Catholic Education Sandhurst Ltd

2025

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 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 02 Apr 2026

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 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 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 7 classroom teaching staff, 6 Education Support Officers a Specialist LOTE teacher, Art teacher, Performing Arts teacher and Sport teacher, an Administration Officer and MHips Leader. There are 6 classrooms; Foundation, Foundation-1, Grade 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 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 2025 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, Erin Emmett and Geenah Loughran 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.

During her year as Learning and Teaching Leader, Erin Emmett played a significant role in strengthening classroom practice, curriculum delivery, and professional learning across the school through leading the implementation of Magnify Sandhurst. With the support of our partners: StepLab, Knowledge Society, MultiLit, and Ochre Education- Erin supported the implementation of evidence-informed practices that enhanced teaching consistency and student learning outcomes. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks provided staff with a strong and consistent foundation for effective teaching and learning. These initiatives have been pivotal in promoting consistent and effective teaching practices across the school.

Geenah Loughran has been the Wellbeing Leader and MHips MHWL. She has lead the implementation of the Knowledge Society along with a School Wide Positive Behaviour Support framework, The Resilience Project, and the Resilience, Rights, and Respectful Relationships Program and the Mental Health In Primary Schools initiative. These programs aim to foster a positive, inclusive, and supportive learning environment for all students.

I have spearheaded 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 inspired by Jesus and the Brigidine charism, and to deepen our understanding of wellbeing and its importance to the whole learner.
School Improvement Goal:
Provide opportunities for our school community to experience meaningful sacramental and liturgical celebrations.
Key Improvement Strategies & Actions:
Provide staff with clear guidelines around the structure and expectations of fortnightly class-led liturgies, ensuring that Gospel readings, reflections, Prayers of the Faithful and a predictable routine guide each celebration.

Achievements

At St Patrick's, our Catholic Identity and Mission remain central to all that we do. Throughout 2024, we strengthened our commitment to embedding faith into daily school life by celebrating key liturgical events, deepening staff knowledge around Religious Education, and creating strong connections between our Catholic values and classroom learning.
The Source of Life curriculum continued to guide the delivery of meaningful Religious Education, enabling students to explore Catholic teachings in ways that are engaging and relevant. Daily prayer and fortnightly class-led liturgies kept our faith at the heart of school life.
To support staff in confidently leading liturgical celebrations, a St Patrick's Liturgy Planning Guide was consolidated in its use. This guide provides a clear structure for planning class liturgies, ensuring the inclusion of Gospel readings, reflections, Prayers of the Faithful and opportunities for stillness and prayer. Staff were supported throughout the year as they prepared these celebrations, helping to build confidence and deepen understanding of liturgical purpose.
A strong emphasis was placed on staff professional learning. We worked closely with staff to support completion of the required 50 hours of Accreditation within a 5 year period to Teach in a Catholic School. Six of the seven staff due to complete accreditation this year successfully achieved this, with one staff member receiving a six-month extension.

Liturgical Celebrations:

Throughout the year, we celebrated a number of significant masses and liturgies that brought our community together:

- Beginning of Year Mass- Welcoming new Foundation students and staff, and acknowledging our Grade 6 leaders.
- St Patrick's Day Mass- Followed by a whole-school green-themed celebration, sports carnival, and shared lunch.
- St Brigid's Feast Day- Led by senior students who explored her story, values and legacy.
- Environment Mass- A prayerful reflection on creation and our responsibility to care for our world.
- Grandparents and Special People's Mass- A highly attended celebration followed by a BBQ, giving students an opportunity to proudly share their learning spaces.
- Graduation Mass- Honouring our Year 6 students as they completed their primary school journey and announcing our 2026 School Captains.

We were also fortunate to welcome Bishop Shane McKinlay to St Patrick's this year, where students sang some of our favourite church songs in celebration of his visit.

Social Justice and Outreach:

Social justice remained a strong focus across the school. Our Catholic Identity Leaders played an active role in supporting:

- Caritas Australia through Free Dress Days and Zooper Dooper sales.
- The St Vincent de Paul Winter Appeal, collecting food items for local families.
- Catholic Mission, including the Seeds of Hope activity, where students learned how nurturing small seeds, like love, kindness, peace and hope, reflects the teachings of Jesus.

