilience of each child.
Create collaborative learning environments that invite learners to inquire, explore and discover.
- Foster partnerships between school, parents, parish and wider community in sharing the responsibility of educating children.
- Create a safe and positive environment where all children can learn and flourish to their full potential.

OUR BELIEFS AND VALUES

Equality

At St. Brendan's, we value dignity, respect and inclusion, recognising that every child is unique. We provide differentiated learning, personalised support and pastoral care to ensure all students are welcomed, included and given equitable opportunities to learn and succeed.

Collaboration

We believe learning is strongest when students, staff and families work together. Through purposeful classroom practices, shared learning conversations and strong partnerships with parents, we collaborate to support each child's learning and continually improve teaching practice.

Success

We believe that all students can learn and have the right to succeed. Through clear teaching, meaningful feedback and goal setting, we support students to take responsibility for their learning and achieve their personal best.

Creativity

We value creativity as essential to learning and personal growth. Through inquiry, the Arts and real-life learning experiences, we encourage students to think creatively, express ideas and explore possibilities with confidence.

School Overview

St Brendan's Primary School is a vibrant Catholic primary school located in central Shepparton, in the heart of the Greater Shepparton region, just two hours north of Melbourne. Our community benefits from a rich diversity of cultures and backgrounds, strong community connections, and access to a wide range of cultural, sporting and outdoor opportunities.

Founded in 1891 and guided by the traditions of the Sisters of Mercy since 1899, St Brendan's has a proud history of providing high-quality Catholic education. With St Brendan the Navigator as our Patron Saint, our school is deeply grounded in faith, service, and community. These enduring traditions continue to shape our commitment to nurturing students academically, spiritually, socially, and emotionally, while preparing them for a changing world. The student population in 2025 was 334.

St Brendan's offers a modern and welcoming learning environment supported by dedicated and highly skilled staff who work collaboratively to support student growth and wellbeing. Our Leadership Team is committed to continuous improvement, fostering a caring and inclusive culture where students are known, valued, and challenged to achieve their personal best. Through Professional Learning Teams and a whole-school approach to teaching and learning, we promote effective instruction, meaningful relationships, and strong learning communities.

In 2025, St Brendan's was proud to be part of a diocesan-first initiative with the launch of Magnify Sandhurst, a comprehensive learning and teaching program introduced across more than 50 Catholic schools in the Sandhurst Diocese. Implemented over the period 2025–2027, Magnify Sandhurst brings greater consistency and clarity to teaching practice through evidence-based approaches. The program strengthens core areas such as literacy and numeracy, supports positive and predictable classroom environments, and integrates Catholic values into daily learning. This significant initiative is enhancing teaching effectiveness and improving learning outcomes for all students.

St Brendan's remains committed to providing an inclusive Catholic education that embraces diversity, values partnership with families, and supports every student on their learning journey. Grounded in faith and guided by excellence in teaching and learning, our school continues to inspire confident, compassionate learners who are well prepared for the next stage of their lives.

Principal's Report

At St Brendan's Primary School, our identity is grounded in our commitment to being a Catholic school that embraces our diverse community in the spirit of the Mercy tradition. Guided by faith, compassion and justice, we strive to create a welcoming and inclusive learning environment where every child and family feels a strong sense of belonging. Our community is inspired to respond with kindness, service and respect, placing the dignity of each person at the heart of all that we do.

The year 2025 has been one of growth, reflection, and deepened purpose. Learning and Teaching remained central to our mission, particularly as we sought to meet the needs of our diverse learners with care, high expectations, and consistency. This year marked an important milestone with our involvement in the diocesan launch of Magnify Sandhurst, a learning and teaching initiative grounded in evidence-based practice and focused on improving outcomes for all learners. Our staff and school leaders demonstrated a strong collective commitment to this work, ensuring high levels of fidelity in its implementation so that students experienced predictable, supportive, and effective learning environments.

Our Catholic Identity continued to guide our daily actions and decisions. In living out our identity statement, we sought not only to teach Gospel values, but to model them through our relationships, learning spaces, and community connections. Throughout the year, students participated in rich faith experiences including the Opening School Mass, Shrove Tuesday, regular school-based liturgies, sacramental celebrations, the End of Year Mass, and Year 6 Graduation. These moments strengthened our shared faith and provided opportunities to gather as one community in prayer and celebration.

