



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Patrick's Primary School

1 Conway Street, KILMORE 3764

Principal: Michael Bourne

Web: www.spkilmore.catholic.edu.au

Registration: 184, E Number: E1025

Principal's Attestation

I, Michael Bourne, attest that St Patrick's Primary 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 29 May 2026

About this report

St Patrick's Primary 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Patrick's is a Catholic learning community. We commit to being a school where all members have an opportunity to flourish in an inclusive relational environment. We believe in developing active and curious learners. We aspire to be compassionate and responsive to the needs of all.

School Overview

St Patrick's Primary School, Kilmore, is a co-educational Catholic Primary School in the town of Kilmore which is 65 kilometres north of Melbourne. In 2025 the school had an enrolment of 581 students at the August 2025 census date.

The school was first registered in December 1906. The parish of St Patrick's Kilmore has a rich history being established in 1849. Students at St Patrick's Primary enjoy excellent facilities that are in a safe and well maintained learning environment.

The primary school sits alongside Assumption College Kilmore, a Marist Year 7 to 12 co-educational school. St Patrick's Primary is one of four schools in the township of Kilmore. St Patrick's has a close and unique connection to Assumption College as a member of Marist Schools Australia. St Patrick's primary school is a feeder school into Assumption College.

In 2025 St Patrick's Primary comprised twenty-three classes with five Prep/Foundation classes & three classes in every year level Year 1 to Year 6. The school has a dedicated Library, a Visual Arts Centre, a Science room, a Sports Stadium, Canteen & a Engine / Sensory Room. The school also houses specialist Music teachers in drum, piano, guitar and vocal. The St Patrick's Netball Club was established 30 years ago and makes use of the three school netball courts every Saturday morning. In 2025 approximately one hundred students from the school were enrolled in the netball club.

The school offers specialist lessons in Science, Physical Education, Visual Arts and LOTE (French). The school also provides access on site to a Speech Pathologist & Occupational Therapist. Students enrolled in the school live in a wide range of locations including Kilmore, Kilmore East, Hidden Valley, Wandong, Heathcote Junction, Pyalong & Broadford. All of these areas are within a twenty-five minute commute from the school. Many of our students travel to school by bus using the bus service provided by Assumption College.

The parish of Kilmore is a rapidly developing area with industries including pastoral, horse racing, education, tourism and trade related businesses. The parish has a second primary school in Wallan East named Our Lady of the Way Primary.

Our parents are encouraged to become engaged with their child's learning and to play an active part in the life of the school and the parish. Parents are active in a variety of ways including: the School Advisory Board, the Parents and Friends Association, participation in sporting days, excursions, and as classroom helpers.

Principal's Report

In 2025 the school was focussed on the implementation of the PBL behaviour model across the school. The school was also focussed on taking the next step in funding the schools Master Plan that will enable the school to increase enrolments with the construction of eight new classrooms. The success of the school's application for a state government capital grant of \$3.6 million in 2024 will now enable the school to commence construction of the new classrooms in June 2026.

In 2025 there were a large number of families who volunteered across the school in classrooms or who assisted with excursions, overnight camps, sporting events and who attended community events such as whole school Masses, ANZAC and Remembrance Day ceremonies. The schools Parents & Friends Association successfully ran a large number of events and were able to support the students with the purchase of much needed equipment.

The school continued to have high participation by students in the swimming, cross country and athletics carnivals with many students going on to achieve success at district and regional carnivals.

The school camps for the students in Years 4, 5 & 6 were all a great success and each year level participated in a variety of incursions and excursions.

The schools Music program continued to experience significant growth with students participating in the drum, piano, guitar and vocal lessons. By the end of the year, 225 students were enrolled in the Music Department program having weekly music lessons.

The school has worked closely with the parish and with the replacement priests to support the parish community as the former parish priest, Father Prakash, needed to take extended sick leave in 2024 and into 2025. Father Andrew Choi was appointed for 12 months commencing late January 2025 and the school worked closely with Father Andrew to support the work of the parish and the preparation of students for the sacraments.

At a time when there is critical shortage of registered teachers in Victoria, the school was able to fill all vacancies in 2025 and attract high quality and experienced teachers to fill vacancies at the start of the school year.

Catholic Identity and Mission

Goals & Intended Outcomes

- That members of the St Patrick's Community are able to make connections between the Marist Charism and the Catholic Identity of the School.
- That teachers are confident in being witness to the Catholic Identity of the school community.