One student also completed the parish-based Sacramental Program, receiving Reconciliation, Confirmation and Eucharist.

FIRE Carrier Program:

Our FIRE Carrier program continued to play a vital role in promoting cultural understanding and reconciliation. This year:

- Twelve students and two staff members were inducted as FIRE Carriers
- FIRE Carriers deepened their learning through sessions with Michael Chisholm from Catholic Education
- Students represented St Patrick's at the Campaspe Shire Reconciliation Walk

Student Leadership in Catholic Identity:

Under the guidance of Miss Rasmussen, our Catholic Identity student leadership team supported the ongoing faith life of the school by:

- Leading and supporting social justice initiatives
- Assisting with liturgies and maintaining sacred prayer spaces
- Promoting sustainability and stewardship

Eight Grade Five students attended the Caritas Just Leadership Day, preparing them to lead our Lenten initiatives with confidence and compassion.

Holy Week was marked with a whole-school reflection in the church, where each class shared a dance and song depicting the events of Jesus' death and resurrection. This celebration was deeply moving and a highlight of our faith journey for the year.

Value Added

- Regular class-led prayer services were held in the church, thoughtfully prepared by teachers and students to reflect current learning and liturgical themes.
- A whole-school Mass was celebrated each term, strengthening community connection and shared prayer.
- The FIRE Carrier program continued to thrive, with both new and existing leaders deepening their understanding and role.
- Catholic Identity student leaders continued to take responsibility for maintaining prayer spaces, leading social justice initiatives, supporting sustainability and promoting community engagement.
- A continued focus on the Brigidine charism was supported through staff formation opportunities and newsletter items that built awareness across the school community.
- A structured and consistent Liturgy Planning Guide was consolidated and used to support staff in preparing class liturgies.
- Staff engaged in ongoing Religious Education professional development, including Blessed, Broken and Shared sessions through CESL and participation in the Diocesan Spirituality Day.

Learning and Teaching

Goals & Intended Outcomes

Goal 1

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 enhance academic rigour through aligned curriculum, assessment and timely student feedback.

Key Improvement Strategies & Actions:

- To maintain and implement a clearly documented whole school curriculum delivery plan.
- Develop an agreed practice on timely student feedback.
- Develop staffs' ability to document differentiated support in their planning.

Evidence of Success & Targets:

Magnify is implemented throughout the school.

Goal/Target:

- Initial Lit is implemented in F-2 classes.
- Ochre English is implemented in 3-6 classes.
- Ochre Maths is implemented in F-6 classes.
- Source of Life is implemented in F-6 classes.
- Knowledge Society is implemented in F-6 classes.
- A whole school scope and sequence is created to align with Magnify.
- Planning templates are developed and used by all staff for English, Maths and Religious Education.
- High Impact Teaching strategies are used to provide timely students feedback.

Goal/Target:

- Collaboratively create a comprehensive "playbook" of agreed-upon feedback strategies to ensure consistency and alignment across teaching practices.
- Conduct termly reflections to assess the effectiveness of the implemented feedback strategies and refine practices based on outcomes and insights.
- Design a tailored plan for the application of feedback strategies that acknowledges and supports the varying levels of expertise and readiness among teaching staff.
- Planning documentation reflects the level of support provided to ensure students experience success.

Goal/Target:

- Embed a structured table within English and Mathematics lesson plans to outline the tiers of support provided, ensuring all students are positioned to achieve success.
- Clearly document the differentiated support strategies used during lessons, reflecting the varying needs of students and fostering an inclusive learning environment.

Goal 2

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: Collaboratively establish and align coaching and lesson observation protocols and processes to support and build teacher capability to critically review the effectiveness of their lessons.

Key Improvement Strategies & Actions:

- Establish a documented Professional Learning Plan for Teaching and Support Staff
- Develop and implement clear protocols and processes for mentoring to ensure consistency and alignment with school initiatives.

