Catholic Education Sandhurst Ltd

2024

Annual Report to the School Community

St Patrick's School

Mangan Street, TONGALA 3621
Principal: Jacqueline Stockdale
Web: www.sptongala.catholic.edu.au
Registration: 1594, E Number: E3041

Principal's Attestation

I, Jacqueline Stockdale, attest that St Patrick's School is compliant with:

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

Attested on 15 May 2025

About this report

St Patrick'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 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- Authentically Sandhurst Catholic Education
  Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.

- Outstanding Learner Growth
  Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.

- Solidarity and Subsidiarity
  Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

St Patrick's is a Catholic School Community, committed to the Values of Strength and Kindliness in the spirit of the Brigidine tradition.
St Patrick's believes:

• In the development of the whole person created in the image of God

• In the power of collaboration

• That learning is transformative

• That high expectations allow us to achieve beyond our potential

• That individual differences should be valued and celebrated

• That learning needs to be purposeful

School Overview

St. Patrick's is a Catholic Primary School, with 94 students enrolled from Foundation to Grade 6. The Brigidine sisters opened the school in 1959 and conducted the school until the end of
1982.

St Patrick’s is located in Mangan Street in the township of Tongala. Students come from the Tongala township and surrounding rural areas. Our families have varied socio-economic backgrounds and structures and our current SES is 87.

The school currently has 5 classroom teaching staff, 5 Education Support Officers a Specialist LOTE teacher, Art teacher, STEM teacher and Sport teacher, an Administration Officer and Wellbeing Worker (Chaplain). There are 6 classrooms; Foundation-1, Grade 1-2, Grade 3, Grade 4 and a Grade 5-6. Classroom compositions have been structured to allow for individual student needs to be met and for cohorts of children to be placed in an environment to suit their academic and social emotional learning needs.

Staff are caring and enthusiastic, work well as a team and are strongly committed to Catholic education and the well being of the students.

St Patrick’s actively seeks to engage parents, families and carers as partners in the education process and in the life of our school.

Our grounds and spacious learning areas are assets to our school and allow us to provide flexible and child centred curriculum and meet the individual learning needs of all students. School liturgies, as well as the parish sacramental program, involving students and families, are important in our commitment to develop and depth a Christian community.

Our Parish Priest is Father Uday. We are blessed to have Father Uday in our community. He is extremely positive and affirming about our school, the students, the staff, the wonderful buildings and grounds and the atmosphere of inclusion and partnership.

Principal's Report

The 2024 school year at St Patrick’s Primary School Tongala was a remarkable journey marked by growth, achievement, and community spirit. Our students embraced learning with enthusiasm, participating in various academic and extracurricular activities that showcased their talents and dedication. From engaging classroom projects to spirited sports events and meaningful community involvement, each moment contributed to a vibrant school culture. The collaborative efforts of our dedicated staff, supportive families, and eager students fostered an environment where everyone thrived. As we reflect on the year's accomplishments, we take pride in the resilience and unity that define our school community, setting a strong foundation for continued success in the years ahead.

This year, our commitment to distributed leadership has continued to flourish, with staff members embracing key leadership roles to enhance our school's operations and culture. Katie Rasmussen and Lauren Bennett have joined me to form our dynamic leadership team. Their dedication and collaborative efforts have been instrumental in driving our school's mission forward.

In her role as leader of Catholic Identity, Katie Rasmussen has guided our school community in deepening our faith and spiritual connections. A highlight of the year was our Beginning of the Year School Mass, which saw enthusiastic participation from most of our families. We also celebrated St Patrick’s Day with a whole-school mass and engaging multi-age activities, fostering a sense of unity and shared heritage. Katie's involvement in diocesan network meetings for Catholic Identity Leaders has further enriched our liturgical celebrations. Her efforts in coordinating these events and involving various priests have strengthened our school's faith-based initiatives.

Lauren Bennett has taken the lead in Learning and Teaching, focusing on enhancing our Professional Learning Community (PLC) meetings. Her coordination has ensured that our staff collaboratively develops and reflects upon effective literacy and numeracy instruction strategies. Key areas of focus have included the implementation of Spelling Mastery, Reading Fluency, Little Learners Love Literacy, Text Based Units by Jocelyn Seamer, OCHRE Maths and High Impact Teaching Strategies (HIITs). These initiatives have been pivotal in promoting consistent and effective teaching practices across the school.