In embracing our diverse community, 2025 saw continued growth in partnerships with families through a wide range of inclusive events that honoured culture, connection, and shared learning. Harmony Day and Hello Night celebrated the richness of our multicultural community, while Parent-Teacher Learning Conversations, Mother's Day, Father's Day, and Grandparents Day provided meaningful opportunities to strengthen relationships between home and school. Community-building events such as the School Athletics Carnival and our first-ever Christmas Concert brought families together in joyful celebration and reflected the welcoming spirit of St Brendan's.

Student leadership and voice were also strengthened throughout the year. Our Year 6 students played an active role in leading weekly whole-school assemblies, while students across all year levels shared responsibility for leading the school in prayer. These

opportunities supported the development of confidence, responsibility, and a strong sense of service among our students.

This year also included a School Improvement Review and a Catholic Identity Review, both of which provided valuable opportunities for deep reflection and strategic planning. These processes affirmed our strengths and guided our focus for continued growth, ensuring that our practices remain aligned with our mission, values, and commitment to excellence in Catholic education.

I extend my sincere thanks to our dedicated staff for their professionalism, collaboration, and unwavering commitment to our students. I also thank the members of our School Advisory Council for their guidance and support in shaping the strategic direction of our school, and our Parents and Friends Committee for their generosity, energy, and commitment to fostering strong connections within our community. I am grateful to all our families and the wider community for their trust, engagement, and ongoing support. Together, we continue to grow St Brendan's as a faith-filled and inclusive Catholic school that values diversity, learning, and belonging.

Catholic Identity and Mission

Goals & Intended Outcomes

2024 Catholic Identity Annual REPORT

Catholic Mission and Identity and Education in Faith

Goal

To strengthen our Catholic Identity and mission by deepening our partnership with the parish, enriching faith formation, delivering high-quality Religious Education, and living out the Mercy Charism in all aspects of school life.

Intended Outcomes

- Deepen our Catholic Identity through strong parish partnerships and meaningful liturgical celebrations.
- Embed a consistent, low-variance approach to the Source of Life Religious Education curriculum.
- Provide ongoing faith formation that nurtures the spiritual growth of staff and students. Strengthen our understanding and expression of the Mercy Charism in daily school life.

Achievements

Parish and Liturgical Life

Throughout 2025, the strong partnership between our school and parish continued to grow. Students in Years 3–6 attended fortnightly parish Masses, building their understanding of the Eucharist and strengthening their connection to the wider faith community. Students actively participated as readers, psalmists, and through the Prayers of the Faithful, supported by Fr Joe Taylor and Fr Adi Indra.

Term 3 marked an important transition for the parish community. We welcomed Fr Ronald as Parish Administrator and gathered with parishioners and invited guests, including Kim O’Keefe MP, to give thanks and farewell Fr Joe Taylor on his retirement. This celebration honoured Fr Joe’s long standing service and leadership within our community.

Youth Masses were celebrated each term at the Saturday evening parish liturgy, with strong involvement from students and families. These celebrations reflected a growing culture of shared worship between school and parish.

Students also contributed to major liturgical celebrations, including Holy Week and the Christmas Eve Nativity Mass, where children from across the school supported the celebration through singing, scripture and reverent re-enactment. Student choir members also led parish singing at the St Brendan's Feast Day picnic.

A highlight of the year was our Feast Day celebration, Pilgrims of Hope, a whole school pilgrimage with strong parent involvement. The day concluded with a special blessing, reinforcing our shared journey of faith and hope.

Sacramental Program

In 2025, 20 students prepared for and celebrated the Sacraments of Initiation. Parent Faith Formation evenings were held for Reconciliation, Eucharist and Confirmation, supporting families in their role as first educators in faith. The program concluded with two Sacramental Masses celebrated in August.

Prayer and Faith Life

Prayer remained central to daily school life. Students engaged regularly in prayer and meditation and were introduced to a range of prayer styles, including praise, petition and reflection. Whole school assemblies, liturgies and Masses followed the Liturgical Calendar, including Holy Week, Easter, the Feast of the Sacred Heart and the Feast of the Assumption.

