



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2024

## ANNUAL SCHOOL REPORT



### **St Brendan's Catholic Primary School**

29 Carters Road, LAKE MUNMORAH 2259

Principal: Mrs Charlene Reid

Web: [www.sblmdbb.catholic.edu.au](http://www.sblmdbb.catholic.edu.au)

## About this report

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St Brendan's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

We place importance on faith, community, and the success of all our students.

St Brendan's - A School Where Every Child Succeeds. This means that every child who attends St Brendan's, regardless of their ability, will show growth spiritually, emotionally, socially, and academically.

Our teachers continually improve their skills and use data to establish a student's point-of-need through Collaborative Coaching, assessment, data collection and data analysis.

St Brendan's Catholic Primary School, Lake Munmorah, opened its doors in 1989 with demountable classrooms and welcoming an initial enrolment of 76 students. The founding Principal, Mr John Vance, and Fr John Fitzgerald, the Parish Priest, laid the groundwork for a future learning environment.

St Brendan's began with a teaching Principal and 3 teaching staff. Permanent school buildings were established between 1994 and 1995, marking a significant growth in the area. Since then the school has steadily grown, evolving into a thriving K-6 institution with 3 streams, 21 classes, 438 students and a waiting list for Kindergarten 2025. With a dedicated staff of 57, St Brendan's continues to strive for excellence in teaching, learning and wellbeing.

St Brendan's Catholic Church was blessed by Bishop Patrick Murphy on November 1, 1992, and stands as a place of worship with the Our Lady of Perpetual Succour Parish. In 2006, the Foundation Stone of the new St Brendan's Church building was laid, and it was blessed and opened as a Mass Centre by Most Rev. David Louis Walker, Bishop of Broken Bay, on April 28, 2007.

St Brendan's draws students from local suburbs including Lake Munmorah, San Remo, Blue Haven, Mannering Park, Chain Valley Bay, Summerland Point, Gwandalan, Nords Wharf, Wyee Point, Crangan Bay, Murrays Beach and Catherine Hill Bay and surrounds. It feeds directly to St Brigid's Catholic College. The school's on-site Early Learning Centre ensures a seamless transition to Kindergarten and is involved in most school events. Additionally, since 2023, St Brendan's has classes for the newly established Eileen O'Connor School.

The Feast Day of St Brendan is celebrated on May 16. As the patron Saint of sailors, mariners, and travellers, St Brendan's adventurous spirit and commitment to exploration is symbolised on the school grounds by a sailing boat.

The Motto of St Brendan's is "Alive in Christ". This powerful motto is cherished by the entire community – students, parents and teachers alike. We also have a special acronym "SBLM": "Strive High, Be Alive in Christ, Let's Learn, Make Good Choices" which is reflected upon every day and is a part of the school's PBL values.

St Brendan's pays its respects to the Darkinjung and Awabakal people, the traditional custodians of the land on which the school stands.

### **Parent Body Message**

I am thrilled for my children to attend St Brendan's. They have grown so much and developed great friendships throughout their schooling life.

The staff at St Brendan's can not do enough for our children and we value their input, their enthusiasm and their nurturing ways each and every day.

St Brendan's as a school community is wonderful. We love the consistency across the school. We also appreciate the school improvements and open communication between staff, leadership and parents.

I love the school and the people I have met and look forward to more wonderful experiences throughout my children's schooling at St Brendan's.

### **Student Body Message**

St Brendan's is a great school. The teachers really care about us and want the best for us.

I really love our wellbeing weeks and fundraising events. We even get to pour buckets of water over the Principal's head when we raise the most money for Caritas Walk for Water.

We have great clubs at lunch times including dance, chess, gardening, choir, digital technology and much more.

We have end of term rewards which have included inflatables, bike and scooter days and lots of sport.

Our school is so big, we get to run our cross country, colour runs etc at school. We also have opportunities to represent our school and our zone at cross country, athletics and swimming and other sports if we want to.

We have great excursions and I have met so many friends at St Brendan's.

## School Features

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St Brendan's was established in 1989 and is situated at Lake Munmorah within the Diocese of Broken Bay.