As the Wellbeing Leader, I have spearheaded the implementation of the School Wide Positive Behaviour Support framework, The Resilience Project, and the Resilience, Rights, and Respectful Relationships Program. These programs aim to foster a positive, inclusive, and supportive learning environment for all students. Additionally, leading the Learner Diversity initiatives, I have worked to ensure that every student has equal access to educational opportunities and support services, regardless of their background or identity. Our collective efforts continue to cultivate an inclusive learning environment where each student's individual needs are met, allowing them to thrive.

Catholic Identity and Mission

Goals & Intended Outcomes

School Improvement Priority:

We aspire to foster a community that is inspired by Jesus and the Brigidine charism. Enhancing the understanding of wellbeing and its importance to the whole learner.

School Improvement Goal:

Explore and teach the foundations of the Brigidine charism through faith formation experiences and bringing to life the Catholic identity markers throughout our school.

Key Improvement Strategies & Actions:

-Provide opportunities to deepen staff, students and parents' understanding of the Brigidine charism and graduate outcomes of our school.

Achievements

At St Patrick's, our Catholic Identity and Mission remain central to all that we do. In 2024, we continued to embed our faith throughout school life by celebrating key liturgical events, deepening our understanding of the Brigidine charism, and creating strong links between our Catholic values and everyday learning experiences.

The Source of Life curriculum continues to be our foundation for delivering meaningful Religious Education, allowing students to explore Catholic teachings in relevant and engaging ways. Daily prayer and regular class-led liturgies ensured that our faith stayed at the forefront of school life. To support staff in planning these liturgies, a St Patrick's Liturgy Planning Guide was introduced. This guide helps ensure each class liturgy includes key elements such as Gospel readings, reflections, Prayers of the Faithful, and time for stillness and prayer. Staff continue to be supported in the preparation of these celebrations, helping build their confidence and understanding of liturgical structure and purpose.

This year, we placed a strong focus on our Graduate Outcomes. Staff explored the meaning behind each outcome and how they are lived and taught in our school. These were shared one at a time in the school newsletter and displayed throughout the school, helping students

and families connect with them more deeply. The Graduate Outcomes are now regularly referred to in classrooms and with prospective families.

Throughout the year, we celebrated several significant masses that brought our community together in faith:

-Beginning of Year Mass: We welcomed our new Foundation students and staff, and introduced our Grade 6 students as school leaders.

-St Patrick's Day Mass: Followed by a green-themed celebration, students learned about our patron saint, enjoyed a sports carnival, and shared lunch as a school community.

-St Brigid's Feast Day: Led by our senior students, who shared her story and legacy through prayer and classroom learning.

-Environment Mass: A reflection on creation and our role in caring for the earth.

-Grandparents & Special People's Mass: A highly attended event followed by a BBQ, where students proudly shared their learning spaces.

-Graduation Mass: Celebrated our Year 6 students, marking the end of their primary school journey at St Patrick's.

Social justice continued to be a strong focus. Our Catholic Identity leaders led Caritas fundraising initiatives, including a Free Dress Day, Zooper Dooper sales, and a Solidarity Walk. For Catholic Mission, we hosted a Crazy Sock Day and took part in Socktober by creating homemade balls to raise awareness of global poverty and the power of play. These activities helped students connect with the needs of others and explore how they can make a difference.

Three students participated in a parish-based Sacramental Program, receiving the sacraments of Reconciliation, Confirmation, and Eucharist.

Our FIRE Carrier program remained a vital part of our cultural learning. Students took part in a cultural immersion at Barmah Forest, where they learnt about traditional Aboriginal tools and the importance of caring for Country. They also represented our school at the Campaspe Shire Reconciliation Walk.

Under the guidance of Miss Rasmussen, the Catholic Identity student leadership team played an active role in faith life at school. They:

- Supported fundraising for Caritas, Catholic Mission, and Vinnies
- Helped lead liturgies and maintain sacred prayer spaces
- Created peer teaching opportunities around our patron saints
- Reflected on and promoted the Graduate Outcomes across the school

Our Grade Five students attended the Caritas Just Leadership Day in Echuca, equipping them to lead our Lent social justice initiatives with confidence and passion.

Holy Week was marked with a whole-school reflection in the church, where each class performed a dance and song to tell the story of Jesus's death and resurrection. The performance was a moving and memorable celebration of our shared faith.