Evidence of Success & Targets:

Develop and implement a comprehensive professional learning plan that aligns with both school-wide priorities and individual staff development needs.

Goal/Target:

Ensure every staff member has a professional learning plan that includes the following:

- Outline clear objectives for professional growth at the school and individual levels.
- Ensure alignment with the school's strategic goals and student learning outcomes.
- Include opportunities for collaboration, reflection, and targeted skill-building.
- Provide a timeline for implementation and regular review to assess progress and effectiveness.
- Establish a structured mentoring program that supports staff development and fosters collaborative growth.

Goal/Target:

- Facilitate opportunities for classroom visits, encouraging teachers to observe each other and engage in reflective discussions with the Principal and school leaders.
- Align mentoring and lesson observation protocols with the Magnify Initiative to enhance teacher capability and student outcomes and to ensure a cohesive approach to teacher development.
- Ensure all teaching staff participate in a termly mentoring session with the Teaching and Learning Leader to reflect on and improve their instructional practices.

- Foster a collaborative culture where teachers, Principal, and school leaders regularly observe and discuss teaching practices to promote shared learning and continuous improvement.

Goal 3

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.
- Support teachers in using reliable, timely, formative assessment regularly, adjusting their planning to respond to where students are in their learning.
- 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.

Evidence of Success & Targets:

Build staff's data Literacy skills.

Goal/Target:

- Enhance Proficiency in Data Analysis: Provide targeted professional learning opportunities to equip staff with the skills to analyse and interpret student data, enabling them to make informed decisions about teaching and learning strategies.
- Enhance staff's ability to use data to adjust planning.

Goal/Target:

- Integrate Data-Driven Planning: Support staff in incorporating data analysis into their planning processes to tailor instruction and interventions that address students' specific learning needs.
- Strengthen Reflective Practices: Establish regular opportunities for staff to collaboratively review data, reflect on its implications, and adjust lesson plans to optimize student growth and engagement.
- Establish a cycle of using progressive achievement data.

Goal/Target:

- Implement a Structured Data Review Cycle: Establish a consistent and systematic approach for staff to regularly analyse progressive achievement data to monitor student growth, identify trends, and inform instructional decisions.

- Ensure Data-Driven Goal Setting: Support staff in using progressive achievement data to set measurable, student-centered goals that guide planning, track progress, and drive continuous improvement across year levels.

Achievements

Goal 1:

- All F-2 classes implemented InitiaLit.
- All 3-6 classes implemented OCHRE English.
- All F-6 classes implemented OCHRE Maths.
- All F-6 classes implemented the new Source of Life Scope and Sequence and units.
- All F-6 classes implemented Knowledge Society
- Whole School Scope and Sequence was implemented to align with Magnify
- Whole school planning templates were implemented to ensure consistency across the school.
- The first 10 minutes of 4 PLC meetings were dedicated to revisiting a couple of HITS, allowing staff to reflect on whether they use them and share the feedback and benefits they provide to their teaching.
- The creation of a comprehensive “playbook” of feedback strategies is not required within our context, as StepLab, alongside OCHRE and InitiaLit, already fulfils this role. These frameworks provide the structured platforms for identifying, trialling, and embedding agreed-upon practices, ensuring alignment and consistency across teaching while enabling teachers to access and apply High Impact Teaching Strategies (HITS). Developing a separate playbook would therefore result in unnecessary duplication of processes.
- By working within StepLab and Magnify, we can maintain a clear and streamlined approach, while still applying High Impact Teaching Strategies to ensure students receive timely and effective feedback.

Goal 2:

- Individual staff completed a Professional Development log outlining all professional development undertaken throughout the year.
- Principal and Learning and Teaching Leader observed all staff completing Literacy during Term 2.
- Jackie created Professional Development Plan in line with Magnify.
- Staff were offered opportunities to observe other teachers teaching Literacy in Term 4.
- Staff were encouraged to complete drop-ins on other staff members throughout Term 3 and 4 with all staff completing a minimum of two drop-ins.
- Although we did not implement a separate whole-school mentoring program, the Step Lab initiative within Magnify significantly shaped our approach in this area. In alignment

with Magnify expectations, the Principal and a member of the Leadership Team completed formal training in Step Lab's mentoring and coaching model. Following this, two staff members were selected to participate as mentees, allowing the school to trial and engage with the process in a focused and intentional way. While this mentoring and coaching was not implemented across the entire staff, it was an important priority to ensure fidelity to the Magnify framework.