At St Brendan's a holistic education is provided for students and is supported by quality pastoral care, exemplary teaching and the implementation of initiatives and intervention opportunities to help all in our community succeed.

We have 21 classes from Kindergarten to Year 6, including 2 Eileen O'Connor classes for children with additional needs where students are supported to further develop the skills needed to become successful learners.

Our staff comprises of teaching, non-teaching and learning support teachers who support our children and their families. We also have a parent engagement coordinator, pastoral care worker and school counsellors supporting our families within our community.

We have a Parish church onsite and an Early Learning Centre preschool. We also have a before and after school care service/vacation care for our families.

This year saw The Cottage further establish to support our Community. Working in The Cottage we have Parent Engagement Coordinator and our Counsellors. The role of this Team is to offer support for families from Pre-school through to St Brigid's, our feeder High School.

Our School Motto, Alive in Christ, promotes the living out of Christian values in a nurturing environment. Having the opportunity to ensure that families have support for their child's entire Catholic education through The Cottage is another example of how we continue to build a strong, welcoming community.

At St Brendan's we follow our SBLM expectations. Our acronym "SBLM" stands for St Brendan's Lake Munmorah and also explains our positive behaviour for learning - Strive High, Be Alive in Christ, Let's Learn and Make Good Choices. We have a very positive and consistent approach to behaviour management from Kindergarten through to year 6. We also follow our consistent behaviour management policy K-6.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
205	227	0	432

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2024 was 88.90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.70	91.20	89.70	90.30	87.60	85.10	86.50

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	35
Number of full time teaching staff	21
Number of part time teaching staff	14
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At St Brendan's, Catholic Identity and Mission continue to be central to creating a holistic and values-based education for all students. We are committed to continuing key initiatives that support the Catholic mission of both our Parish and our School, always ensuring that we meet families where they are and walk the journey with them.

At the heart of our mission is the commitment to living and imparting the teachings of the Catholic faith, promoting social justice, compassion, and respect for the dignity of every person. Community engagement through events such as St Brendan's Feast Day, Mother's Day, Grandparent's Day, Father's Day, and Holy Week celebrations continues to be an essential part of this mission. These occasions allow students, staff, and parents to come together in faith, reflecting on the significance of these events and strengthening their sense of belonging to our school and parish community.

We continued to invest in strengthening Religious Education across the school, with all Kindergarten to Year 2 and Stage 3 classes successfully implementing the new Religious Education curriculum. Teachers and Religious Education Coordinators participated in professional learning workshops designed to deepen their knowledge and build their confidence in delivering the new approach. These workshops equipped staff with the skills, enthusiasm, and faith-filled focus needed to create student-centred learning environments that support every child on their faith journey.

A continued focus on social justice saw the whole school participate in a fundraising event for Caritas. Students experienced the challenge of carrying buckets of water, raising both funds and awareness for those who do not have easy access to this basic necessity. Experiences like this deepen students' understanding of Catholic social teaching and encourage them to live out the Gospel message of service to others.

Through all these initiatives, St Brendan's remains steadfast in nurturing strong Catholic identity, fostering faith, and building a vibrant, inclusive community.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

We deliver an educational program aligned with the New South Wales Education Standards Authority (NESA) syllabuses. The Key Learning Areas include English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, and Personal Development, Health and Physical Education. The Diocesan Religious Education syllabus is implemented as a core component of the curriculum. Staff are committed to the continuous improvement of teaching and learning across all areas.

In 2024, staff engaged in system-wide professional learning with a focus on curriculum reform in English and Mathematics. This aligned with the introduction of the recently new NSW Years 3–6 English and Mathematics syllabuses. Professional learning also prioritised the development of consistent assessment and grading practices. Teachers collaboratively designed rubrics to support consistent teacher judgement, using student data to create a more accurate and holistic understanding of each learner. This enhanced our ability to align assessment with learning outcomes and supported fair, outcome-based reporting.

The Collaborative Coaching initiative remained central to our professional learning approach involving teachers working in ongoing cycles of collective inquiry and action to improve student achievement. These targeted learning cycles contribute to school-wide growth.