Value Added

-Regular class-led prayers were held in the church, thoughtfully prepared by classroom teachers alongside their students to reflect current learning and liturgical themes.

-A whole-school Mass was celebrated each term, bringing the community together in faith.

-The FIRE Carrier program continued to thrive, with existing student leaders deepening their understanding and ten new FIRE Carriers inducted throughout the year.

-The role of Catholic Identity student leaders was further consolidated, with students continuing to take responsibility for maintaining prayer spaces, promoting sustainability, leading social justice initiatives, and fostering community engagement.

-Ongoing focus was placed on the Brigidine charism, with staff formation opportunities and informative newsletter items to build community awareness and connection.

-Graduate Outcomes were introduced in detail through a dedicated newsletter series, helping families and students understand their significance in our school context.

-Catholic Identity markers were embedded throughout the school and introduced to new staff, students, and families as part of their welcome and orientation.

-A structured liturgy guide was introduced for staff to support the consistent planning of class liturgies. The guide ensured inclusion of key elements such as Gospel readings, reflections, Prayers of the Faithful, and moments for stillness and prayer.

Learning and Teaching

Goals & Intended Outcomes

School Improvement Priority: Build a culture in the school and its community reflecting an understanding that evidence based decision making and the use of data are essential to effective leadership and to teaching and learning.

School Improvement Goal: To enhance the ability of staff to use data, in all curriculum areas, to inform their teaching practice.

Key Improvement Strategies & Actions:

-Support teachers in building their data literacy skills so that they can regularly engage in discussions about assessment and the growth or regression of progress over time. (Build data literacy skills)
-Support teachers in using reliable, timely, formative assessment regularly, adjusting their planning to respond to where students are in their learning. (Using data to adjust planning)
-Develop a protocol for data analysis to accurately set short, medium and long-term targets for improvement and align actioned strategies. (Protocol for data analysis)
-Ensure that staff are trained to use available software to analyse and interpret data to inform differentiated teaching and meet the needs of all students, including those in priority groups and higher-achieving students. (Use available software to analyse and interpret data)
-Progressive achievement data to be collected and analysed to systematically evaluate the effectiveness of actioned strategies to achieve the set short-, medium- and long-term targets. (Use progressive achievement data)

Evidence of Success & Targets:

-Implement Professional Learning Communities (PLC's) that focus on data literacy and data analysis in ALL subject areas.

-Ensure relevant staff attend planned PLC’s that directly affect the ability to use data in subjects they teach.

-PLC conducted in a timely manner to connect to data collection and analysis.

-Teachers use their knowledge of data analysis which is reflected in their planning.

-Create protocol for data analysis to discuss the whole-school data.

-Data Efficiency Review with SIMON.

-Intellischool Professional Development

-Develop shared understanding of what short, medium and long-term targets look like and what data sources drive these targets.

-Develop shared understanding of requirements of assessment in all learning areas.

School Improvement Priority: Demonstrate high expectations of all students to learn successfully in their own ways and at their own pace, with their individual talents, interests and aspirations valued and nurtured.

School Improvement Goal: To ensure stretch and challenge in learning are features of practice and planning by all staff.

Key Improvement Strategies & Actions:

-To implement programs to meet the individual learning needs of gifted students.

Evidence of Success & Targets:

-Provide extension opportunities (tutoring) for students.

-Students working 18 months above the expected level of the curriculum are on a Personalised Learning Plan (PLP).

-Timetable intervention to support extension.

-Opportunities for students to compete against or work with students from outside our school, eg ICAS.

-Teachers document evidence of extension in their weekly work program.

Achievements

Reflections to Key Improvement Strategies:

-63% of PLCs across the year focused on data literacy and analysis. Timetabled meetings and online sharing improved staff engagement. However, not all staff consistently used targets to inform teaching, indicating a need for clearer goal-setting expectations and dedicated time.

-While PLCs occurred regularly, the target of 100% focused on data analysis in all subjects was not fully met. Staff valued the PLCs but required more support in aligning assessment data to learning targets, particularly in RE and Inquiry.

-Some PLCs were specialist-led and tailored to support targeted learning areas. However, accountability and clarity around learning intentions and success criteria remained areas for growth.

-Two PLCs successfully focused on developing a whole-school data protocol, which now guides consistent analysis across the school.