Achievements

The school supported the parish with the sacramental program, assisting to prepare a large number of candidates for First Reconciliation, Holy Eucharist and Confirmation. As part of the sacramental program a Parent/Child faith formation session was organised in addition to a Sacramental Retreat day for the students in Years 3, 4 & 6. There was a large number of whole school liturgies and Masses which were well attended by family members.

There was regular communication with families via the RE page in the school newsletter and a large mural of the St Patrick's Kilmore church was placed in the stadium foyer. Consolidating on the work completed in the previous year the school continued to assist staff with the development of assessment rubrics for each year level, with teachers engaged in identifying the characteristics associated with each achievement standard aligned with progression points. An outcome of this was the design of assessment activities which enabled students to show evidence of learning in each of the strands. Integrating Religious Education with Inquiry enabled rich engagement of both teachers and students with Catholic Social Teachings, scripture and the expression of faith in the Catholic tradition.

The relationship between St Patrick's Primary and Assumption College Kilmore continues to strengthen in terms of shared Marist charism with our Year 6 students participating with the Assumption College in the Assumption Feast Day celebrations & student leadership team meetings. The Youth Ministry group Gamechangers had twenty five Year 5 & 6 students engage in lunchtime formation and fundraising activities throughout the year with the guidance of two teachers, known as Mentors.

As part of the fundraising element of Game Changers Project, St Patrick's has entered into commitment to support an Early Learning Centre in Uai-Aca, Timor Leste, through Australian Marist Solidarity. In May 2025, both Assumption and St Patrick's participated in the Gamechangers retreat day. Students involved in the Game Changers program, alongside

staff from each school and Marist Youth Ministry team members, facilitated activities and discussion on Catholic Social Justice and action.

In alignment with the St Patrick's Parish strategic plan goal of strengthening the relationship between school and Parish the students in each class were rostered to attend the weekday parish Masses throughout the year and the junior school organised afternoon liturgies in the parish church. In terms of Accreditation to Teach RE in a Catholic School staff were supported in their understanding of the MACS Teacher Accreditation Platform and all teachers were encouraged to seek out opportunities to maintain their accreditation.

Towards the end of 2025 the school received permission to trial the new archdiocesan RE curriculum in Prep for 2026. Staff meetings that focussed on RE were facilitated by the RE Leaders. Teachers have developed increased confidence in taking classes to Parish Masses.

Value Added

- Two staff Gamechanger Mentors successfully implemented this Primary youth ministry program for 25 students.
- Faith & Mission student leaders worked with the local St Vincent de Paul Conference to gather and co-ordinate donations during Winter and Christmas.
- RE Facilitated planning assisted teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.
- Collaboration with Assumption College's Mission Team in liturgy design and shared celebration.
- Sacrament Family Faith Formation sessions were held on-line and well received with children and parents joining in on them at home.
- Formation conversations with teachers during facilitated planning time.
- Gamechanger Projects fundraising for Timor Leste Early Learning Centre.
- Music ministry and contribution to School and Parish Masses and Liturgies.

Learning and Teaching

Goals & Intended Outcomes

Our 2025 Annual Action Plan outlined three specific goals in relation to Learning and Teaching, with a strong focus on improving student achievement and targeting key areas of need identified through school data and teacher observations:

- To improve Year 2 and Year 3 student achievement in Reading, particularly in comprehending information in a text.
- To improve Year 4 student achievement in Mathematics, particularly in number with a focus on place value.
- To improve Year 5 and Year 6 Writing achievement, with a particular focus on punctuation.

Achievements

Our continuing vision for the 2025 school year is that every child at St Patrick's experiences 12 months of growth in 12 months, and that we work on building student engagement in all learning areas.

Reflecting on the 2025 school year, there are numerous achievements and milestones to celebrate.

The evidence-based intervention programs, MiniLit Sage and MacqLit reading intervention for students in Years 1 to 6, supported 91 students with their reading and spelling development.

Four LSO staff members received training for the program implementation. Furthermore, two LSO staff members were employed solely to provide 1-1 and 2-1 reading intervention to students requiring Tier 3 intervention and to provide language and reading support for students on the EAL pathways.

Story Champs intervention training was provided by the trained team to all LSOs for implementation in small groups to support students identified as needing Tier 2 intervention with oral narrative retell and vocabulary development.