Goal 3:

- Throughout the year the meeting schedule has provided opportunities to unpack data collaboratively. This has included looking at:
  -Unpacking DIBELS against the reading rope.
  -Analysing NAPLAN data and NAPLAN comparative data
  -Interpreting PAT results as a class level, individual level and progressive data
  -Analysing Phonics Check Data, which is a data source we have had for 5 years
  -Analysing and interpreting Maths curriculum data and tracker for progression points
  -The progressive data of DIBELS over the course of the year
- Classroom teachers have met with Erin one-on-one 3/4 terms to discuss student class data, ensure that student goals are created from data and to discuss student progress/ needs moving forward.
- LSO staff conducting MiniLit and MacqLit have had ongoing conversations with Erin and jackie to determine progress, adjustments to pacing of the program and restructuring of groups.
- Staff have been introduced to the concept of 'intellectual preparation', which in turn impacts on their ability to make adjustments to lessons to ensure student growth and engagement. OCHRE incorporates 'reteach' lessons, which provide teachers with an opportunity to cater for the needs of their students. OCHRE also provides differentiated activity sheets for most lessons. InitialLit data is used to create targeted activity groups.
- We have not created a formal Systematic Data Plan to regularly analyse progressive achievement data to monitor student growth due to the need for this to now come from a systematic level (CESL).

Student Learning Outcomes

We deliver a comprehensive and engaging curriculum grounded in the Victorian Curriculum F–10, encompassing all eight learning areas. In line with Magnify and our school-wide commitment to evidence-based practice, teaching and learning are delivered through systematic, explicit instruction. This structured approach ensures that skills and knowledge are taught clearly, sequentially, and purposefully, allowing every student to build strong foundations and achieve success.

Religious Education remains central to our curriculum, guided by the Source of Life framework. This program supports students in deepening their faith, strengthening their understanding of Scripture and Christian tradition, and living out Gospel values through service, compassion, and social justice. Religious Education continues to permeate school life, shaping our community and shared mission.

Our Literacy and Mathematics programs follow explicit, high-impact instructional practices informed by ongoing assessment, data analysis, and targeted support. Teachers provide clear modelling, guided practice, and timely feedback to ensure all students are appropriately supported and challenged.

Students also participate in a range of specialist programs, including Performing Arts (Drama), Art, Italian, and Sport. These subjects are delivered by dedicated specialist teachers who design structured and purposeful lessons that build students' skills, confidence, and creativity.

At St Patrick's, we are committed to fostering an inclusive and supportive learning environment where all students can thrive. Through explicit teaching, consistent routines, high expectations, and responsive planning, we ensure every child experiences meaningful growth. We nurture independence, resilience, and a positive attitude toward learning, equipping students with the skills they need for lifelong success.

Student Data:

Due to the implementation of Magnify, this is the first year of collecting new data sets. In Foundation to Grade 2, students complete the Wheldall Assessments of Reading. From Grade 3-6, students complete DIBELS 8th Edition Australasian Version.

Foundation- Wheldall Assessment of Reading Nonwords (WARN)
Foundation students were tested on WARN assessments at the end of Semester 1 and Semester 2.

At the end of Semester 1, the average WARN assessment score across the cohort was 7.83. Students are required to score a minimum of 3 in this assessment to be considered not at risk. 17 out of 18 students were considered not at risk in this assessment.

At the end of Semester 2, the average WARN assessment score across the cohort was 10.22. Students are required to score a minimum of 7 in this assessment to be considered not at risk. 16 out of 18 students were considered not at risk in this assessment.

Grade 1- Wheldall Assessment of Reading Lists (WARL)

Grade 1 students were tested on WARL assessments at the end of each term. The results demonstrated:

- Average class scores demonstrated steady growth across the year, increasing from 7.9 in Term 1 to 38.9 in Term 4.
- Significant improvement was evident between each term, with the largest growth occurring between Term 1 and Term 2.
- The minimum benchmark score required to not be considered “at risk” increased from 46 in Terms 1 and 2 to 54 in Terms 3 and 4.
- While average class scores remained below the benchmark throughout the year, students showed consistent progress toward the expected percentile range.
- By Term 4, the average class score had improved by 31 points from the beginning of the year, indicating substantial student growth over time.

Grade 2- Wheldall Assessment of Reading Passages (WARP)

Grade 2 students were tested on WARP assessments at the end of each term. The results demonstrated:

- Average class scores showed strong and consistent growth across the year, increasing from 57.5 in Term 1 to 99.5 in Term 4.
- Students performed above the minimum “not at risk” benchmark in every term throughout the year.
- The minimum benchmark score required to not be considered at risk increased progressively from 31 in Term 1 to 51 in Term 4.
- The percentage of students considered “not at risk” improved from 73% in Term 1 to 87% in Term 4.
- Student achievement remained strong despite increasing benchmark expectations across the year.
- Overall data indicates substantial student growth and a reduction in the number of students identified as being at risk over time.

DIBELS Data

DIBELS 8th Edition Australasian data has now been collected for the first time, providing teachers with reliable and consistent insights into students’ development in foundational reading skills. This initial assessment cycle offers a clear snapshot of individual and cohort performance, helping teachers identify strengths, areas for growth, and emerging trends across the year level.

With this information, teachers can more precisely target instruction to student needs, addressing specific skill gaps and strengthening existing skills. The use of DIBELS 8

supports a responsive, evidence-based teaching approach, enabling timely interventions and differentiated support.

Most importantly, it provides a dependable baseline for measuring future growth, helping teachers evaluate the impact of their instructional practices over time and make informed adjustments to maximise reading outcomes for all learners.

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	*	*	*	*
	Year 5	462	50%	*	*
Numeracy	Year 3	*	*	*	*
	Year 5	478	46%	*	*
Reading	Year 3	*	*	*	*
	Year 5	481	67%	*	*
Spelling	Year 3	*	*	*	*
	Year 5	449	50%	*	*
Writing	Year 3	*	*	*	*
	Year 5	438	50%	*	*

*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

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:

-Implement the Mental Health in Primary Schools initiative (MHiPS) and develop the role Mental Health and Wellbeing Leader (MHWL) to the community

-Build upon the Community Partnerships, School social group program and Allied Health agencies by creating clear communication between the Wellbeing leader and all stakeholders.

-Create a clear communication process between the school, parents and community about wellbeing at St Patrick's.

Achievements

2025 saw the introduction of the **Mental Health and Wellbeing in Primary Schools initiative**. This included the Mental Health and Wellbeing Leader role (MHWL) which Geenah Loughran took on as part of her Wellbeing Leadership role.

- New page created in the fortnightly newsletter called 'Family Support Space' which listed various support services to help families navigate any support needed.

As part of the **MHWL role**, Geenah attended professional development sessions run by the University of Melbourne each month. She presented at staff meetings to upskill staff about mental health and wellbeing literacy.

We have continued to maintain **Personalised Learning Plans (PLP's)** of a high standard where staff have continued to develop their PLP writing skills. 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 know systems and process for identification and follow up support.

We continued to teach a formal, evidence based Social Emotional Curriculum to all students in 2025. The **Resilience, Rights and Respectful Relationship Program (RRRR),** was used to teach Protective Behaviours to all students from Foundation to Grade 6 and was facilitated by the classroom teachers.

In 2025 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 2025 we have continued 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. At the end of each term, students with the most classroom tokens were celebrated at a special PBIS assembly.

Semester 2 saw the introduction of **Knowledge Society** which supported the development of a more consistent and positive learning environment across the school. Through the implementation of a whole-school behaviour framework and clearly defined behaviour routines, staff and students developed a shared understanding of expectations in both classroom and playground settings. Consistent language, predictable routines, and explicit teaching of positive behaviours helped to strengthen student engagement, wellbeing, and readiness for learning. This approach also provided staff with a unified framework for behaviour support, contributing to calm, orderly, and inclusive learning environments throughout the school.

A **student PBIS Leadership group** continued with new student leaders. During the year they identified our fortnightly ‘blitz’. The 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 Wellbeing Leader took over the role of the Chaplain in 2026 as part of the **Mental Health in Primary Schools (MHiPS) initiative**. The Mental Health and Wellbeing Leader (MHWL) Geenah Loughran continued 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. With the Wellbeing Leader being out of the classroom, this could happen over four days per week. **Community partnerships** were maintained including the Tongala Men’s Shed, The Community Sewing Group and Shine Bright Kindergarten. Geenah became a qualified mentor for the Seasons for Growth program and facilitated two groups in Semester two. Geenah worked with classroom teachers and the Wellbeing Team to identify students who would benefit from small group activities. These included a Friendship Group and a Maintenance Group.

Semester two saw the introduction of the **'Chill-Out Room'** at lunchtime two days a week. This was supervised by Geenah as a way of providing students with other alternatives to outside play. Students were invited to participate in quiet activities such as drawing, colouring, lego and reading. This Chill-out room was held in the library and many students utilised this. This will continue in 2026.

Throughout 2025, our school has strengthened its partnership with **Catholic Care**, working together to enhance support for both students and staff. This collaboration has provided access to a wide range of specialised resources and professional expertise that respond to the diverse needs within our school community. These supports include counselling and wellbeing services, pastoral care, family support programs, and initiatives that encourage social inclusion and community connection. By embedding these services within the school setting, Catholic Care contributes to a caring and inclusive environment where students feel safe, supported, and confident to grow academically, socially, and emotionally.

Early years transition was led by Jaleigha McClay and Abby Van Haaster. This was supported by providing her with additional time allocation. Abby used the first three terms to visit local kindergartens to develop a relationship with those teachers and potential student who would be attending St Patrick's. Out **'Little Paddy's' school transition program** occurred during Term 4 and was planned and implemented by Jaleigha McClay and the new 2027 Foundation teacher, Aime Fleming. 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 while will be in their class the following year. Transition concluded with 1:1 family interviews: parents met with their new teacher, Jackie Stockdale and Geenah Loughran.

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.

Value Added

- Implementation of the Mental Health in Primary Schools initiative through the Wellbeing Leader role
- Introduction of Knowledge Society, which included a behaviour framework and school wide behaviour routines
- Maintaining the implementation of The Resilience Project
- Maintaining the implementation of PBIS
- Maintaining the implementation of The Resilience, Rights and Respectful Relationship Program (RRRR)

- Parent Support Group Meetings
- School Wellbeing programs facilitated by the Wellbeing Leader and community partnerships
- Working in collaboration with Catholic Care

Student Satisfaction

In 2025 we collected student data on the ORIMA platform.

Here's a summary of the 2025 Student Domain data:

- Overall positive endorsement increased from 56% (CES average) to 64% in 2025, although this was lower than the school's 2024 result of 73%.
- Rigorous expectations remained strong at 77%, continuing to sit above the CES average of 72%.
- School engagement decreased to 50% in 2025, down from 58% in 2024, indicating students are feeling less attentive and invested in school.
- School climate remained positive at 61%, above the CES average of 54%, though lower than the 2024 result of 80%.
- Teacher-student relationships continue to be a major strength, with 83% positive endorsement, well above the CES average of 69%.
- School belonging remained high at 81%, significantly above the CES average of 64%.
- Learning disposition was positive at 69%, remaining above the CES average of 66%.
- Student safety improved significantly compared to the CES average, with 54% positive endorsement compared to the CES average of 34%; however, this remains an area for continued focus.
- Enabling safety remained steady at 66%, above the CES average of 56%.
  Student voice declined to 57% from 71% in 2024, suggesting students may feel they have fewer opportunities to influence school life.
- Catholic Identity showed strong improvement, increasing to 68% from 53% in 2023 and sitting well above the CES average of 52%.
- Female students generally reported more positive perceptions than male students across most domains, particularly in school engagement, school climate, student safety, and learning disposition.
- Year 5 students demonstrated particularly strong results in teacher-student relationships (92%), student safety (69%), and student voice (68%).
- Year 6 students recorded lower perceptions in student safety (33%), Catholic Identity (29%), and school belonging (73%), highlighting potential focus areas for upper primary students.

Student Attendance

St Patrick's Primary School continues to prioritise the promotion, monitoring, and follow-up of student attendance. The importance of regular school attendance is consistently communicated through newsletters, classroom discussions, and whole-school assemblies. Clear and consistent procedures are in place to accurately record attendance, identify absences, and follow up any unexplained absences in a timely manner.

- 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 Principal and Wellbeing Leader in weekly meetings.
- 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.

Throughout 2025, staff maintained a strong focus on the regular collection and analysis of attendance data. Weekly Wellbeing meetings provided opportunities to identify trends, discuss concerns, and implement timely strategies to improve attendance. A key initiative introduced in 2025 was a reward system recognising students who achieved at or above 95% attendance, as well as those with 100% attendance. Students achieving 95% or above received a certificate and personalised letter from the Principal, while students achieving 100% attendance also received a certificate, personalised letter, and a block of chocolate. These achievements were acknowledged at special end-of-term assemblies.

By combining consistent data monitoring with positive recognition, the school has strengthened its whole-school approach to improving attendance and supporting students to be present, engaged, and ready to learn.

Average Student Attendance Rate by Year Level	
Y01	90.95
Y02	89.36
Y03	88.55
Y04	87.92
Y05	86.58
Y06	75.74
Overall average attendance	86.52

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, Erin Emmett has led Learning & Teaching and Geenah Loughran has led Wellbeing and Jackie Stockdal has led Learner Diversity.

Jackie Stockdale, Katie Rasmussen, Erin Emmett and Geenah Loughran have formed a leadership team that meets fortnightly. Each member of the leadership team meets with Jackie every week to discuss, reflect and plan for their portfolio. Jackie Stockdale, Geenah Loughran and visiting support from Catholic Education Sandhurst have formed a Wellbeing Team that meets weekly.

Throughout the year, each member of the leadership team played a significant role in leading key aspects of the Magnify implementation across the school. Katie led the implementation of StepLab, supporting the development of instructional coaching practices and professional feedback processes to strengthen teaching practice. Geenah guided the introduction of Knowledge Society, including the development of whole-school behaviour frameworks and

consistent routines that promoted positive learning environments. Erin led the implementation of MultiLit and Ochre Education, strengthening evidence-based literacy and numeracy instruction through structured curriculum approaches and collaborative professional learning. Jackie coordinated the implementation of MiniLit and MacqLit intervention programs, providing targeted literacy support for students requiring additional intervention and ensuring early identification and support for learners needing additional assistance.

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, 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 2025	
Throughout 2025, staff participated in extensive professional learning aligned with the school's Annual Action Plan, Magnify implementation, and evidence-informed teaching priorities. Professional development focused strongly on improving literacy and numeracy instruction through programs and approaches including MultiLit, InitiaLit, MiniLit, MacqLit, DIBELS, Spelling Mastery, and Ochre Education resources. Staff engaged in regular Professional Learning Community (PLC) sessions analysing student data from PAT, NAPLAN, phonics checks, and DIBELS to inform differentiated teaching, learning goals, interventions, and reporting practices. Significant focus was also placed on instructional coaching and whole-school consistency through StepLab, High Impact Teaching Strategies (HITS), classroom routines, predictable responses, and behaviour frameworks supported by Knowledge Society. Additional professional learning included The Resilience Project, Science of Learning research, NCCD moderation, safeguarding, inquiry planning, Catholic identity formation, curriculum familiarisation, first aid and CPR, and annual action planning. Staff also participated in targeted CESL webinars, curriculum days, moderation activities, and leadership development opportunities to strengthen teaching practice, student wellbeing, and school improvement processes across all learning areas.	
Number of teachers who participated in PL in 2025	18
Average expenditure per teacher for PL	$500.00

Teacher Satisfaction

In 2025 we collected staff data on the ORIMA platform.

Here is a summary of the 2025 Staff Domain data:

- Overall staff positive endorsement remained high at 83%, significantly above the CES average of 65%.
- School climate continued to be a major strength, with 96% positive endorsement, well above the CES average of 72%.

- Staff-leadership relationships remained very strong at 91%, indicating positive and supportive relationships between staff and leadership.
- Instructional leadership was positively endorsed at 73%, above the CES average of 55%, reflecting staff confidence in leadership support for teaching and learning improvement.
- Feedback improved steadily over time, reaching 72% in 2025 compared to 67% in 2023 and sitting well above the CES average of 39%.
- School leadership remained highly regarded, with 83% positive endorsement compared to the CES average of 59%.
- Staff safety continued to be a strong area, with 87% positive endorsement, well above the CES average of 68%.
- Psychological safety remained positive at 74%, indicating most staff feel safe to take risks and make mistakes professionally.
- Professional learning was positively viewed at 66%, above the CES average of 56%, though lower than the 2024 result of 83%.
- Collaboration around an improvement strategy remained strong at 84%, demonstrating staff understanding and support of the school's direction and goals.
- Collaboration in teams improved significantly to 82% in 2025 after a lower result in 2024 (62%), highlighting strengthened teamwork and collaboration practices.
- Support for teams was exceptionally strong at 100%, showing staff feel fully supported to collaborate effectively.
- Collective efficacy remained high at 90%, reflecting strong staff belief in their collective ability to improve student outcomes.
- Catholic Identity remained a strong feature of the school, with 87% positive endorsement, above the CES average of 72%.
- Non-teaching staff generally reported particularly high levels of positive endorsement across many domains, including feedback (90%), collaboration in teams (98%), support for teams (100%), and collective efficacy (100%).
- Teaching staff reported slightly lower results in areas such as feedback, psychological safety, and professional learning, highlighting potential areas for continued focus and support.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	0
Bachelor Degree	5
Advanced Diploma	0
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	12
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.69
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. Our established Fundraising Committee took 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 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 2025 we had the following fundraising efforts:

-Easter Raffle

-Wood Raffle

-A Spice Drive

-Mother's Day Stall

-Load of Wood Raffle

-Father’s Day Raffle

-Movie Night

-Gingerbread House Making

-Icy poles and Zooper Dooper Fridays

Funds raised throughout the year were used to complete the vibrant mural on the side of the school building, created in collaboration with students and brought to life by Art By Zowie, showcasing student artwork and celebrating the creativity and identity of our school community

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

-Wearing yellow to school for ‘R U OK? 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 2025 we collected parent data on the ORIMA platform.

Here is a summary of the data collected:

- Overall family positive endorsement remained strong at 83%, well above the CES average of 70%.
- Family engagement was positive at 70%, significantly above the CES average of 50%, indicating families generally feel valued as partners in their child's education.
- Barriers to engagement sat at 69%, aligned with the CES average, suggesting some families may still experience challenges engaging with the school community.
- School fit was a major strength, with 90% positive endorsement, showing families believe the school effectively meets their child's developmental and learning needs.
- School climate remained exceptionally positive at 93%, above the CES average of 84%, reflecting strong family perceptions of the school's social and learning environment.
- Student safety was highly endorsed at 89%, well above the CES average of 69%, indicating families feel their children are physically and psychologically safe at school.
- Communication remained a strong area, with 91% positive endorsement compared to the CES average of 74%, highlighting families' satisfaction with the frequency, quality, and timeliness of communication.
- Catholic Identity improved to 83%, above the CES average of 63%, demonstrating strong family engagement with and perceptions of the school's Catholic identity.
- Male student families generally reported more positive perceptions than female student families across most domains, particularly in family engagement, Catholic identity, and barriers to engagement.
- Year 5 and Year 6 families reported particularly strong positive endorsement across many domains, including school fit, school climate, communication, and Catholic identity.
- Year 4 families recorded comparatively lower results in overall endorsement, school fit, school climate, student safety, and communication, highlighting an area for future reflection and improvement.

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