-Staff have begun incorporating data from pre- and post-assessments, particularly in specialist areas. Continued support is needed to embed this practice consistently across all curriculum areas.

-Two sessions were delivered with relevant staff, contributing to improved data literacy and consistency in using the Intellischool platform.

-One PLC supported staff in developing and aligning their learning goals. Staff now use goal-setting templates and School Improvement Plan (SIP) links in planning.

-Progress evident in specialist areas using matrices (particularly in RE and Inquiry) to assess and plan effectively. Continued development needed to embed this school-wide.

-22 students (25% of the student body) were involved in extension programs such as ICAS, Kangourou Sans Frontières, and the Furphy Literacy Competition: surpassing the goal of 15% participation. In addition, 54 students (62%) took part in the Matific Olympiad. This strong engagement directly supports the key improvement strategy of implementing programs that meet the individual learning needs of gifted students and offering them regular extension opportunities throughout the year.

-A letter outlining the 2024 maths extension program was sent home, and emails were distributed to families about ICAS and Furphy Literacy competitions. This meets the goal of formally communicating with parents about their child's involvement in extension programs each term and aligns with the strategy to keep families informed and engaged in their child’s extended learning.

-Students working at levels 18 months above the expected curriculum, had Personalised Learning Plans developed by Term 1 and participated in Program Support Group (PSG) meetings each term. This directly fulfils the strategy to ensure that all students working significantly above level have documented, personalised plans in place with appropriate monitoring and support.

-Students working at levels 18 months above the expected curriculum, attended a 1-hour weekly session with a teacher and two additional 1-hour sessions per week with an LSO. These structured interventions meet, and even exceed, the strategy to provide 1–2 weekly targeted support sessions for students working well above expected levels.

-Students had opportunities to actively participate in four interschool competitions: Kangourou Sans Frontières Maths, ICAS, Furphy Literacy Competition, and Matific Olympiad. This meets the goal of providing at least four annual opportunities for students to compete with or work alongside peers from other schools, fulfilling the strategy to promote enrichment and challenge through wider academic engagement.

Student Learning Outcomes

We deliver a comprehensive and engaging curriculum grounded in the Victorian Curriculum F–10, encompassing all eight learning areas. Our approach integrates these areas through an Inquiry-Based Learning model, fostering curiosity, critical thinking, and a deep understanding of the world.

Religious Education is central to our curriculum, guided by the 'Source of Life' framework. This program enriches students' faith development, scriptural knowledge, Christian praxis, and commitment to social justice, permeating all aspects of school life.sptongala.catholic.edu.au

Literacy and Mathematics programs emphasise explicit instruction, informed by continuous assessment and data analysis to tailor learning experiences to individual student needs. This ensures that each student is both supported and challenged to achieve their full potential.

Our specialist programs provide students with opportunities to explore and develop skills in Visual Arts, Performing Arts (Drama), STEM (Science, Technology, Engineering, and Mathematics), Health and Physical Education, and Italian. These programs are delivered by dedicated specialist teachers who bring expertise and passion to their subjects.

At St Patrick’s, we are committed to fostering an inclusive learning environment that caters to diverse learning styles. We encourage students to take ownership of their learning journey, promoting independence and a lifelong love of learning. Our teaching practices are continually refined through reflective planning and high expectations, ensuring maximum growth and success for every child.

Acadience data has now been collected for the second consecutive year, providing teachers with valuable and consistent insights into student progress in foundational reading skills. This ongoing collection allows for a clearer picture of student growth over time and helps identify trends across cohorts. With this data, teachers can more accurately target their instruction to meet individual student needs, addressing specific skill gaps and reinforcing strengths. The use of Acadience supports a responsive teaching approach, enabling timely interventions and differentiated support. Most importantly, it provides a reliable way to measure growth, helping teachers to evaluate the effectiveness of their teaching and adjust practices to maximise student learning outcomes. The link below allows you see our Acadience Data:

2024 Acadience Data

Here is the summary of the Acadience results:

Foundation Trend: There was strong, steady growth in reading achievement across the year. Most Foundation students began the year well below benchmark, but progressed significantly, with many moving into the at or above benchmark range by the end of the year. The most notable growth occurred between the Beginning and Middle of the Year, reflecting the impact of early literacy instruction.