Students in Years 5 and 6 who were identified as needing more intensive mathematics support were supported within the classroom program with small group intervention through the JEMM plus and EMM (Maths Mastery series) programs.

English

Throughout the year, all classes engaged in 10 hours of rigorous English instruction per week, with a strong focus on evidence-based practices and personalized student growth.

- Prep to Year 2 Literacy: We continue to invest heavily in early intervention through InitialLit, a highly successful, evidence-based program taught by fully trained junior school teachers. This is complemented by a writing program that integrates essential sentence-level structure (Syntax) with genre-focused writing.
- Years 3 to 6 English: Our senior students utilized the Ochre Education curriculum. This Explicit Direct Instruction (EDI) model ensures structured, highly effective learning across all areas of the English curriculum.
- Assessment & Data Tracking: Student growth was closely monitored using a range of standardized diagnostic tools (including PAT-R, DIBELS, Essential Assessment, and the South Australian Spelling Test). Teachers participated in regular moderation sessions to ensure consistent grading standards across all year levels.
- Curriculum Alignment & Differentiation: Guided by our Literacy Leader during fortnightly planning sessions, all lessons were strictly aligned with the Victorian Curriculum 2.0. To support diverse learning needs, teachers structured every lesson with built-in enabling and extension activities.
- Library: Weekly library sessions remained a valued part of the curriculum, encouraging student agency and a love for reading.

English as an Additional Language (EAL)

10 students received support through our EAL intervention group and were assessed using the EAL curriculum.

Mathematics

Throughout the year each year level team worked collaboratively to design high-quality units of work aligned with their scope and sequence, incorporating clear assessment opportunities and expectations for every unit. With a strong focus on explicit teaching and engaging learning experiences, our approach aimed to support student growth in understanding and achievement.

To ensure high-quality, engaging, and well-structured learning, Mathematics and Literacy planning was coordinated weekly by the Maths and Literacy Leaders through Facilitated Planning sessions. Each year level participated in a 90-minute session, with Literacy planning occurring one week and Mathematics planning taking place in the alternate week.

At the end of each term, all teachers were released for a full day of collaborative planning with relevant Curriculum Leaders and their teams. This dedicated time allowed for

strategic planning of the next term's curriculum, ensuring alignment with curriculum outcomes and the creation of high-quality learning experiences for students.

We continued to utilise whole-school assessment tools, including PAT Testing and Essential Assessments, to monitor and enhance student outcomes. The school also used various resources, such as the SPA program, to track student growth in Literacy and Numeracy. Essential Assessments remained a key tool for assessing students in Mathematics and Literacy, providing regular insights into their progress and growth in alignment with the Victorian Curriculum.

Over the past few years, we have been committed to ensuring that the data collected for every student informs an explicit and differentiated teaching program. In 2025, we continued to rigorously monitor student data from Prep to Year Six in both Literacy and Mathematics to support targeted instruction within each classroom and for every individual learner.

A comprehensive Maths Data Tracking Sheet was used to track the progress and growth of every student in the school. This tool allowed teachers to monitor student performance on the Essential Assessments General All Number test over the past six years and document specific actions implemented to support students identified as at risk in terms of their growth. The tracking sheet was revisited at least once per term, with teachers updating intervention strategies and adding new data mid-year and at the end of each year. This process ensured ongoing support for students and provided continuity in learning, enabling seamless handovers between teachers.

The Getting Ready in Numeracy (GRIN) intervention program continued to be successfully implemented for students in Years 2 and 3. Running four mornings per week before school (8:30–8:55), the program was delivered by a team of 7 trained Learning Support Officers (LSOs) who served as GRIN tutors. Throughout the year, 36 students (six

per classroom) participated in the program, with teachers reporting a notable increase in student confidence as a key highlight of its impact.

Participation in Maths Games and Maths Olympiad was offered to those students who needed further extension in Maths in Years 3 - 6.

The Teaching and Learning Team continued to utilise the Classroom Practice Continuum (CPC) to support teachers in setting professional goals and enhancing their practice. This process involved conducting observations and providing constructive feedback for 12 teaching staff members. The CPC documentation and teacher reflections have now become integral components of the Annual Review Meetings at St. Patrick's Primary School, fostering ongoing professional growth and development.

