

2025

Annual Report to the School Community



St Patrick's School

Ovens Street, WANGARATTA 3677

Principal: Angela Gorman

Web: www.spwangaratta.catholic.edu.au

Registration: 104, E Number: E3001

Principal's Attestation

I, Angela Gorman, 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 31 Mar 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

LIVING, LOVING, LEARNING IN CHRIST

Identity Statement

St Patrick's Catholic Primary School community embraces the traditions of the Brigidine Order that celebrates life, reaches out to others and actively cares for our world.

Vision

St Patrick's Primary School strives to:

Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.

Develop an environment that builds on student resilience, self-respect, confidence and empathy in partnership with families.

Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.

Model and foster a safe and supportive environment for students and their families within the school community.

Provide learning and teaching experiences that promote decision making.

Conserve God's creation and recognise the traditional owners of the land

Graduate Outcomes

We endeavour to create graduates who will:

Have a dynamic faith

Be committed to social justice

Be environmentally aware

Develop and sustain loving relationships

Be life-long learners

Realise their potential

Be creative problem-solvers

Be resilient, confident and independent

Be respectful

Have courage and integrity

Be self-aware

Enjoy their experiences

School Overview

St Patrick's School is situated in St Patrick's Parish, Wangaratta. The school was first established in 1854. Originally, it ran two school sessions, one night and one day. The night school catered for adults who wanted to learn to read and write, and students who could not attend during the day due to working on the family farm.

St Patrick's School was first registered in 1858. The school was a small wooden building that was located beside St Patrick's Church in Ford Street.

In 1887, Reverend Dr Crane (the first Bishop of Sandhurst) sent a request to the Bishop of Kildare, Ireland for Brigidine Sisters to be sent from Goresbridge, Ireland, to take control of St Patrick's School. The Brigidine Sisters arrived in 1888 and assumed the running of St Patrick's Primary School as well as establishing a finishing school for girls (St Joseph's College – later to become part of Galen College).

The Brigidine Sisters' impact on Catholic Education has been enormous. Their charism of strength and kindness is reflected within the culture of St Patrick's Primary School and it is the centrepiece of their association with the Parishes of Wangaratta for well over one hundred and fifty years.

In 1921, a new school was established and was officially opened by Archbishop Mannix on the current Ovens St site. Today it continues to be a vibrant Catholic school committed to the mission of the church, the message of Jesus.

St Patrick's is a member of Catholic Schools Wangaratta (CSW), that includes Our Lady's Primary School, St Bernard's Primary School, Galen Secondary College and Borinya, an alternative school setting in the town. These schools meet each term to promote and enhance Catholic education within the region.

St Patrick's provides a broad range of learning experiences to meet the current needs of our students. Recent years have seen increased professional learning around best practice, to inform teaching to maximise learning for our students.

The school has enrolments of approximately 260 students and provides a range of specialist subjects all designed to enhance and enrich learning at the school. These include Physical Education, Visual and Performing Arts, Science and Italian.

Learning is enhanced and supported through current Information technology resources and strategies. New vibrant and stimulating learning spaces have been completed that include the addition of eight modern classrooms and break out learning spaces for our community to enjoy well into the future.

Principal's Report

I am pleased to share my first Principal's Report for St Patrick's Primary School. It has been a privilege to join this faith-filled community, and I am grateful for the warm welcome I have received from students, staff, and families.

From the beginning, I have been struck by the strong sense of belonging that reflects the Gospel values at the heart of St Patrick's. This is evident in the way our students care for one another, the professionalism and commitment of our staff, and the ongoing support of our families and parish community. I look forward to continuing to work in partnership with you as we build on the strong foundations already in place.

This year has brought both opportunities and challenges, particularly with the introduction of the Magnify Initiative. This work reflects our commitment to providing a high-quality, inclusive Catholic education that supports the growth of each child, academically, socially, and spiritually.

Through this initiative, staff have engaged in professional learning focused on strengthening evidence-based teaching practices, enhancing student engagement, and continuing to develop inclusive approaches that respond to the diverse needs of our learners. I thank our staff for their openness to growth, their collaboration with one another, and their dedication to their vocation as Catholic educators.

As we continue this work, there is a growing sense of consistency in our classrooms and a shared understanding of effective teaching and learning. We remain committed to ensuring that every student is supported to reach their full potential, within a learning environment grounded in respect, dignity, and care.

As I reflect on the year, I am confident in the future of St Patrick's. With a committed staff, supportive families, and students who approach each day ready to learn, we are well placed to continue nurturing a community where faith, learning, and wellbeing are at the centre of all we do.

I look forward to continuing this journey together.

Arn Gorman

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

A CATHOLIC COMMUNITY

By the end of 2025, all staff will demonstrate a deepened understanding of the Catholic Tradition and contemporary theological perspectives through sustained professional learning, collaborative reflection, and the application of faith-informed practice in teaching and school life. Success will be evidenced through staff participation, reflective practice, and the visible integration of Catholic identity across learning environments.

Achievements

Professional Learning Program

Facilitated regular staff workshops Blessed, Broken and Shared and Encounter courses online focused on Catholic Tradition, scripture, and contemporary theological understanding

Engaged CES to support theological formation

Collaborative Reflection

Provided structured opportunities (e.g. staff meetings, PLCs) for staff to discuss and reflect on Catholic values and their application to St Patrick's school context.

Use scripture as a basis for dialogue and shared understanding

Practical Faith Integration

Modeled and shared practical examples of integrating faith into classroom practice and curriculum areas.

Support for teachers to embed Catholic perspectives into planning and pedagogy

Engagement with Contemporary Issues

Create opportunities for staff to explore and discuss current theological and societal challenges in light of Catholic teaching

Value Added

Staff participation in professional learning and reflection opportunities

Increased staff confidence (survey/feedback) in teaching Catholic perspectives

Evidence of faith integration in planning and classroom practice

Consistent and visible Catholic Identity across the school

Learning and Teaching

Goals & Intended Outcomes

Learning Focus

Improve literacy and numeracy outcomes through explicit, evidence-based teaching approaches.

Key Actions Embedded

Introduce MultiLit in Junior classrooms to support early literacy foundations.

Implement Ochre curriculum resources consistently in Years 3–6.

Embed Knowledge Society pedagogies to build thinking, creativity, and knowledge transfer across the school.

Success Measures

Student assessment data (literacy and numeracy progress)

Classroom observations and planning documentation

Teacher feedback and professional learning participation

Achievements

Over the past year, significant progress has been made in strengthening learning and teaching practices across the school. The introduction of Diebels data enabled consistent, termly tracking of student progress across year levels, allowing us to identify growth patterns and target students requiring intervention with greater precision. This was further strengthened using PAT data, which provided additional insight into student achievement and informed instructional planning. The introduction of Step Lab instructional coaching supported ongoing improvement in teacher practice through regular classroom observations, targeted feedback, and a strong focus on student engagement. Multi Lit team drop.ins provided explicit feedback on program implementation and supported teachers to refine their instructional practice. In addition, regular professional learning facilitated by CES, focusing on the Simple View of Teaching and Cognitive Load Theory, enhanced staff understanding of

how students learn, retain, and apply knowledge, leading to more consistent and effective classroom practice across the school.

Student Learning Outcomes

Our NAPLAN results in year three from 2024 to 2025 indicate:

Reading - Consistent results which is slightly above the State average

Writing – A slight decrease in writing, but still within in the range of the state average

Spelling – A slight decrease in spelling, but still within the state range

Numeracy – Consistent results which is noticeably above the State average

Grammar and Punctuation - A significant increase to meet the State average

Our NAPLAN results in year five from 2024 to 2025 indicate:

Reading - A significant increase to meet the State average

Writing – A consistent result within the state range

Spelling – An increase to within the range of the State average

Numeracy – A significant increase to significantly pass the state average

Grammar and Punctuation - A significant increase to significantly pass the state average

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	401	50%	409	53%
	Year 5	505	68%	519	76%
Numeracy	Year 3	404	63%	413	62%
	Year 5	500	84%	504	86%
Reading	Year 3	397	71%	409	71%
	Year 5	522	91%	514	87%
Spelling	Year 3	389	47%	392	51%
	Year 5	474	65%	482	66%
Writing	Year 3	396	65%	406	70%
	Year 5	473	72%	480	71%

*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

By the end of 2025, strengthen student wellbeing and engagement across the school by embedding a consistent, whole-school approach through the implementation of Knowledge Society (Classroom Mastery), the continued delivery of the Resilience, Rights and Respectful Relationships (RRRR) program, and the consistent application of the school's behavioural curriculum. Success will be evidenced by improved student engagement, reduced behavioural incidents, and increased student wellbeing outcomes.

Key Improvement Strategies

Embed Knowledge Society (Classroom Mastery) to promote calm, safe, and productive learning environments

Strengthen student social and emotional learning through the RRRR program

Ensure consistent implementation of the school-wide behavioural curriculum

Build staff capacity in proactive and restorative wellbeing practices

Achievements

Knowledge Society Implementation

Provided whole-staff professional learning on Classroom Mastery practices

Implementation of consistent routines and expectations across all classrooms

Monitored impact through observations and behaviour data

RRRR Program (Social & Emotional Learning)

Delivered explicit weekly RRRR lessons across all year levels

Supported teachers with planning resources and ongoing coaching

Tracking of students development in social and emotional capabilities

Behavioural Curriculum

Explicitly taught and reinforced Positive Behaviour Expectations

Used the Behaviour Flowchart consistently across the school

Regularly reviewed behaviour data to inform targeted interventions

Value Added

Student lead RRRR forum at our lead school Galen Catholic College

Knowledge Society classroom drop in's and coaching

Whole school Cross Country and Athletics events as well as a Year 3-6 Swimming Carnival

Founders Day

Walk to school initiative

PBIS point system

Camps and excursion program

School Choir

Alternative play program

Student Satisfaction

Numerous surveys conducted throughout the year included the Orima cultural survey, the PAT Wellbeing and our own surveys to refine our behaviour matrix.

Results from our Orima survey continue to show St Patrick's student satisfaction is above the average in all categories, including school engagement, school teacher – student relationships. Belonging and learning disposition.

Student Attendance

Classroom rolls are administered every morning and afternoon (2.15pm) on SIMON. In the event a student's absence is registered and unexplained, a text message is immediately sent through to a student's parent or carer requesting them to account for the absence. If the text is not responded to, we will follow up with a phone call.

If students are absent on a frequent basis, our Enrolment Officer would inform our Pastoral Well-being Leader who would then consult with the Principal. In most cases this is to arrange a meeting with the parents, which usually results in support structures being introduced for students to attend school on a more regular basis

Average Student Attendance Rate by Year Level	
Y01	92.24
Y02	93.02
Y03	92.5
Y04	91.19
Y05	91.75
Y06	90.51
Overall average attendance	91.87

Leadership

Goals & Intended Outcomes

By the end of 2025, enact a strategic and evidence-informed change management plan to support the successful transition to the Magnify initiative, strengthening leadership practice and building staff capacity to improve learning outcomes.

This will be achieved by ensuring clear communication, structured implementation processes, and the provision of appropriate time, resources, and professional support. Success will be demonstrated through consistent implementation across the school, increased staff confidence and capability, and a measurable impact on teaching practice and student learning.

Achievements

Developed and communicated a clear implementation roadmap for Magnify

Provided structured professional learning and coaching aligned to the initiative

Allocated dedicated time for planning, collaboration, and reflection

Established regular monitoring cycles (observations, staff feedback, data review)

Use leadership team meetings to review progress and respond to emerging needs

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
RE accreditation Shared Christian Praxis / Source of Life Step Lab PD Step lab Coaches PD Multi lit PD Knowledge Society Science of Learning - Jarrad Administration PD - ICON, FBT, Budget Shifting Sands immersion Network days : RE, Learning Leaders, Wellbeing, learner Diversity, Principal Microsoft training Spirituality day Women in Leadership	
Number of teachers who participated in PL in 2025	30
Average expenditure per teacher for PL	\$439.00

Teacher Satisfaction

Teachers participated in the ORIMA Cultural Survey, which indicated a decline in overall staff satisfaction, particularly in the area of psychological safety. In response, time was dedicated during a school pupil-free day for staff to come together to reflect on the data and explore possible factors contributing to this shift. Through open discussion, staff and leadership identified ways to strengthen support structures, enhance communication, and promote a positive and safe workplace culture. A shared understanding was developed around both leadership responsibilities and the role all staff play in fostering wellbeing. As a result of

these discussions, a series of collective commitments were established to guide ongoing actions aimed at improving staff wellbeing, trust, and psychological safety across the school.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	0
Bachelor Degree	19
Advanced Diploma	3
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	19.33
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	10.67
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

By the end of 2025, strengthen partnerships with families and the wider community by re-establishing meaningful engagement opportunities, improving communication, and increasing active participation in school life. Success will be demonstrated through increased parent involvement in school events, improved family feedback, and stronger connections between home and school that support student learning and wellbeing.

Achievements

St Patrick's held several fundraising events throughout the year, raising over \$4160 to support Catholic missions and St Vincent de Paul. The Winter appeal, Caritas Ks and the Christmas drive were some of the events our school participated in.

Parental engagement remained a key focus for our school community throughout the year. We organised a variety of events, including:

SAMI spectacular (Science, Arts, Music and Italian), open afternoons to showcase our learning, sporting events whereby parents were invited to attend and support the students and numerous liturgies and masses to celebrate Sacraments, Feast days and beginning and ending of the school year. We celebrated the support of our parents/friends and carers by hosting a 'Thank You' morning tea as well as our scheduled Father's Day/Mother's Day/Special person day breakfasts.

To engage with the broader community, we collaborated with the Chronicle, the local newspaper to highlight our school and learning. Additionally, we ensured our digital platform was updated regularly highlighting aspects of school life.

School teams also represented St Patrick's at district and regional sporting events.

Our leaders represented our school at the towns ANZAC Day and Remembrance Day services showing our respect and laying a wreath.

Wangaratta's local cadets visited St Patrick's to inform our students about their role in the community, which is a sense of belonging, having a voice and participating in various activities.

Parents and Friends worked with the school in various groups organising events such as: Family Feud evening and Christmas Market.

St Patrick's school continued to support preservice and work experiences students in 2025. The Advisory Council saw new members join and they continued to be actively involved in the development of the school grounds and the landscaping.

Parent Satisfaction

Our Orima survey indicated that this has shown significant growth in all areas. This includes:

Communication, School Climate, School Fit and Family engagement. Most areas indicated a positive response higher than the diocesan average.

Strong enrolments

A committed Parents and Friends network that volunteer their time to attend meetings, fundraise and lead community events

Positive feedback through social media platforms

A high level of fees being collected indicating that parents value their child being at our school.

High levels of attendance (above 90%) of parents at Parent/Teacher Interviews.

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.spwangaratta.catholic.edu.au