



Melbourne Archdiocese
Catholic Schools

2024

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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 Jun 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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 2024 the school had an enrolment of 576 students at the August 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 and 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, as well as the primary school is a feeder school into the College.

In 2024 St Patrick's Primary comprised twenty-two classes with four 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, Engine /Sensory Room, Maker Space Room and spaces for a Speech Therapist and School Psychologist. 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 2024 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 and Counsellors and has a well-established partnership with the "I Can" network. Students enrolled in the school live in a wide range of locations including Kilmore, Kilmore East, Wallan, 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, 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, membership on school committees, participation in sporting days, excursions, and as classroom helpers.

Principal's Report

In 2024 the school was focussed on completing the school review process which is held every four years. The school 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 2025.

Commencing in mid 2024 the school established a Positive Behaviour for Learning Team (PBL) and this team created the foundations for the PBL model to be implemented across the school at the start of 2025.

In 2024 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. There was an increase in attendance at the weekly Playgroup sessions and the feedback from those attending has been very positive.

The school continued to have high participation 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 Maths Leader, Jessica Kurzman, continued to lead and embed the schools Maths program. This program supported by Monash University is named Launch, Explore, Summarise. The schools Music program continued to experience significant growth with a 25% increase in the number of students participating in the drum, piano, guitar and vocal lessons. By the end of the year 207 students were enrolled in the Music Department program.

The school has worked closely with the parish and with the replacement priests to support the parish community as the parish priest, Father Prakash, needed to take extended sick leave in 2024 and into 2025.

At a time when there is critical shortage of registered teachers in Victoria, the school was able to fill all vacancies in 2024 and attract high quality and experienced teachers to fill vacancies for 2025.

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 preliminary work commenced on a large mural of the St Patrick's Kilmore church to be 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 with 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 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 2024, Assumption and St Patrick's participated in the Primary Gamechangers retreat day at Marist College Bendigo. 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. The Year 5 & 6 students prepared letters and small gifts to be taken to the Timor Leste ELC by Assumption students in September 2024. This was key formation and education for both students and staff connected to the Marist "First Light" theme.

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, St Patrick's had 2 teachers gain this accreditation. 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.

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.
- Dedicated fortnightly 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

Goals & Intended Outcomes

- To improve the learning growth of students across all curriculum areas. That all students show improved learning outcomes across the curriculum.
- To ensure that families are in partnership and feel supported by the school.
- To ensure that all students show improved learning outcomes across the curriculum.
- To ensure teachers have the skill level to empower student voice and choice in teaching and learning

Achievements

Achievements

Our continuing vision for the 2024 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 2024 school year, there are numerous achievements and milestones to celebrate.

The intervention programs, MiniLit and MacqLit reading intervention for students in Years 1 to 6, supported 82 students with reading and spelling development.

Two LSO staff received training for the program implementation. Furthermore, one LSO staff member was 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.

Toward the end of Term 4, two LSO staff, alongside the LD Leader completed training in a language comprehension intervention program, Story Champs to provide intervention in the coming year to students who were identified as needing this specific intervention.

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.

St Patrick's is delighted to highlight its 2024 literacy initiatives, demonstrating our dedication to providing an exceptional education. During Kate Ruck's leave, we were pleased to welcome Justine Sapiano as our Literacy Leader.

Reading

We continued our reading program based on Scarborough's Reading Rope and introduced engaging new texts for Years 3-6, including Deltora Quest, The Wild Robot and Paper Planes.

Our commitment to early literacy is evident in the implementation of Initialit. This evidence-based, whole-class program provides all students in Prep to Year 2 with the foundational skills necessary for reading and writing success. All teachers in these year levels have completed Initialit training. This three-year program aims to provide strong initial instruction, reducing the need for later intervention.

Writing

Our junior school writing program integrated sentence-level instruction with genre-based lessons. In middle and upper school, students participated in one syntax lesson and three genre-based writing lessons per week, in addition to two spelling lessons. All year levels completed and moderated termly writing post-assessments. To further motivate student writers and emphasise the purpose of their work, we introduced Book Maker (Prep-2) and Book Creator (Years 3-6), platforms that allow students to publish their writing.

Our Literacy Leader facilitated fortnightly planning meetings with teachers to ensure alignment with and reporting against the Victorian Curriculum 2.0.

