



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Our Lady of Victories Primary School

15 Lovell Parade, SHORTLAND 2307

Principal: David Treloar

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

About this report

Our Lady of Victories Primary School (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

Principal's Message

As I reflect on 2025, it is with immense pride and gratitude that I share the story of Our Lady of Victories Catholic School, Shortland. This year has been nothing short of transformative—a year of renewal, growth, and achievement.

Our school continues to be a vibrant community where academic excellence, spiritual formation, and personal development flourish. It is a privilege to serve this community alongside our dedicated leadership team, including Amber Deegan and Patty Dunn, whose expertise and commitment have been invaluable.

At the start of the year, we faced significant challenges that tested our resilience. With determination and collaboration, we navigated these moments successfully, turning obstacles into opportunities for improvement. "We just need to polish off the rust so it we shine." This year, we have done exactly that. At times, it felt like building a new school, but what emerged was a renewed sense of purpose and energy.

Our community now enjoys a unique blend of excitement from new families discovering OLV and steadfast support from those who have journeyed with us over time.

Relationships have been at the heart of our success. Challenges sparked robust conversations, and through trust and collaboration, we have turned the page. A testament to the power of rapport and shared vision.

As we close this remarkable year, I celebrate the resilience, faith, and commitment that define Our Lady of Victories. Together, we have laid a strong foundation for 2026 and the future. I look forward to building on this momentum, creating a new culture that has Jesus at the heart.

David Treloar

Parent Body Message

In 2025, FACE (Family and Community Engagement) continued to play a vital role in supporting Our Lady of Victories Catholic School in achieving the goals outlined in our School Improvement Plan (SIP). The commitment and generosity of our families have been instrumental, and we extend our heartfelt thanks for their ongoing support and faith in our shared mission.

The transition to the Diocesan FACE model, which began in 2024, has now become an integral part of our school culture. This model moves beyond traditional fundraising and invites parents to actively participate in educational initiatives that shape their children's learning experiences. By focusing on collaboration and shared responsibility, FACE has strengthened the partnership between home and school.

A highlight of 2025 was the financial support including our online ticketing platform for fundraising events. This innovative approach expanded our reach beyond the immediate school community, attracting support from the wider community and generating impressive results. The enthusiasm and creativity of our parent volunteers were evident in the quality of prizes and the energy behind these initiatives.

The FACE model has not only enhanced fundraising efforts but also deepened the collaborative spirit within our school. By embracing this approach, Our Lady of Victories continues to grow as a community where families and educators work together to create the best possible outcomes for our students.

Student Body Message

This year has been full of unforgettable moments that have made 2025 truly special. We began the year eagerly awaiting the arrival of our new playground equipment, and when it was finally installed, it brought so much excitement and joy to our school days. Our school grounds are amazing—we have beautiful gardens, plenty of green grass to run and play on, and even three chickens to care for! Looking after them has been a fun and unique experience for everyone.

We've grown so much and learned so many new things. From exciting classroom projects and fun excursions to school carnivals, sports days, and gala events, it's been a year filled with laughter, teamwork, and achievement. We've worked hard in class, reached goals we never thought possible, and shared countless smiles and successes with our friends and teachers. Every assembly, every Mass and liturgy, and every story read to us has made this year one to remember.

Our school is more than just a place to learn—it's a community where everyone belongs. We've loved seeing the energy at events, the spirit at carnivals, and the way everyone comes together to celebrate and support each other. Whether it's cheering on our teams, helping with social justice activities/fundraising, or joining in special celebrations, this year has shown what makes OLV so unique.

We're proud of everything we've achieved and excited for what's ahead. Thank you to our teachers, staff, and families for always encouraging us to do our best and for making OLV such a great place to learn and grow.

Max and Pippa

School Features

As the new Principal, I am proud to share the remarkable improvements that have turned our school into a beautiful and welcoming environment for students, staff, and parents. These enhancements reflect our commitment to excellence in education and community engagement.

Key Features and Achievements:

Rich Heritage: Our school celebrates its Josephite history and Dominican influence, fostering a strong sense of tradition and values.

Strong Staff Connections: We have a settled and dedicated staff team with robust links to Catholic Schools Education Officers, ensuring expert guidance and ongoing support.

New Leadership Team: A dynamic leadership team is in place, driving innovation and collaboration across all areas of school life.

Award-Winning Playground: Our playground has received recognition for its design and contribution to student wellbeing.

Infrastructure Upgrades: Significant improvements include new retaining walls, a refurbished entrance, and enhanced grounds and maintenance.

Learning Spaces: The library has been refurbished and now includes a new intervention hub to support diverse learning needs.