Staff worked closely with the Religious Education Leader to strengthen prayer practices across classrooms and shared spaces, ensuring prayer was visible, meaningful and connected to the liturgical seasons.

Professional Learning in Religious Education

Staff continued to strengthen their confidence and understanding in Religious Education through a range of targeted professional learning opportunities across 2025. A consistent focus was maintained through participation in the diocesan Blessed, Broken and Shared program, with two sessions held each term. These gatherings supported staff to deepen their knowledge of Scripture and Catholic tradition, while also providing space for prayer, dialogue and reflection on faith in everyday practice.

A strong emphasis was placed on developing a shared and consistent approach to Religious Education teaching and learning. Staff were introduced to the new low variance Source of Life Religious Education Curriculum, including the Year B scope and sequence and scripted lessons across all year levels.

Further learning opportunities included Scripture-focused sessions on the Gospel of Luke, facilitated by Fr Joe Taylor, and a professional learning workshop led by the Catholic Identity Leader that explored the significance of prayer within the life of St Brendan's. This session supported staff to strengthen daily prayer routines, enhance classroom prayer experiences, and deepen understanding of prayer across the Liturgical Year.

Staff also participated in Religious Education Leader Network meetings and a diocesan Staff Spirituality Day facilitated by CESL. These experiences supported both professional growth and personal faith development, strengthening staff capacity to authentically model and lead the Catholic identity of the school.

Catholic Identity Review

In preparation for the Catholic Identity Review held in Term 3, ECSI survey data and community feedback were analysed by school leadership. This process provided valuable insights into the strengths of our Catholic Identity and informed future planning to continue nurturing faith, belonging and mission across our school community.

Value Added

Throughout 2025, opportunities to live out our Catholic and Mercy values were intentionally woven into school life, strengthening students' understanding of service, compassion and community responsibility.

Social justice initiatives were held across the year, with students actively involved in fundraising and awareness campaigns supporting Catholic Social Justice agencies, including Caritas Australia and the St Vincent de Paul Winter and Christmas Appeals. These experiences helped students connect Gospel values with real world action.

A whole school Footy Colours Day raised funds for the local Shepparton agency Azem People Supporting People, reinforcing the importance of supporting those in need within our local community.

Our Mercy charism was strengthened through regular visits from Sr Agnes Murphy RSM, who engaged senior students in meaningful conversations about living out the Mercy values in everyday life. Her reflections helped students make strong connections between compassion, dignity and the purpose behind the school's social justice initiatives. This learning was further enriched through a podcast featuring Sr Agnes and two senior students, exploring how the Mercy tradition continues to guide the shared mission and values of the school today.

Students also contributed to community and parish life through the arts and celebration. The school choir supported the Parish Feast Day Picnic, and the whole school participated in a concert and morning tea to celebrate and give thanks for the priestly ministry of Fr Joe Taylor on his retirement. These moments reflected a strong sense of gratitude, community and shared faith.

Together, these experiences added richness to school life and supported students to grow as compassionate, faith filled learners who actively contribute to their community.

Learning and Teaching

Goals & Intended Outcomes

Learning & Teaching Goals & Intended Outcomes

A key focus for Learning and Teaching in 2025 was the whole school implementation of the Magnify Sandhurst Initiative. This work strengthened literacy, numeracy and positive learning behaviours through a consistent, evidence-based approach across all year levels. As a result, classrooms increasingly reflected shared and aligned teaching practices in reading, writing and mathematics, supported by common language, clear expectations and a growing collective understanding of effective instruction.

A further focus was the continued development of our leadership capacity, particularly for Learning Leaders. Through targeted professional learning, instructional coaching and collaborative leadership structures, leaders strengthened their ability to support high-quality teaching practice, promote consistency across classrooms and guide ongoing improvement in learning and teaching.