English as an Additional Language (EAL)

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

Mathematics

The revised Mathematics Curriculum Version 2.0 was fully implemented across P-6 in 2024, with student reporting for Mathematics aligned to the updated curriculum. The revised Mathematics Curriculum Version 2.0 was used as we developed a contextually relevant scope and sequence for each year level, ensuring a structured and coherent approach to mathematics instruction. 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 2023, the school was awarded a \$10,000 grant from MACs to assist with the development of Maths learning and teaching within the school. This grant was used to further develop the Maths Leadership Team that was introduced in 2023, comprising 2 aspiring leaders who were each released from their classroom duties 1 day per fortnight to work alongside the Maths Leader to develop leadership skills and support teachers in planning and through classroom modelling and team teaching.

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 2024, 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 to 4. Running four mornings per week before school (8:30–8:55), the program was delivered by a team of 10 trained Learning Support Officers (LSOs) who served as GRIN tutors. Throughout the year, 54 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, with 33 students in Year 5/6 taking part in Maths Olympiad and 21 students in Year 3/4 taking part in Maths Games.

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; Diversity, Change, Design Thinking, Social Justice. 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.

STEM integration, and in particular the engineering design process featured in our Design Thinking Term three inquiry. To support teachers in implementing STEM effectively, dedicated staff meetings were held to provide guidance and hands-on experiences. A highlight was two successful whole school 'Maker Days', in Term two and four during which students from Prep to Year 6 engaged in designing and constructing based on year level briefs.

Our Makerspace continued to be in high demand throughout the year for various inquiry projects and served as a valuable resource for maths lessons.

In 2024, St Patrick's introduced the Year 6 Billy Cart Derby, a new initiative that emerged in response to student disappointment following the removal of the ACK MyStep Transition program. This hands-on project ran over Semester 2 and was a resounding success, integrating key aspects of the Economics and Business curriculum and the Digital Technologies and Design Technologies curriculum. Students engaged in real-world learning by securing sponsorships and donations, budgeting and costing their billy carts, and working collaboratively to bring their designs to life. They designed and created websites that documented their project. The project was made possible through the generous support of the Parents and Friends Association, which funded the purchase of axles, while the school invested in essential tools such as drills, hammers, saws, and screws. A dedicated group of parent volunteers attended weekly to assist students in building their billy carts, fostering a strong sense of community involvement. The initiative culminated in an exciting whole-school Billy Cart Derby, where students proudly showcased their creations in a fun and competitive event. The project not only provided a memorable and meaningful learning experience but also strengthened teamwork, problem-solving, and practical skills, making it a standout addition to the Year 6 curriculum.

In 2024, St Patrick's launched a new STEM project centered around the design and creation of a church mural, blending art, technology, and community collaboration. The mural design was drawn by Year 3 student Patrick, with Year 6 student Lily leading the underpainting

phase, supported by students from Years 3 to 6. This ongoing project will continue into 2025, providing students with opportunities to develop design, problem-solving, and hands-on creative skills, while also fostering a deeper connection to the school and parish community.

St Patrick's purchased 168 Dell Chromebooks which were placed in Years 3 and 5 at a cost of \$79 296. We have all students from Year 3 - 6 with 1:1 Chromebooks and Year 1 and 2 students with 1:1 netbooks. There was also a need to replace five classroom interactive whiteboards with interactive touch screen digital televisions at a cost of \$16,700. St Patrick's also invested in switches for the security cameras at \$12,409.

Throughout the year, 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 continued sponsored study for 'Master of Education - Learning Intervention'.

Leaders in Learning Diversity and Teaching and Learning 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.

Student Learning Outcomes

Student Learning Outcomes

In 2024 NAPLAN testing was conducted online (and adaptive) for the second time at St. Patrick's (except for Year 3 Writing). As such, NAPLAN results in 2024 could not be compared to the same cohort of students when they were in Year 3 to measure relative growth.

NAPLAN Data 2024 showed:

In Year 3 Reading, the State mean increased by 2, we also increased by 2.

In Year 5 Reading, the State mean decreased by 2, we increased by 7.

In Year 3 Writing, the State mean decreased by 1, we decreased by 5.

In Year 5 Writing, the State mean decreased by 2, we increased by 5.

In Year 3 Spelling, the State mean decreased by 2, we increased by 1.

In Year 5 Spelling, the State mean decreased by 2, we increased by 10.

In Year 3 Grammar and Punctuation, the State mean decreased by 2, we increased by 11.