Mathematics was guided by data from a variety of sources, including PAT Maths, Essential Assessment, and NAPLAN with a strong focus on improving student outcomes across all mathematical strands. Teachers consistently employed concrete materials and engaging tasks to build conceptual understanding and encourage active participation. Analysis of assessment data enabled staff to identify learning needs, tailor instruction, and monitor student progress, resulting in measurable growth across the school.

Writing was a key focus area within Collaborative Coaching. Teachers examined student writing samples to identify areas of need, with particular emphasis on sentence-level grammar. This analysis informed targeted teaching practices and supported the development of rubrics for consistent assessment and instructional planning. Student growth was tracked through regular writing sample analysis.

For students in Kindergarten to Year 2, the InitialLit program provided explicit instruction in phonemic awareness, phonics, and oral language. The MiniLit program was used as an intervention to support students requiring further assistance in early literacy development.

In 2024, the school participated in the Curriculum Assurance Process reviewing the Key Learning Areas of Geography and Religious Education. Teachers collaborated throughout the process, engaging in professional reflection and providing constructive peer feedback.

# Student Performance in Tests and Examinations

## NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Brendan's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	40%	54%
	Reading	57%	66%
	Writing	65%	77%
	Spelling	43%	61%
	Numeracy	53%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	48%	65%
	Reading	64%	71%
	Writing	61%	67%
	Spelling	57%	68%
	Numeracy	54%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

Parent Surveys conducted throughout recent years have informed us of the following qualities of our school:

- Teachers have high expectations for students to succeed
- Teachers show an interest in students' learning
- Students are encouraged to do their best learning
- Teachers take account of students' needs, abilities, and interests, helping those who need extra support
- Students feel safe going to and from school
- Parents feel welcome when they visit the school
- Teachers' communication is excellent
- The school keeps all families connected and provides constant information
- Parents were invited to an annual parent forum at the commencement of the year to have a voice, to hear of the school improvements and to also suggest any further improvements.

At St Brendan's, we pride ourselves on having a consistent and fair approach to behaviour and student wellbeing. Our students demonstrate good choices and positive interactions to be rewarded with Dojo points as they display our SBLM expectations. Our Parent Engagement Coordinator offers a range of supports to those families who may require assistance for various reasons.

### Student satisfaction

Student Surveys have shown a high degree of satisfaction. The following qualities stood out for our students:

- Feeling accepted and valued by their peers and by others at their school
- Students try hard to succeed in their learning
- Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects
- Important concepts are taught well, class time is used efficiently

- Students feel classroom instruction is well-organised, has a clear purpose, and they receive immediate feedback that helps them learn
- A high rate of participation in sports
- Students appreciate the intervention small groups offered
- Students love the various lunch clubs on offer
- Students love wellbeing week each term and end of term rewards

### Teacher satisfaction

Feedback received from Teachers throughout the year through surveys and professional conversations have informed us of the following:

Our School is a safe, supportive place to work, with clear processes and procedures in place. Staff work together in a variety of ways to upskill and support teachers in the development and implementation of a range of effective and engaging teaching strategies.

Teachers understand that they are to have high expectations for all students, and that support structures are in place to help them achieve this.

Data on a range of KLA assessments is readily available for teachers to use to inform their teaching and learning cycle.

Safe and responsible digital literacy is explicitly taught at St Brendan's and a range of digital devices are available to assist teachers with their technology teaching.

Teachers understand and appreciate the strong focus on consistent and fair behaviour management processes through our SBLM systems, and are aware of the numerous supports and resources available to assist them in this area.

Teachers appreciate that the St Brendan's staff culture is one of support, care, empathy, and friendship.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,280,629
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,672,656
Fees and Private Income <sup>4</sup>	\$1,395,648
Interest Subsidy Grants	\$20,570
Other Capital Income <sup>5</sup>	\$308
<b>Total Income</b>	<b>\$9,369,813</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$214,967
Salaries and Related Expenses <sup>7</sup>	\$6,023,498
Non-Salary Expenses <sup>8</sup>	\$1,927,861
<b>Total Expenditure</b>	<b>\$8,166,328</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT