



**Catholic Schools**  
DIOCESE OF MAITLAND-NEWCASTLE

# 2025

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Niamh Marzol

Web: <http://www.lochinvarsp.catholic.edu.au>

## About this report

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St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and 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.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. 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 be also be obtained from the My School website.

## Message from key groups in our community

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### Principal's Message

St Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. St Patrick's is a triple stream school with a healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

As Principal of St Patrick's and having been a past Assistant Principal I have had a 27 year history with the school. It has been a privilege to come back into this space after 20 years and to still feel connected is a testament to the culture of the school. The school is like a family. There are teachers who have been here for 40 years and others who have just joined, but all are equally important and have a sense of belonging.

The Diocese has completed most of the capital works, with the presbytery refurbishment on hold until 2026 along with the car park and Gregory Road upgrades. We are almost at capacity with new enrolments arriving weekly. The area is growing faster than we can keep pace with, sadly turning away 45 Kinder enrolments for 2026.

### Parent Body Message

At St Patrick's we had a very active P & F Association that contributed enormously in our partnership with our school in 2025.

An example of this involvement is the large number of parents who organise and/or participated in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter, facebook (introduced in 2025) and regular P&F meetings.

It has been a positive year for the St Patrick's Parents and Friends' Association (P&F), who have supported many and varied opportunities for parent involvement in school life. Activities have included the Picnic Family Night, Mother's and Father's Day celebrations, Book Week activities, Grandparents Day, Discos, Christmas Craft Day and Christmas Family Night.

Fundraising initiatives included operation of the Athletics Carnival Canteen, Easter Raffle, Mother's Day and Father's Day stalls, and special morning teas. The big fans for hall cooling were commissioned at the end of 2025 for installation in early 2026. The previous concept of airconditioning no longer aligned with Diocesan policy so we will be looking at heating possibilities come Winter 2026.

Our committee hosted a special meeting in Term 2, to inform discussions and decision making regarding the transition to a Family and Community Engagement framework (FACE) model. The final P&F meeting was held in late Term 3 and we had our first FACE forum in Term 4. The outgoing P&F were thanked by the principal and pledged to assist with FACE sub committee work to ensure events still took place in 2026.

### **Student Body Message**

At St Patrick's, student leadership is about motivating, influencing and directing people to work together to achieve goals in accordance with the school's values and beliefs. It is important for students to experience school leadership opportunities in order to learn how to build relationships, define their identity and achieve tasks effectively. Student leadership provides an opportunity to learn to identify and display effective communication and interpersonal skills.

Our School Leaders take an active role in all aspects of the school community and work with others to achieve the best possible outcomes.

Our school leaders are elected by the student population to the following positions: MJR leaders, Social Justice leaders, Stewards of Creation leaders, Engaging Community leaders and Junior AECG. The AEC promotes and encourages engagement of Aboriginal & Torres Strait students from all year groups and differing Aboriginal nations. Students gather together to engage in cultural awareness activities and deepen their understanding of country and identity.

Elections are conducted by staff. Students from Years 2-5 vote for those nominated for leadership positions. Results are presented to the Principal for consideration. Other students in Year 6 are added to Teams to support specific school and community activities within the school.

Our four colour houses are named to acknowledge and celebrate key figures in our history who reflect integral elements of the 'MacKillop Spirit' and the 'Josephite charism', which are at the heart of the school St Patrick's is today.

These elements run through every part of our school community, but each house takes a special role in upholding and representing a characteristic of the 'Josephite Way'. Two colour house leaders are elected to represent each of the following houses: Dirkin, MacKillop, Murray and Tenison.

The leaders met each week with the school Principal and talked through ideas for school engagement and improvement. The students took part in leading assemblies, representing the school at special events, organising lunch time sports for students to learn new skills and engaged with students about their needs and wants.