Supported by the Teaching and Learning Team, teachers strategically planned units of work aligned with the Victorian Curriculum, focusing on key concepts; Wellbeing, Sustainability, Culture and Creativity. Teachers were supported through staff meetings and facilitated planning schedules to ensure a comprehensive approach to curriculum development. Planning continued to integrate Universal Design for Learning (UDL)

principles, empowering students with choices in research topics and presentation methods. Teachers continued to observe positive student engagement in inquiry-based learning activities.

In 2025 our school community embraced STEM integration with a vibrant focus on sustainability and the engineering design process. A major highlight was our two successful 'Maker Days' in Terms 2 and 4, which saw students from Prep to Year 6 tackle creative design briefs through a "Design Thinking" lens. Beyond these events, our Makerspace remained a hive of activity, serving as an essential resource for inquiry-based projects and providing hands-on support for our mathematics curriculum throughout the year.

Building on the momentum of its debut, the 2025 Year 6 Billy Cart Derby reached new heights as a cornerstone of our Semester 2 curriculum. This year, we refined the initiative to deepen student engagement with Economics, Business, and Design Technologies, with students taking full ownership of their projects, from managing budgets to documenting their engineering journey via custom-built websites. A significant milestone for the program was one team successfully securing sponsorship from Monster Energy, demonstrating our students' ability to engage professionally with a global company.

The success of the derby remains a true community effort; we are incredibly grateful for the Parents and Friends Association's continued financial support and the dedicated parent volunteers who mentored our builders each week. This collaborative spirit culminated in a high-energy whole-school race day, where the Year 6 cohort showcased not only their hand-built carts but also their impressive growth in teamwork, problem-solving, and practical craftsmanship.

Throughout 2025, Year 5 and 6 students continued to utilise eSmart digital licence portal to enhance their understanding of cyber safety, while teachers in P-4 consistently planned and delivered age-appropriate cyber safety lessons. Cyber Safety lessons occurred for one hour, three times per term across the school. Renowned Cyber Safety expert Susan McLean provided essential cyber safety sessions to our parents, teachers, and senior students, further supporting and strengthening our school community's knowledge and awareness of online safety practices.

The Learning Diversity leaders completed a sponsored study for 'Master of Education - Learning Intervention'.

The Learning Diversity leaders used 'User B' qualifications to enable student progress to be assessed deeply, beyond classroom testing and support in identifying interventions, including specialised support, most appropriate for student growth. The result of the completion of such assessments supported external educational assessments and subsequent diagnosis of learning and attention disabilities for students and supported the LD and teachers with individualised recommendations to support their learning growth.

Student Learning Outcomes

NAPLAN Data 2025

Year 3 NAPLAN Results

- Reading: The 2025 school mean was 420, which is 13 points above the state mean and 24 points above St. Patrick's 2024 mean.
- Writing: The 2025 school mean was 410, which is 14 points below the state mean and the same as St. Patrick's 2024 mean.
- Spelling: The 2025 school mean was 412, which is 3 points below the state mean and 10 points above St. Patrick's 2024 mean.

- Grammar and Punctuation: The 2025 school mean was 433, which is 10 points above the state mean and 23 points above St. Patrick's 2024 mean.
- Numeracy: The 2025 school mean was 418, which is equal to the state mean and 21 points above St. Patrick's 2024 mean.

Year 5 NAPLAN Results

- Reading: The 2025 school mean was 491, which is 12 points below the state mean and 10 points below St. Patrick's 2024 mean.
- Writing: The 2025 school mean was 489, which is 2 points below the state mean and 5 points above St. Patrick's 2024 mean.
- Spelling: The 2025 school mean was 487, which is 7 points below the state mean and 1 point below St. Patrick's 2024 mean.
- Grammar and Punctuation: The 2025 school mean was 494, which is 13 points below the state mean and 20 points below St. Patrick's 2024 mean.
- Numeracy: The 2025 school mean was 485, which is 18 points below the state mean and 9 points below St. Patrick's 2024 mean.

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	433	64%	422	61%
	Year 5	494	72%	509	74%
Numeracy	Year 3	418	69%	408	67%
	Year 5	485	69%	490	70%
Reading	Year 3	430	81%	418	77%
	Year 5	491	79%	496	78%
Spelling	Year 3	412	68%	407	63%
	Year 5	487	75%	488	73%
Writing	Year 3	410	87%	410	83%
	Year 5	489	76%	487	74%

*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

Based on the 2024 data, Student Wellbeing and Behaviour Management remained a key strategic priority throughout 2025. We committed to the ongoing implementation of the Positive Behaviour for Learning (PBL) framework, aimed at establishing a unified approach that fostered a supportive environment for our students and their families.

Our 2025 Annual Action Plan outlined one specific goal in relation to Student Wellbeing, with a strong focus on improving student feelings of safety:

To reduce instances of Tier 1 and 2 student behaviour in the classroom.

Achievements

2025 saw the implementation of the whole school approach to behaviour management, Positive Behaviour for Learning (PBL). The school community worked collaboratively to embed our school values, Respect, Responsibility and Resilience. The PBL Behaviour Matrix and whole school acknowledgement system and lessons were launched. Weekly whole school PBL assemblies were held and hosted by the Student Wellbeing Leaders.

The school began using the School-Wide Information System (SWIS) platform to record major and minor behaviour referrals, and presented trend data to staff twice each term. SIMON continued to be used as a mechanism to record major behaviours and the associated communications and supports. Social Emotional Learning (SEL) lessons were timetabled weekly and taught in all year levels. The commitment to a whole school approach to explicit teaching of Cyber Safety continued according to a timetable. The staff continued their commitment to the use of circle time at the start of each day.

The school facilitated a large number of meetings with families to assist students & families connect with allied health services. Staff attended regular care team meetings for students identified as needing additional support. The school's Wellbeing Team met with the Learning Diversity Team to review individual student cases and coordinate the school's ongoing support programs. The Mental Health and Wellbeing Leader (MHWL) continued to attend the Mental Health in Primary School (MHiPs) professional development and Learning Community sessions each term.

Value Added

During 2025, the Student Wellbeing team supported students and families to ensure students felt connected to school and were supported to thrive. This was demonstrated through various approaches including one on one check ins, regular communication with families, creating individualised plans to support students in the classroom and liaising with external services to provide the best support for our students. A private psychologist continued to work from the school each day providing private sessions to students throughout 2025.

During recess and lunch times there were interest based clubs offered that children could choose to attend. These clubs provide students with supportive and engaging alternatives to the playground. In 2025 these included Chess Club, Sound meditation and mindfulness, Gymnastics club, Video Games Club, Sewing Club, Indoor Soccer Club, Gardening Club and French club.

Breakfast Club was offered to all students each Friday morning before school and in 2025 the average attendance at Breakfast Club was 85 students each week.

Student Satisfaction

St Patrick's students in Years 4, 5, and 6 participated in the 2025 MACSSIS Survey.

The student MACSSIS data indicated relatively steady performance across most domains from the 2024 survey, with only slight changes up and down across the board. Notable exceptions occurred in school engagement, where the percentage of students feeling excited about going to class saw an 11% drop from 2024 data, and school climate, where positive student perceptions of teacher excitement dropped by 4% over the same period.

Areas of focus for 2026 include Catholic Identity ,School Climate, School Belonging, and Student Safety.

Student Attendance

If a child is absent, the parent of the child is expected to notify the school via the St Patrick's SIMON Everywhere app, or email to the class teacher. If a child's absence is unexplained on the day, a text message is sent to the family to find a reason for the absence.

If a child is absent for more than three days consecutively, the family will be contacted to ascertain the wellbeing of the child. At the end of each Semester, as part of the reporting cycle, the family of children whose non-attendance is high is contacted by either the Principal, Deputy Principal or Student Wellbeing Leader to determine the reasons why regular attendance has not been maintained.

Average Student Attendance Rate by Year Level	
Y01	88.55
Y02	87.45
Y03	88.56
Y04	87.28
Y05	86.81
Y06	84.97
Overall average attendance	87.27

Leadership

Goals & Intended Outcomes

- To create and sustain a staff culture characterised by a shared vision and a strong sense of team work.
- That the level of clarity, collaboration, ownership and empowerment be increased within teams.
- That the clarity of whole school direction and roles will improve.
- That continual improvement will be shown in all areas of the School Climate Target.

Achievements

In 2025 the school continued to implement several new policies and procedures created by MACS (Melbourne Archdiocesan Catholic Schools). A new tiered school fee system was approved by the School Advisory Board with this new system to be implemented in 2026

The school continued to manage the complex issue of the shortage of available teachers in Victoria. Despite a shortage of available replacement staff the school was able to replace all staff who had extended leave and appoint high calibre new staff to replace staff who had moved to other schools.