In Year 5 Grammar and Punctuation, the State mean increased by 1, we increased by 34.

In Year 3 Numeracy, the State mean decreased by 5, we also decreased by 5.

In Year 5 Numeracy, the State mean increased by 3, we increased by 24.

Students in Year 3 and 5 made growth greater or equal to the state in 9/10 of the assessed areas.

Students showed the strongest growth in:

- Grammar and Punctuation (Year 3 and 5) - Year 5's were 20 points above the state mean.
- Numeracy (Year 5)
- Spelling (Year 5)

The school used a variety of other assessments to continue to track student performance, such as Essential Assessments, PAT M, DIBELS (Reading assessment), Lexile Assessments, South Australian Spelling Test, Initialit assessments and the Mathematics Online Interview.

PAT M data at the end of 2024, showed that;

Year 1 expected mean was 99.9, school mean was 97.32

Year 2 expected mean was 108.6, school mean was 106.47

Year 3 expected mean was 115.23, school mean was 111.31

Year 4 expected mean was 120.92, school mean was 119.04

Year 5 expected mean was 125.39, school mean was 124.45

Year 6 expected mean was 128.83 school mean was 128.7

Year 1 - 2 expected growth was 8.7, school growth was 7.66

Year 2 - 3 expected growth was 6.63, school growth was 7.02

Year 3 - 4 expected growth was 5.73, school growth was 6.01

Year 4 - 5 expected growth was 4.11, school growth was 4.05

Year 5 - 6 expected growth was 3.13, school growth was 3.62

DIBELS data at the end of 2024, showed that;

In Prep, 11% of students performed well below standard, 4% were below standard, 45% met the benchmark, and 40% were above standard.

For Year 1, 16% of students performed well below standard, 15% were below standard, 20% met the benchmark, and 44% were above standard.

In Year 2, 6% of students performed well below standard, 19% were below standard, 36% met the benchmark, and 39% were above standard.

For Year 3, 23% of students performed well below standard, 5% were below standard, 20% met the benchmark, and 52% were above standard.

In Year 4, 23% of students performed well below standard, 12% were below standard, 39% met the benchmark, and 26% were above standard.

For Year 5, 26% of students performed well below standard, 18% were below standard, 18% met the benchmark, and 38% were above standard.

In Year 6, 17% of students performed well below standard, 17% were below standard, 19% met the benchmark, and 47% were above standard.

South Australian Spelling Test data at the end of 2023, showed the following;

Year 2 expected mean was 8 years 1 month, school mean was 8 years 5 months

Year 3 expected mean was 9 years 2 months, school mean was 9 years 7 months

Year 4 expected mean was 10 years 2 month, school mean was 10 years 7 months

Year 5 expected mean was 11 years 2 months, school mean was 11 years 6 months

Year 6 expected mean was 12 years 2 months, school mean was 11 years 1 month

This data shows that we exceeded the expected result in all year levels except Grade 6.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	410	58%
	Year 5	524	75%
Numeracy	Year 3	397	65%
	Year 5	494	71%
Reading	Year 3	406	73%
	Year 5	501	76%
Spelling	Year 3	402	57%
	Year 5	488	70%
Writing	Year 3	410	78%
	Year 5	484	71%

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

Student Wellbeing

Goals & Intended Outcomes

Based on the 2023 data Student Wellbeing and Behaviour Management continued to be identified as an area requiring additional support and focus in 2024. The aim was to begin the first stages of the whole school behaviour management system, Positive Behaviour for Learning (PBL) to reinforce and maintain a consistent approach to managing behaviour and supporting student and family's wellbeing.

Achievements

2024 saw the introduction of the whole school approach to behaviour management, Positive Behaviour for Learning (PBL). The school community worked collaboratively to choose our school values, Respect, Responsibility and Resilience. Throughout the year staff participated in various professional learning sessions around the underpinnings of the framework and to develop the PBL Behaviour Matrix, whole school acknowledgement system and lessons that would launch in 2025.

The school has continued using SIMON as a mechanism in recording, monitoring and evaluating trends in behaviour management, across year levels, cohorts of students and individual students. Social Emotional Learning (SEL) lessons were timetabled 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 schools Wellbeing Team met with the Learning Diversity Team weekly 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 2024, the 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 small wellbeing intervention groups, 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 2024.