Achievements

The official launch of Magnify Sandhurst marked a significant milestone for Learning and Teaching in 2025. Supported by CESL and partnering organisations including Ochre Education, MultiLit and Step Lab, staff engaged deeply with evidence-based approaches used in literacy and numeracy. Teaching practices were strengthened through a shared focus on the Science of Learning and Classroom Mastery initiatives, promoting greater consistency, clarity and coherence across classrooms.

Professional learning played a central role in this work. Teachers engaged in Science of Learning professional development that included, the Simple Model of Memory and Cognitive Load Theory, led by Dr Jared Cooney-Horwath. Additional professional learning in Classroom Mastery and Step Lab supported teachers to refine instructional practice, strengthen routines, and build a consistent approach to teaching and behaviour throughout the school. Targeted intervention was provided to support students requiring additional learning support. MiniLit Sage (junior years) and MacqLit (middle years) were used to provide structured literacy intervention, while the Respectful Relationships program was embedded as a whole-school approach to promote student wellbeing, positive behaviour and respectful learning environments.

Strong partnerships with families were maintained through Parent–Teacher Learning Conversations held in Terms 1 and 3. These meetings provided meaningful opportunities to share student progress, set goals and work collaboratively to support both learning and wellbeing.

Staff undertook significant professional learning related to the Nationally Consistent Collection of Data (NCCD), facilitated by CESL consultants Michele Saunders and Johanna Baldacchino. This strengthened understanding of Personalised Learning Plans, levels of adjustment, behaviour and safety planning, and effective goal setting for diverse learners.

Students benefited from the support of specialist professionals, including Occupational Therapists, Speech Pathologist and a Psychologist, who worked collaboratively with staff to support learning, engagement and wellbeing. The Perceptual Motor Program continued in the junior years, supporting the development of foundational movement skills that underpin learning success.

Learning was further enriched through specialist programs in Japanese, Science, STEAM and Physical Education, providing students with opportunities to develop creativity, curiosity and essential skills across learning areas.

Leadership development remained a priority, with leaders participating in Learning Leader Days, Step Lab professional learning, in-school Classroom Mastery training and regular leadership meetings. These opportunities enhanced instructional leadership and supported consistent teaching practices across the school.

All staff completed required compliance training through Policy Connect, including Mandatory Reporting, Child Safety, Disability and Occupational Health and Safety, ensuring safe and responsible practice across the school are followed.

Student Learning Outcomes

In 2025, students in Years 3 and 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN), providing valuable information about student achievement and growth in key learning areas.

The school also completed a range of Progressive Achievement Tests (PAT), including PAT Mathematics, Reading, Spelling, Grammar and Social Wellbeing. These assessments

supported teachers to gain a comprehensive understanding of student learning and wellbeing across the school.

Teachers analysed assessment data and documented key information using a digital data tracking tool, supporting consistent monitoring of student progress and informing future teaching and learning decisions.

Nationally Consistent Collection of Data on School Students with Disability (NCCD) moderation processes were completed, with all audits successfully passed, ensuring accurate identification and support for students requiring adjustments.

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	362	44%	351	40%
	Year 5	447	50%	450	46%
Numeracy	Year 3	363	43%	371	46%
	Year 5	443	43%	446	43%
Reading	Year 3	365	52%	374	57%
	Year 5	450	61%	458	57%
Spelling	Year 3	364	53%	354	47%
	Year 5	458	54%	455	54%
Writing	Year 3	374	64%	376	62%
	Year 5	447	53%	452	58%

*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

To coordinate and implement targeted wellbeing initiatives that engage students and enhance their wellbeing by reinforcing and applying strategies taught through Resilience, Rights and Respectful Relationships and structured lunch and recess programs.

Achievements

Student wellbeing continued to be a strong focus throughout the year, supported by the ongoing delivery of the Rights, Resilience and Respectful Relationships curriculum across classrooms. This program strengthened students' social and emotional learning by developing respectful relationships, emotional literacy and resilience, and encouraged students to apply these skills consistently in classroom and play settings.

In partnership with Danae Bennett and Angela Robertson, Occupational Therapists, the school introduced new targeted wellbeing initiatives that complemented classroom learning. Working collaboratively with the Wellbeing Office and Learning Support Officers, Lego Club was introduced as a small-group program facilitated by trained staff. Through cooperative play, students developed teamwork and communication skills while learning strategies to manage emotions such as anger, frustration, sadness and disappointment, and practise calming techniques in a supportive environment.