Foundation Key Insight: Early, targeted instruction in phonemic awareness and foundational literacy skills has been effective in supporting student progress. The data shows that with the right interventions and teaching practices in place, students who begin the year below expected levels can achieve strong literacy outcomes by year-end. Continued focus on structured literacy in Term 1 remains critical for early success.

Grade 1 Trend: Strong upward movement in the number of students achieving at or above benchmark across the year.

Grade 1 Key Insight: Clear positive growth trajectory with effective instructional support.

Grade 2 Trend: Significant growth in first half of the year, slight regression in Term 4 indicating need for continued support.

Grade 2 Key Insight: Strong mid-year gains; some end-of-year dip suggests a need to sustain progress over time.

Grade 3 Trend: Progress seen in moving more students to "at benchmark," but high percentage remain in "well below" – targeted support needed.

Grade 3 Key Insight: Gains in benchmark achievement, but persistent cohort in "well below" signals a need for more intensive intervention.

Grade 4 Trend: Strong mid-year performance with 71% at benchmark, but this drops to 54% by the end of the year. Increase in students needing support (below and well below benchmark) from 0% mid-year to 16% by end of year.

Grade 4 Key Insight: Students regress after mid-year. This may indicate either curriculum challenges in Term 3 or a need for sustained instructional support to prevent slippage.

Grade 5 Trend: Scores plateau: 58% at benchmark from mid to end of year. No significant movement among lower-performing students- 8% remain well below benchmark, and 25% stay below.

Grade 5 Key Insight: Despite early strong results, there is little upward movement among struggling students. The lack of progress suggests targeted interventions are not having the desired impact.

Grade 6 Trend: Stable performance between beginning and mid-year. Some positive shift by end-of-year: more students move out of the well below category and 50% are now at benchmark.

Grade 6 Key Insight: Year 6 shows the most balanced improvement. The shift from only 33% at benchmark mid-year to 50% by year's end shows successful support strategies or improved student engagement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	**Year level**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	377	33%
	Year 5	*	*
Numeracy	Year 3	401	73%
	Year 5	*	*
Reading	Year 3	401	73%
	Year 5	*	*
Spelling	Year 3	369	33%
	Year 5	*	*
Writing	Year 3	418	93%
	Year 5	*	*

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

Student Wellbeing

Goals & Intended Outcomes

School Improvement Priority: We aspire to foster a community that is inspired by Jesus and the Brigidine charism. Enhancing the understanding of wellbeing and its importance to the whole learner.

School Improvement Goal: Strive for a well community with strong relationships that fosters interconnection.

Key Improvement Strategies & Actions:

-Develop strong Community Partnerships that have a clear, agreed purpose with aligned objectives to improve the outcomes for students.

Key Improvement Strategies & Actions:

-Enhance the relationship with Community Partnerships (Men's Shed and Sewing Club).

-Enhance the number of students involved in Community Partnerships.

-Further explore opportunities to increase Community Partnerships within the Tongala community (Tongala Aged Care, Tongala Childcare/Kindergarten, Container Collection Point)

Achievements

We have continued to work hard to maintain our strong home-school partnerships.

We have continued to maintain Personalised Learning Plans (PLP's) of a high standard which has supported the strategic development of a differentiated curriculum. Jackie worked with staff to further develop their PLP writing skills and educate them around ROSAE. We have offered Parent Support Group meetings (PSG's) each term for students who we deemed at-risk. Our at-risk students have been more easily identified by more widely known systems and processes for identification and follow up support.

We continued to teach a formal, evidence based Social Emotional Curriculum to all students in 2024. The Resilience, Rights and Respectful Relationships Program (RRRR), was used to

teach Protective Behaviours to all students from Foundation to Grade 6 and was facilitated by the classroom teachers.

In 2024 we continued our commitment to being a school facilitating The Resilience Project. The aim is to specifically teach resilience, gratitude, empathy, mindfulness and emotional literacy, it also addresses rising mental health concerns within our community.

In 2024 we have continued on our journey with our approach to School Wide Positive Behaviour Intervention Supports (PBIS). The aim of this framework is to improve social, emotional, behavioural and academic outcomes for our children. We continued to track our PBIS tokens termly, to provide behaviour data for staff to analyse.

A student PBIS Leadership group continued with new student leaders. During the year they identified our fortnightly ‘blitz’. They then used this focus to create a poster to be displayed across the school for the upcoming fortnight. They also prepared a verbal presentation that they presented to the whole school during assembly.