The school had high enrolment data for each year level and was consistently at 98% capacity throughout the 2025 school year.

Having completed the school Master plan in 2023, St Pats was successful in its application for a \$3.6 million grant from the state government for the construction of eight additional classrooms and more bathrooms. Initial planning and consultation was completed in 2024 & 2025 with the project to commence in June 2026. The new classrooms should be completed by March 2027.

The Prep/Foundation enrolment campaign for 2025 was a success with the school accepting 105 Prep/Foundation students. This is a significant increase to meet the growing demand in the area.

Enrolments grew in 2025 with an increase from 576 in August 2024 to 584 in August 2025. This was an increase of 10 students.

Staff continued to have access to a variety of Professional Learning opportunities including: staff presenting at the Maths Association Victoria state conference, staff attending the SIMON platform conference & new staff receiving PL in the InitialLit literacy program.

The school continued to support several staff in 2025 who were enrolled for post graduate degrees including staff enrolled in Master of Business Administration, Master in STEM, Masters in Learning Diversity, Masters in Literacy & Graduate Diploma of Education (R.E.).

In 2025 students were able to access extra curricular activities including : Drum Squad, Chess Club, Board Games Club, Environmental Club, Art & Science Clubs, Indoor Soccer and Basketball clubs for students in Years 5 & 6. The Run Club which is open to all students continued to be popular with sessions being held every Tuesday & Thursday before the start of the school day.

There was continued growth in the student Music program in 2025 with 225 students enrolled participating in drum, piano, guitar or vocal lessons. In Term Four, more than 400 family members attended the annual Music Department Soiree. Students enrolled in the music program have entertained the school with Pop Up Music performances in the main courtyard & performed at school assemblies and liturgies.

Towards the end of the 2025 school year the school said farewell to several staff members who retired from teaching, moved into secondary teaching positions, were appointed to other primary schools or commenced maternity leave. Our community thanks all of the staff who left at the end of 2025 for the contributions they have made to our learning community and wish them the very best with their retirement or with their move to new schools.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Diabetes PL CPR/anaphylaxis/ First aid PL Child Safe Briefings and Training Maths PL Dyslexia PL Dyscalculia PL Wellbeing and Social Skills PL including initial PBL training Behaviour Management PL Religious Education PL Literacy PL, including SMART Spelling & InitialLit PL Special Needs, Autism and ASD Gifted & Talented PL Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance Network meetings and briefings held throughout 2025.	
Number of teachers who participated in PL in 2025	40
Average expenditure per teacher for PL	\$846.00

Teacher Satisfaction

The 2025 MACSIS survey data showed growth in some areas and indicated the need to continue to focus on improving staff feedback, behaviour management and catholic identity.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	1
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	0
No Qualifications Listed	21

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	42.57
Non-Teaching Staff (Headcount)	45
Non-Teaching Staff (FTE)	31.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- That students' engagement, links and/or partnerships with the broader community will be enhanced.
- That engagement with the parent and wider community will improve.

Achievements

In 2025, the school observed an increase in engagement of families attending various school activities including the start of the year Welcome BBQ's, P and F meetings, participation in parent teacher meetings, participation in events such as the Easter Bonnet Parade and support of the weekly Playgroup sessions. This increased participation continued to strengthen our sense of community.

In 2025 the Parents and Friends (P&F) group were very active and were able to complete the annual St Patrick's Day Walkathon, which is one of our key fundraising events for the year, along with the end of year Christmas celebration. The other annual events including things such as Mother's and Father's Day Stalls and the Father's Day Breakfast were well supported by members of the community.

The school continued to offer Breakfast Club to students on a Friday morning before school with approximately 90 students attending each week. The Breakfast Club is supported by the St Vincent's de Paul society and by members of staff who volunteer their time each week.

The school continues to work closely with the local Kilmore RSL veterans as our STEM Leader, Shelly Michalke, supports our students to help bring our local veterans' stories to life.

Communication to our school community continues to improve through the use of the weekly school newsletter, the school website, SIMON app and email, and the parents' Facebook group.

Parent Satisfaction

The school participated in the 2025 MACSIS surveys and highly values the parent feedback from this annual survey.

The main areas for the school to focus on in 2026 continue to be school safety and communication.

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.spkilmore.catholic.edu.au