The wellbeing intervention groups offered according to student needs in 2024 included the Seasons for Growth Program, Peaceful Kids - mindfulness and positive psychology program and Social Skills Groups. 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 2024 these included Chess club, Sound meditation and mindfulness, Gymnastics club, Video games club, Sewing club, Drone club, Soccer club and French club.

Breakfast Club was offered to all students each Friday morning before school and in 2024 the average attendance at Breakfast Club was 85 students each week.

Student Satisfaction

St Patrick's students in Years 4 and Year 6 participated in the 2024 MACSSIS Survey.

The student MACSIS data indicated steady data from the 2023 survey, with only slight changes up and down across the board, except in teacher-student relationships that saw a 5% drop from 2023 data.

Areas of focus for 2025 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	88.6
Y02	87.5
Y03	88.6
Y04	87.3
Y05	86.8
Y06	85.0
Overall average attendance	87.3

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 2024 the school completed the school review process which is held every four years. The school review process was a positive experience for the school allowing the school to celebrate the progress that had been achieved in the previous four years and to commence the process to set new goals for the school over the next four years. The review process has strengthened the shared vision and sense of team work with all the staff and provided clarity with the direction of the school.

The school worked closely with the parish to celebrate the 175th anniversary of the parish. The parish was established in 1849 and the current parish church was opened in 1871. The school hosted the main celebration of the anniversary which was supported by 300 parishioners.

In 2024 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 community was shocked at the passing of two parents in 2024, one parent in Term One and one parent in Term Three. The school and community quickly came together to provide support for these families in this time of grief and loss and the school ensured there was support for the students who had suffered this trauma.

Having completed the school Master plan in 2023, in 2024 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 so that the project can go to tender in September 2025.

The Prep/Foundation enrolment campaign was a success with the school accepting 84 Prep/Foundation students to commence in 2025.

Enrolments grew in 2024 with an increase from 558 in August 2023 to 576 in August 2024. This was an increase of 18 students.

An additional office was created in the main corridor in Term One and new basketball posts were installed on the netball courts in Term Four.

Staff continued to have access to a variety of Professional Learning including: staff presenting at the Maths Association Victoria state conference and at the W.A. Maths Conference in Perth, three staff attending the SIMON platform conference, several staff receiving PL in the InitialLit literacy program and training two staff in the Game Changers Program.

The school continued to support several staff in 2024 who were enrolled for post graduate degrees including staff enrolled in Master of Maths, Master in STEM, Masters in Learning Diversity, Masters in Wellbeing & graduate Diploma of Education (R.E.).

Students were able to access extra curricular activities including : Drum Squad, French Club, 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 held twice a week before the start of the school day.

2024 saw a significant growth in the student Music program with 207 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 2024 school year the school said farewell to 12 staff members who retired from teaching, changed professions, were appointed to other schools or commenced maternity leave. Our community thanks these staff for the contributions they have made to our learning community and wish them the very best at their new schools or in their new profession.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Diabetes PL CPR/anaphylaxis/ First aid PL Child Safe Briefings and Training Behaviour Management PL Maths PL Dyslexia PL Dyscalculia PL Wellbeing and Social Skills PL including initial PBL training Religious Education PL Literacy PL, including SMART Spelling & InitialLit PL Special Needs, Autism and ASD Gifted & Talented PL Upgrade of LSO qualifications Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance Network meetings and briefings held throughout 2024.	
Number of teachers who participated in PL in 2024	40
Average expenditure per teacher for PL	\$846.00

Teacher Satisfaction

The 2024 MACSIS survey data showed growth in many areas from the 2023 data. The domains to focus on in 2025 are staff professional learning and catholic identity.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	1
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	0
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	44.86
Non-Teaching Staff (Headcount)	40
Non-Teaching Staff (FTE)	28.69
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 2024, the school observed and continued increase in numbers of families at school activities including welcome BBQ's, P and F meetings, participation in parent teacher meetings and support of the weekly Playgroup sessions. This increased participation has helped to strengthen our sense of community.

In 2024 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 such as Mother's and Father's Day Stalls and the Father's Day Breakfast were some of our biggest on record.

The school continued to offer Breakfast Club to students on a Friday with approximately 100 students attending each week. The Breakfast Club is supported by the St Vincent's de Paul society and staff who volunteer their time each week.

The school continues to work closely with the local Kilmore 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 2024 MACSIS surveys.

The areas to focus on in 2025 continue to be school fit, 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