A strong emphasis was placed on promoting positive wellbeing during break times. Structured lunchtime activities, supported by teaching staff and Learning Support Officers, provided inclusive opportunities for games, sport and outdoor play, fostering positive relationships and a strong sense of community. The school library remained open during lunch times to provide a quiet, calm space for students who benefit from reduced stimulation. Additional staff support on the yard further ensured that students with additional needs were well supported.

Student engagement and wellbeing were also enhanced through curriculum linked experiences beyond the classroom. Students in Year 4 and Year 6 attended school camps, while students in Foundation to Year 2, Year 3 and Year 5 participated in excursions. These opportunities supported independence, resilience, social skill development and positive peer connections.

Staff professional learning remained a priority, with teachers participating in professional development relating to Child Safe Standards, Mandatory Reporting and Occupational Health and Safety. Teachers also continued to engage in professional learning focused on the development and implementation of Individual Personalised Learning Plans to ensure targeted support for student learning and wellbeing needs.

The appointment of Johanna Baldacchino as the Primary School Mental Health Worker, funded by the Government, strengthened the school's wellbeing systems. Johanna worked closely with teachers to refine referral processes, connected families and students with external agencies, and coordinated student wellbeing surveys. The data gathered from these surveys informed planning and the provision of targeted support. Johanna also organised staff professional development focused on wellbeing through the Be You organisation.

Additional student support continued through the work of Gemma O'Sullivan, who provided support to students referred through the wellbeing system. CatholicCare workers were also involved in supporting students at the school. Information and resources were provided to parents to support understanding and management of cyberbullying, reinforcing a shared approach between home and school.

This year also saw the introduction of the Knowledge Society behaviour curriculum, supporting the establishment of consistent routines and expectations that promote calm, respectful and productive learning environments aligned with the values promoted through the Rights, Resilience and Respectful Relationships program.

Value Added

The coordinated wellbeing initiatives implemented throughout the year have significantly enhanced students' social, emotional and mental wellbeing. Through a consistent, whole school approach, students were provided with explicit opportunities to develop resilience, emotional regulation, respectful relationships and positive social behaviours. The continued delivery of the Rights, Resilience and Respectful Relationships curriculum, alongside targeted programs such as Lego Club, supported students to confidently apply wellbeing strategies across classrooms, break times and social settings.

Structured lunchtime activities, increased yard supervision and access to calm spaces such as the library strengthened students' sense of belonging, safety and inclusion. These initiatives particularly supported students with additional needs, reducing unstructured conflict and increasing positive peer interactions. Engagement in camps, excursions and enrichment

opportunities further contributed to students' confidence, independence and connection to school.

The appointment of a Primary School Mental Health Worker, strengthened referral processes and partnerships with external agencies enabled earlier identification of student needs and more timely, targeted support. Wellbeing survey data informed proactive planning and intervention, ensuring supports were responsive and evidence-based. Ongoing staff professional development in wellbeing, behaviour, and personalised learning further strengthened teacher capacity to support students holistically.

Overall, these initiatives have created calmer, more predictable and supportive learning environments, increased student engagement, and fostered a culture of care, inclusion and wellbeing across the school community.

Student Satisfaction

The 2025 Catholic Education Sandhurst Student Experience Survey (CESSES) shows that students at St Brendan's School continue to feel well supported, connected and guided by strong school leadership. Students reported high expectations and encouragement from their teachers, with 71% indicating that staff motivate them to do their best, reflecting leadership practices that prioritise learning growth and achievement. Students also expressed confidence in themselves as learners (70%) and a strong sense of belonging within the school community (67%), highlighting a school culture shaped by consistent expectations, care and support.

One of the most encouraging results in the student data was Catholic Identity, which increased to 68%, indicating that students feel increasingly connected to the school's values and faith traditions. Strong teacher–student relationships (70%) further reinforce the positive impact of leadership that is visible and relational in everyday practice. Together, these results highlight a caring, engaging and well-led learning environment where students feel known, valued and supported to grow academically, socially and spiritually.

Student Attendance

Student attendance at St Brendan's is closely monitored using the SIMON system. Each morning, text message notifications are automatically sent to parents and carers at 9:30 am if a student's absence has not been explained. The Wellbeing Officer reviews attendance records daily and follows up with families where absences remain unexplained, contacting emergency contacts when required.

Classroom teachers regularly monitor attendance patterns when marking rolls and refer any concerns to leadership for review. School leadership, including the Deputy Principal, Leader of Pastoral Wellbeing and Wellbeing Officers, work collaboratively to support positive attendance outcomes and maintain communication with Catholic Education Sandhurst when required.

In 2025, the school recorded an overall average student attendance rate of 91.24%. To support consistency and early intervention, the school maintains both a whole.school weekly attendance tracking spreadsheet and individual attendance monitoring logs. These systems assist in identifying students at risk of attendance concerns and enable the development of targeted, individualised attendance support plans in partnership with families.

Average Student Attendance Rate by Year Level	
Y01	90.19
Y02	90.88
Y03	90.44
Y04	92.78
Y05	92.4
Y06	90.74
Overall average attendance	91.24

Leadership

Goals & Intended Outcomes

To strengthen school leadership capacity by developing middle leaders to be effective instructional leaders who lead and support staff through the consistent implementation of the Magnify Sandhurst, with a focus on high quality teaching, learning and student outcomes.

To build a shared and explicit understanding of St Brendan's charism and the mission of the Catholic Church, ensuring leadership practices, decision making and professional learning are grounded in Gospel values and aligned with the school's vision.

To foster a collaborative leadership culture that prioritises ongoing formation, coaching and professional dialogue, empowering leaders to guide staff with clarity, confidence and purpose while supporting continuous school improvement.

Achievements

Throughout the year, St Brendan's benefited from a united and collaborative leadership team that communicated clearly and worked closely with staff to discern challenges and proactively address barriers through positive, solution-focused approaches. This collective leadership model strengthened professional trust and supported consistent decision making aligned with the school's improvement priorities.

The implementation of Magnify Sandhurst contributed positively to staff culture, reinforcing shared values of trust, respect and collective responsibility for continuous improvement. Staff engagement with Magnify Sandhurst was underpinned by a strong commitment to high quality teaching and learning, supported by leadership practices that encouraged collaboration, reflective dialogue and shared ownership of school improvement.

Leadership capacity was further strengthened through the professional learning and formation of the Principal. Joel Brian completed a Master of Instructional Leadership through the University of Melbourne, enabling the development of instructional leadership practices across the school. This learning supported the intentional development of middle leaders through structured processes that strengthened their capacity to lead teaching and learning, support staff practice and contribute to whole school improvement.

Catholic Identity and formation remained central to leadership practice. Leanne Pellegrino led and supported staff formation by deepening understanding of the school's Mercy charism and strengthening connections with the parish community. This included the involvement of Sister Agnes, a Mercy Sister, in school events, staff professional learning and community engagement opportunities, enriching the school's shared understanding of its Mercy heritage.

Staff also participated in Blessed, Broken and Shared sessions provided through Catholic Education Sandhurst Ltd, which strengthened understanding of the aims and purposes of Catholic education. These sessions supported staff formation in Catholic curriculum, Religious Education, faith development and Catholic Identity, culture, tradition and theology, including prayer, liturgy, scripture and Catholic social teaching.

Together, these leadership initiatives strengthened a shared understanding of the school's mission and charism, enhanced staff capacity for instructional leadership, and supported a Catholic learning community grounded in faith, collaboration and continuous improvement.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Neuroscience of Learning- Dr Jared Cooney Horvath • MultiLit • Ochre Education • Knowledge Society (Classroom Mastery) • Step Lap Instructional Coaching • CESL Staff Spirituality Day • CESL Blessed Broken & Shared • Academy for the Science of Instruction – Effective Instruction in Reading in Spelling • ASI Solutions ICT • First Aid	
Number of teachers who participated in PL in 2025	26
Average expenditure per teacher for PL	\$550.00

Teacher Satisfaction

The 2025 Catholic Education Sandhurst Staff Experience Survey (CESSES) shows that staff at St Brendan's School experience a positive, supportive and highly collaborative professional environment. Staff reported very strong relationships with school leadership, with 84% indicating positive staff–leadership relationships and 72% expressing confidence in the effectiveness of school leadership. The school climate was also rated strongly, with 72% of staff describing the social and professional environment as positive. These results reflect a culture of trust, respect and shared commitment to continuous improvement.

There is much to celebrate in staff collaboration, wellbeing and alignment with the school's mission. Strong levels of collective efficacy were reported, with 71% of staff indicating confidence that, together, staff can improve teaching and learning. Support for teams (69%), collaboration in teams (69%) and psychological safety (64%) further highlight a workplace where staff feel safe to contribute, take professional risks and work together purposefully. A particularly affirming result was in Catholic Identity, with 72% of staff expressing a strong connection to the school's faith leadership and values. These strengths highlight the dedicated, collegial and values driven staff culture that underpins the success of St Brendan's School.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	6
Graduate Certificate	2
Bachelor Degree	24
Advanced Diploma	10
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	21.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	9.78
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

To strengthen partnerships with families by fostering open, respectful and consistent communication that supports student learning, wellbeing and a shared sense of belonging within the St Brendan's community.

To deepen connections with the parish and wider Catholic community, ensuring the school's faith life, charism and mission are visible, lived and celebrated through shared events, worship and community engagement.

To build meaningful relationships with local organisations and agencies that enrich student learning experiences, enhance wellbeing supports, and strengthen the school's role as an active and valued presence within the wider community.

To create inclusive opportunities for community participation that encourage collaboration, shared responsibility and engagement in school life, supporting a positive, welcoming and connected school culture.

Achievements

Community engagement continued to be a strong and purposeful focus at St Brendan's throughout 2025, supporting meaningful relationships between students, families, parish and the wider community. Intentional opportunities for participation fostered a welcoming and inclusive school culture, strengthening shared responsibility for student learning, wellbeing and faith formation.

Whole school Friday Assemblies continued to play an important role in strengthening community connection. These gatherings provided opportunities for shared prayer and reflection, the celebration of student achievement through awards, and the promotion of positive school spirit through initiatives such as the Class Cup. Parent attendance at assemblies further reinforced strong home-school partnerships and a shared commitment to student wellbeing and success.

Community celebration was also evident through events such as Harmony Day, where parents were invited to attend activities that promoted inclusion, respect and appreciation of

cultural diversity. These shared experiences strengthened relationships and supported a sense of belonging for students and families alike.

Faith and identity were celebrated through significant community events, including St Brendan's Feast Day Pilgrimage Walk. This event brought the school community together in a meaningful expression of faith and tradition, with the morning assembly enriched by the presence of Sandy, the Sandhurst Mascot, and her feathered friends, creating a joyful and memorable experience for students, staff and families.

Ongoing engagement with the parish and Catholic community continued to reinforce the school's mission and charism, while partnerships with external organisations supported student wellbeing and strengthened the school's role as an active and connected member of the wider community.

Overall, these community engagement initiatives fostered strong relationships, celebrated faith and diversity, and contributed to a vibrant, inclusive and connected school environment.

Parent Satisfaction

The 2025 Catholic Education Sandhurst Family Experience Survey (CESSES) shows that families at St Brendan's School hold strong confidence in the leadership and direction of the school. Families reported a high overall positive endorsement (70%), with particularly strong perceptions of school climate (84%), reflecting trust in the social and learning environment shaped by school leadership. 76% of families indicated that the school is a good fit for their child's needs, demonstrating confidence in leadership decisions that support student learning and wellbeing.

Clear and effective communication emerged as a key strength, with 74% of families expressing positive perceptions of the timeliness and quality of communication between home and school. Families also reported confidence in student safety (69%), reinforcing trust in the school's care and oversight. Encouragingly, 63% of families reported positive perceptions of the school's Catholic Identity, highlighting leadership that is strongly aligned with the values and faith mission of St Brendan's. Together, these results affirm a welcoming, supportive and faith-centred community underpinned by strong school leadership and positive family partnerships.

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.sbshepparton.catholic.edu.au