The students reported the following as a the best thing about being a leader:

- The food/party at the end of each term
- Seeing kids happy - taking out sport equipment
- School benefitting from our decisions
- AECG excursions - plant own tree
- Kids grow from our actions being kind /role model
- Getting to know people
- Working together as a team
- Taking on responsibility /feedback
- Learning about little kids needs
- Being a GTS person
- Talking in front of the school
- Lots of kids look up to you.

## School Features

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St Patrick's Lochinvar is a co-educational primary school catering K-6. The school was established by the Sisters of St Joseph in 1883 on the St Joseph's High School site. Construction on the current site began on August 15th, 1983, and, although not quite completed, classes began on 6th February 1984 with more than 200 pupils. It was officially opened on March 17th, 1984, by Bishop Leo Clarke. It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

In 2015, in response to enrolment interest for quality faith-based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, which were completed in 2017 and officially opened in 2018. Stage 2 works commenced in 2019, which included purpose built, contemporary, flexible learning spaces and landscaped play spaces, opened in 2021.

Our pod design was extended with Stage 3 works and currently services Kindergarten - Year 6, offering contemporary learning environments.

The school continues to experience healthy growth, and is fully 3-streamed, accommodating 21 classes. We are approaching capacity in every grade due to the growth in the area. Unfortunately we were unable to accommodate 45 new Kindergarten enrolments for 2026.

The school boasts a large COLA area which joins a medium size hall accommodating all of the pupils and parents for assemblies. It has a beautifully refurbished library (2025) and accommodated before and after school care through St Nicholas OOSH on site each day.

## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
276	301	69	577

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

### Student Attendance Rates

The average student attendance rate for 2025 was 90.62%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.33	89.30	90.95	90.85	91.65	89.74	89.52

### Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

## Staffing Profile

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### Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	74
Number of full time teaching staff	19
Number of part time teaching staff	27
Number of non-teaching staff	28

### Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Patrick's PS in 2025:

Conditional Teachers	2
Provisional Teachers	1
Proficient Teachers	45

## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Patrick's Lochinvar aims to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. We begin each day as a school and class using prayer, both formal and spontaneous. Each class has a sacred space as one of the focal points in the classroom and in the shared POD space, as well as the library, staff room and foyer.

Our 2025 Jubilee Year was an invitation to carry forward the sacred mission of the church. As Pilgrims of Hope we are called to walk alongside Jesus and be transformed by Him. The theme "One Call, One Mission: Pilgrims of Hope, reminds us we are on a journey, filled with hope. A journey of learning, growing and sharing our love of God with others.

During 2025, we celebrated several Masses, liturgies and special assemblies throughout the year which allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model. Our weekly MJR focus and afternoon prayer served as reminders on how we are expected to live our lives as Christians.

## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Schools and teachers use syllabus documents to develop educational programs for students. A syllabus is available for each course developed by NSW Education Standards Authority (NESA). Along with a defined objective, each syllabus has a set of outcomes linked to course content. Religious Education is an integral part of learning and our school policy and implementation reflects the Diocesan K-12 syllabus. Religious Education is given priority in programming and teaching. All teachers have undertaken professional development in Programming and Assessing Religious Education and have maintained a specific focus on improvement of Religious Literacy and their own Religious Education efficacy.

A centralised scope and sequence is followed by all staff. In keeping with all KLAs, a formal assessment and evaluation process is in place. The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content. The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops (Years 2 and 3) and iPads (Kindergarten and Year 1) similarly develops students' computer literacy.

The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences, with consideration given to enrolment in the diocesan established Virtual Academy.

Staff have been undertaking professional learning in order to become familiar with new syllabus documents to be implemented in 2027. In 2026 Staff will trial the new PDHPE and HSIE documents.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick's PS for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	64%	54%
	Reading	78%	66%
	Writing	85%	76%
	Spelling	77%	62%
	Numeracy	75%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	70%	63%
	Reading	77%	73%
	Writing	73%	65%
	Spelling	76%	69%
	Numeracy	73%	69%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

### Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. Last year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

The Tell Them From Me survey was conducted between 20 May 2024 and 14 Jun 2024. The report provides results based on data from 99 respondents in the school who completed the Parent Survey.

#### Parent Satisfaction

- Parents feel welcome at the school
- Parents feel that reports on their child's progress are written in terms they understand
- Parents encourage and praise their child for doing well at school
- Parents feel that teachers have high expectations for their child to do well at school and the school is supportive of students
- Parents feel their child is safe and supported at school
- Parents feel teachers help their children in developing positive friendships

### Student satisfaction

#### Student Satisfaction

- Students have a positive sense of belonging
- Positive relationships are formed at school
- Students value schooling outcomes
- Students are good friends to others

- Students can show they care about others
- Students are interested and motivated
- Students have positive self- regulation
- Students possess and understanding of other cultures
- Effective learning time takes place at school
- A positive learning climate is evident within the school
- Positive teacher- student relationship occur
- Students feel they are supported in living like Jesus
- Students know why their school cares about others, this helps them to do things that make a difference in the world
- Religious Education lessons help students understand what Catholics believe

187 students responded to the survey

### **Teacher satisfaction**

#### Teacher Satisfaction

- Student wellbeing at school is viewed as important by staff.
- Staff clearly understand student wellbeing and its impact on learning and development.
- The school is perceived as welcoming, inclusive and respectful for students.
- Students' spiritual growth is supported.
- There is shared responsibility and accountability for a safe and supportive environment for students.
- Students are well supported in their academic and spiritual growth.
- Staff know, value and care for students.
- Staff have a strong sense of the diverse learning needs of students.
- Staff feel confident in making adjustments and differentiating learning.
- All students are supported to be successful learners.
- Safeguarding of children is prioritised within the school