The role of Chaplain has been maintained at two days per week, staffed with a qualified individual in the role- Morgan Watson. Our Chaplain has been able to support students with welfare and wellbeing needs, build community through parent information and support and respond to needs throughout the day in both formal and informal ways. She worked amazingly hard to maintain our community partnerships. She assists with community engagement projects, including working with the Men’s Shed and Community Sewing Group. She also supported the wellbeing of students and families through facilitating the Seasons for Growth program. Music and emotional intelligence groups have been further timetabled to provide a systematic and proactive response to support targeted children, allowing for calm times for conversation and teaching outside of the classroom.

Throughout 2024 we have worked really closely with Catholic Care. Collaborating with Catholic Care brings invaluable benefits to our school, enriching the educational experience and support systems for both students and staff. We have gained access to a wealth of resources, expertise, and support services tailored to meet the diverse needs of our students. This includes counseling and mental health support, pastoral care, family assistance programs, and initiatives promoting social inclusion and community engagement. By integrating these services into the school environment, Catholic Care helps create a

nurturing and supportive atmosphere where students feel valued, safe, and empowered to thrive academically, socially, and emotionally.

Early years transition was led by Lauren Bennett and was supported by providing her with an additional time allocation. Lauren used the first three terms to visit local kindergartens to develop a relationship with those teachers and potential students who would be attending St Patrick's. Our 'Little Paddy's' school transition program occurred during Term 4 and was planned and implemented by Lauren Bennett. This program aimed to support transition to school for students who have enrolled at St Patrick's for the following school year. These children had an opportunity to visit the school on a regular basis and become familiar with the school environment, their teacher and their peers who will be in their class the following year. Transition concluded with 1:1 family interviews: parents met with their child's new teacher.

Jackie continues to be a member of the Tongala Health Governance Committee to work in partnership with local health organisations, Tongala Primary School and local community members.

Reflections on Key Improvement Strategies:

-MOUs were completed and signed with Tongala Kindergarten, Sewing Group, and Kyabram Container Collection Point (KCLC). A Men's Shed MOU was established and is ready to be signed upon their re-engagement. This directly links to the strategy of enhancing relationships with community groups by establishing a clear Memorandum of Understanding prior to student involvement.

-80% of students in Grades 3–6 attended a Community Partnership program in 2024, far exceeding the target of 25%. In total, 94% of all students were involved in community partnership or chaplaincy programs. This aligns with the strategy to enhance the number of students participating in Community Partnerships and reflects a broad commitment to fostering interconnection and student engagement through meaningful partnerships.

-New partnerships were established in 2024 with Tongala Aged Care, Tongala Kindergarten, Kyabram Container Collection Point (KCLC), and St Augustine's Partnership Program. This directly supports the strategy of exploring and choosing one or two new community partnerships within the Tongala community by mid-year to strengthen wellbeing and student outcomes.

Value Added

-Implementation of The Resilience Project

-Maintaining the implementation of PBIS

-Enhancing student leadership through the PBIS Leadership Group

-Parent Support Group Meetings

-School Chaplain programs and community partnerships

-Working in collaboration with Catholic Care

-Little Paddy's Transition Program

Student Satisfaction

In 2024 we collected student data on the Orima platform, which can be viewed by clicking on this link: Orima Data 2024

Here's a summary of the 2024 Student Domain data:

-73% of students overall endorsed the school positively in 2024 (above the CES average of 57% and a slight increase from 71% in 2023).

-These domains show strong positive perceptions from students:

Teacher-Student Relationships: 89%, particularly strong in Year 6 (94%) and Year 5 (91%).
School Belonging: 86%, Strongest in Year 5 (85%) and Year 4 (90%).
Rigorous Expectations: 80%, Students feel teachers hold them to high expectations, especially Year 6 (81%).

-Learning Disposition (students' mindset as learners) is solid at 76%, with steady results across all reported year levels.
-Catholic Identity is endorsed by 63% overall, with some variation by year level (e.g. Grade 6 at 68%, Grade 5 at 56%).

The school is performing above the CES average in nearly all domains, showing a strong school climate and teacher-student relationships.

Student Attendance

St Patrick's Primary School has continued to promote, record, follow up and monitor school attendance. The benefits of good school attendance is regularly promoted through

newsletters, in classrooms and during assemblies. We have adopted consistent, rigorous procedures to monitor and record student absences and follow up unexplained absences.

-Attendance is checked electronically twice daily using SIMON.

-Parents are asked to notify the school by phone, on PAM or on the SIMON Everywhere app. Reasons are recorded.

-Daily attendances are monitored and absences from class are identified. Families are sent an SMS before 10:30am to notify any unexplained absences. Parents/ emergency contacts are phoned if families have not responded to SMS.

-Student attendance is recorded on semester reports.

-Data is regularly monitored by the Principal and Wellbeing Leader.

-Attendance Matters promotional material is published in school newsletters and around the school.

-Importance of good school attendance and arrival time is regularly published on newsletters, spoken about at parent meetings and addressed where needed.

-Support is put in place to support parents when or where necessary.

During 2024, we placed a strong focus on collecting and analysing our attendance data regularly. As a staff, we made it a priority to review this data during our weekly staff meetings, allowing us to identify patterns, discuss concerns, and implement timely strategies to support improved student attendance. One of the key strategies we introduced was a reward system that recognised and celebrated classes achieving 25 days of 100% attendance. This initiative created a sense of excitement and motivation among students, encouraging them to be at school every day and reinforcing the importance of consistent attendance. By combining regular data analysis with positive reinforcement, we have strengthened our whole-school commitment to improving attendance and ensuring students are present and ready to learn.

Our 2025 attendance data can be viewed via the link: Attendance Data 2025

Average Student Attendance Rate by Year Level	
Y01	91.0
Y02	89.4
Y03	88.6
Y04	87.9
Y05	86.6
Y06	75.7
Overall average attendance	86.5

Leadership

Goals & Intended Outcomes

Commitment Statement:

-Offer leadership experiences for staff and students embracing their strengths.

-Ensure opportunities for choice and voice allowing learners to see themselves as authentic agents in learning and leadership.

-Providing opportunities for wider community engagement in learning.

Goals:

-Build professional leadership capacity of staff throughout the year.

-Develop students as leaders by engaging with opportunities to demonstrate what it is to be a leader in a community

Achievements

Staff leadership this year has continued to be distributed among our staff who have taken up Positions of Leadership in the School. Katie Rasmussen has led Catholic Identity, Lauren Bennett has led Learning & Teaching and Jackie Stockdale has led Wellbeing and Learner Diversity.

Jackie Stockdale, Katie Rasmussen and Lauren Bennett have formed a leadership team that meets fortnightly. Jackie Stockdale, our school Chaplain and Minda VanEyk (from Catholic Education Sandhurst) have formed a Wellbeing Team that meets fortnightly.

All staff articulated, documented and enacted their individual professional goals and took part in formal goal setting at the beginning of the year and Annual Review Meetings (ARM) in November. This provided staff with an opportunity to reflect on their professional standards and their professional goals. It also provided Jackie with an opportunity to provide staff with feedback regarding their professional performance.

Personal and professional learning needs of staff were planned for and scheduled according to individual goals and whole school priorities.

Documentation is in place to show role descriptions and contractual agreements which are aligned with industrial agreements.

We continued our student leadership structure in which all students in the Senior Classroom have an opportunity to apply for a leadership position. They then form a specific leadership group that is supported and led by a teacher. The positions are: Catholic Identity Leaders, Media Leaders, Sustainability Leaders, PBIS Leaders and Sport Health Leaders.

We continued our Student Advisory Council. This allows students to have a positive contribution within the decision-making processes of the school. When students are actively involved in these processes, they have an enhanced sense of commitment to the school.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
Staff participated in professional development in the following areas: -First Aid -Anaphylaxis -Child Safe Standards -Mandatory Reporting -Epilepsy Management -Disability Standards for Education -Asthma Management -Warden Training -Speech Articulation -Sentence Structure and Syntax (Joceyn Seamer) -Down Syndrome -The Resilience Project Through our Professional Learning Communities (PLC's) staff learnt about the following: -Data Norms -Analyse Acadience Data -Reading Fluency -High Impact Teaching Strategies (HITS) -Gradual release of responsibility -Intellischool -Catholic Social Teaching Principles -Restraint and seclusion training

Expenditure And Teacher Participation in Professional Learning	
In preparation for 2025 staff were involved in OCHRE professional development. Staff also took part in 7 sessions in preparation for our migration to Microsoft 365. 4 of our Learning Support Staff completed their Certificate IV in School Based Educational Support.	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	$872.50

Teacher Satisfaction

In 2024 we collected staff data on the Orima platform, which can be viewed by clicking on this link: Staff Orima Data 2024

Here is a summary of the 2024 Staff Domain data:

-86% staff endorsement in 2024, well above the CES average (64%), and only slightly down from 2023 (87%). Which indicates strong staff morale and satisfaction overall.

These domains received very high positive endorsement, showing clear school strengths:

-School Climate: 96%
-Staff–Leadership Relationships: 95%
-Collective Efficacy: 96%
-Collaboration Around Improvement Strategy: 96%
-School Leadership: 89%
-Student Safety: 80%
-Professional Learning: 83%
-Instructional Leadership: 81%

-There is a strong alignment between leadership actions and staff perceptions of clarity, trust, and instructional direction.

-The staff view the school as highly effective in leadership, climate, and collective purpose, with exceptional endorsement in strategic collaboration and professional growth. However, day-to-day team collaboration and psychological safety among teaching staff may require more intentional focus.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	0
Graduate Certificate	0
Bachelor Degree	4
Advanced Diploma	0
No Qualifications Listed	9

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	13
Teaching Staff (FTE)	9.96
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.91
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Commitment Statement:

-Inclusivity and Collaboration: we are committed to fostering an inclusive and collaborative community where all voices are valued and heard.

-Community Partnership and Service: dedicated to cultivating meaningful partnerships with local organisations, businesses, and community leaders to enhance learning and promote positive social change.

-Continuous Improvement and Accountability: we recognise that effective community engagement requires ongoing reflection, evaluation, and improvement.

Goals:

-Provide a community that promotes the safety, wellbeing and inclusiveness of all at St Patrick's Primary School.

-Provide and maintain stimulating and engaging learning spaces to meet the needs of all learners.

-Continue strong connections with families, parish and the local community

Achievements

Fundraising and community engagement have found a rhythm that suits our small school context. We established a Fundraising Committee who take carriage of specific fundraising events and are organising these in our community. Social events for parents and students included a welcome BBQ, St Patrick’s Day Mass, a lawn bowls night and celebrations involving community activities and food, morning teas and more. The funds raised through raffles and school events are important as they contribute to the resourcing and purchasing of equipment and learning tools. During 2024 we had the following fundraising efforts:

-Easter Raffle

-A recipe book

-A Spice Drive

-Mother's Day Stall

-Load of Wood Raffle

-Father’s Day Raffle

-Movie Night

-Gingerbread House Making

As a school community we raised awareness through the following actions:

-Wearing yellow to school for ‘R U OK? Day’

-Wearing green to school for ‘Cerebral Palsy Awareness Day’

-Wearing purple to school for ‘Epilepsy Awareness Day’

-Wearing crazy socks for ‘World Down Syndrome Day’

-Wearing orange for ‘Harmony Day’

Little Paddy’s has developed a positive reputation in the community with families making contact with the school to add their child/ren to a waiting list for the following year. We had 18 students enrolled who attended this program every Friday during Term 4. These 18 students all enrolled into Foundation and provided what we believe is the very best start to formal schooling.

Parent Satisfaction

In 2024 we collected parent data on the Orima platform, which can be viewed by clicking on this link: Parent Orima Data 2024

Here is a summary of the 2024 Family (Parent) Domain data:

-Overall Positive Endorsement: 87% overall family endorsement in 2024, a strong result that’s:

above the CES average of 69% and an improvement from 84% in 2023.

These domains reflect very strong family satisfaction:

-School Fit 99%: Families overwhelmingly feel the school matches their child's developmental needs.
-School Climate 98%: Very positive views of the school's social and learning environment.
-Communication 94%: High satisfaction with communication between home and school.
-Student Safety 95%: Parents feel confident in the school's ability to keep students safe.
-Barriers to Engagement 87%: Indicates low levels of reported barriers (a higher score = fewer barriers).
-Catholic Identity 76%: Families support and identify with the Catholic identity and mission of the school.

Key Insight:

Parents are highly satisfied with the school overall, especially in how well the school fits their child's needs and its strong, safe, and welcoming climate. The key challenge is deepening family-school partnerships, ensuring parents feel like active partners in their child's learning, particularly at some year levels.

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.sptongala.catholic.edu.au