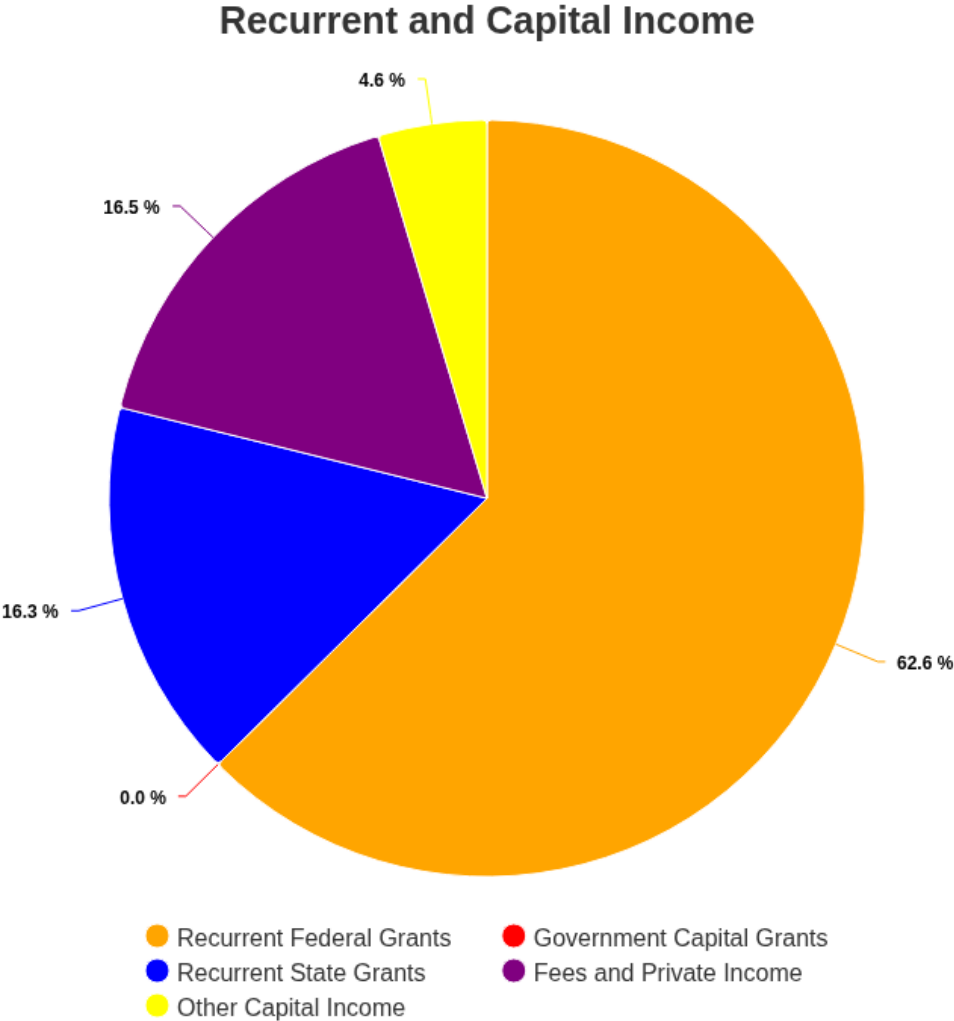
45 teachers responded to the survey

# Financial Statement

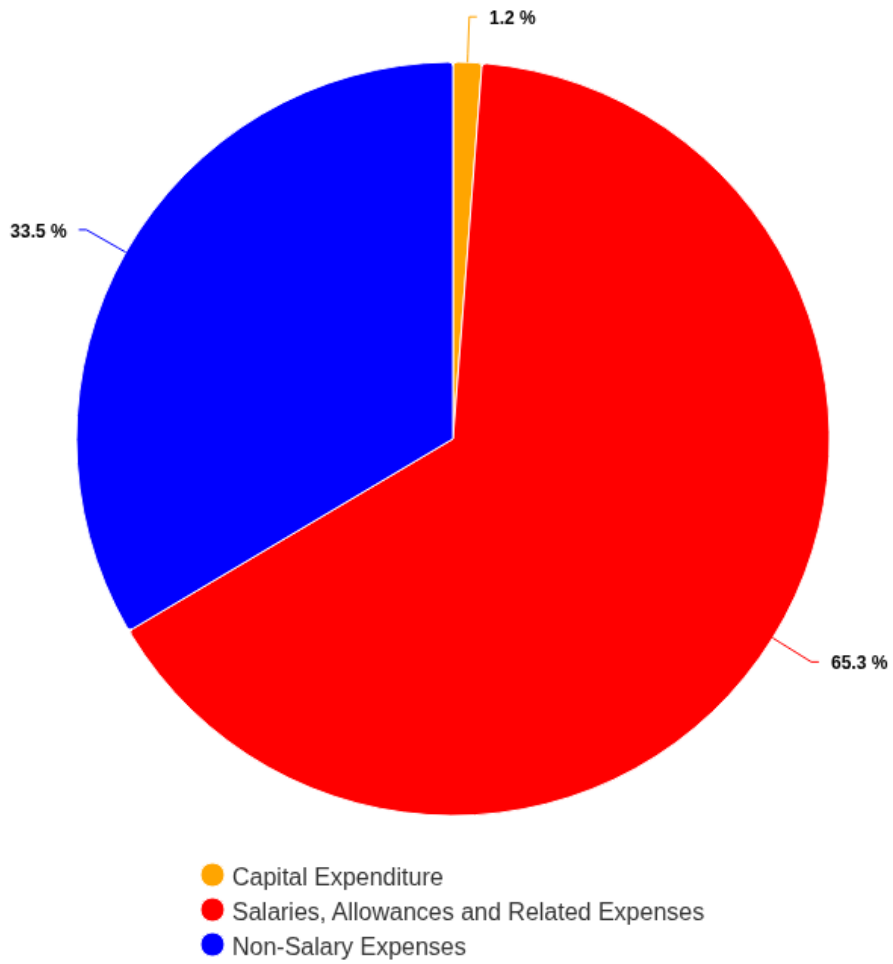
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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



## Recurrent and Capital Expenditure



END OF 2025 REPORT