Community Engagement: Through strategic marketing and community uplift initiatives, we have strengthened our partnerships and enhanced the school's profile.

Student Profile

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
73	57	43	130

* 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 91.21%. 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
91.48	93.48	88.39	92.46	92.82	90.43	89.44

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/carers 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

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	27
Number of full time teaching staff	8
Number of part time teaching staff	12
Number of non-teaching staff	7

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 Our Lady of Victories Primary School in 2025:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	18

Catholic Identity and Mission

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)

Vision:

Love, Serve and Live the truth of Jesus.

Mission:

In truth we LOVE, empowering all to flourish and reach their full potential.

In truth we SERVE, acting for the good of all.

In truth we LIVE, learning and growing together in Christ.



In truth we LOVE, empowering all to flourish and reach their full potential.

In truth we SERVE, acting always for the good of all.

In truth we LIVE, learning and growing together in Christ.

Curriculum, Learning and Teaching

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.

Learning is centered on achieving consistent practices across all classrooms, with a strong focus on strategies for reading and comprehension. This goal ensures that every student, regardless of their class, is taught using proven, effective strategies that build their ability to understand, interpret, and apply information. In 2024, we identified inconsistencies in how teachers used data, assessed comprehension, and tracked progress, resulting in a fragmented approach that limited students' ability to build skills consistently. By prioritizing consistency, we aim to strengthen comprehension as a foundational skill that supports success across all KLAs, including Mathematics.

Data from PAT Adaptive Reading and Mathematics assessments, along with NAPLAN results, highlighted clear trends: students struggle with rewording, scanning for information, and interpreting language in problem-solving tasks. These weaknesses affect performance across subjects, reinforcing that comprehension is not isolated but central to learning. In response, we implemented a school-wide approach that includes a refined assessment schedule, systematic data collection, and targeted interventions such as MiniLit and MacqLit. We also invested in staff training and resources to build teacher capacity and ensure evidence-based strategies are applied consistently in every classroom.

The impact of these actions has been significant. Teachers now share responsibility for student outcomes, supported by collaborative PLTs and clear data processes. Intervention groups are more targeted, reducing the risk of students slipping through the cracks, and LSAs have become vital contributors to student progress. Classroom practices focusing on vocabulary, note-taking, and questioning have improved engagement and skill transfer, while problem-solving models have boosted confidence and performance. Moving forward, we will refine assessment schedules, strengthen data analysis, and explore short-cycle interventions for students just below benchmark, ensuring our approach remains responsive and effective.

Student Performance in Tests and Examinations

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 Our Lady of Victories Primary School 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	92%	54%
	Reading	86%	66%
	Writing	93%	76%
	Spelling	85%	62%
	Numeracy	77%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	89%	63%
	Reading	78%	73%
	Writing	61%	65%
	Spelling	72%	69%
	Numeracy	83%	69%

Pastoral Care and Student Wellbeing

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

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

At Our Lady of Victories, Shortland, we believe that consultation with parents, students, and teachers is essential for achieving the best outcomes. Your feedback is valued and actively shapes our planning and continuous improvement.

Our FACE played a vital role in strengthening community ties through events such as the school disco, Mother's Day and Father's Day celebrations, and the Colour Run Fundraiser. These occasions not only brought families together but also raised valuable funds for school initiatives.

Responding to parent feedback, Our Lady of Victories expanded participation in sporting gala days, enriching students' experiences and promoting teamwork.

By prioritising collaboration, communication, and engagement, Our Lady of Victories builds strong partnerships that support every child's success.

Student satisfaction

Students at Our Lady of Victories consistently share that they feel safe, supported, and connected within our school community. They are enthusiastic learners who embrace the many sporting, cultural, and leadership opportunities offered throughout the year. This supportive and engaging environment nurtures their academic, social, and personal development, ensuring they flourish during their time at Our Lady of Victories.

Student voice is highly valued and actively encouraged. Our students feel deeply connected to their school, knowing that every staff member is committed to supporting them in achieving their full potential. They take pride in their learning environment and appreciate the beautiful, natural playground spaces available to them.

Representing Our Lady of Victories at community and parish events brings our students great joy. They love showcasing our school to visitors, who often comment on the welcoming, inclusive, and cheerful atmosphere created by our students.

Teacher satisfaction

In 2025, Our Lady of Victories continues to thrive with a team of skilled and dedicated teaching staff who consistently demonstrate their commitment to excellence. Collaborating effectively, they create a learning environment that caters to the unique needs of every student, driving positive outcomes across all areas.

Staff at Our Lady of Victories prioritise collaboration, foster a positive learning culture, and utilise data-driven strategies to strengthen teaching effectiveness. They value the school's inclusive approach and its commitment to meeting diverse student needs.

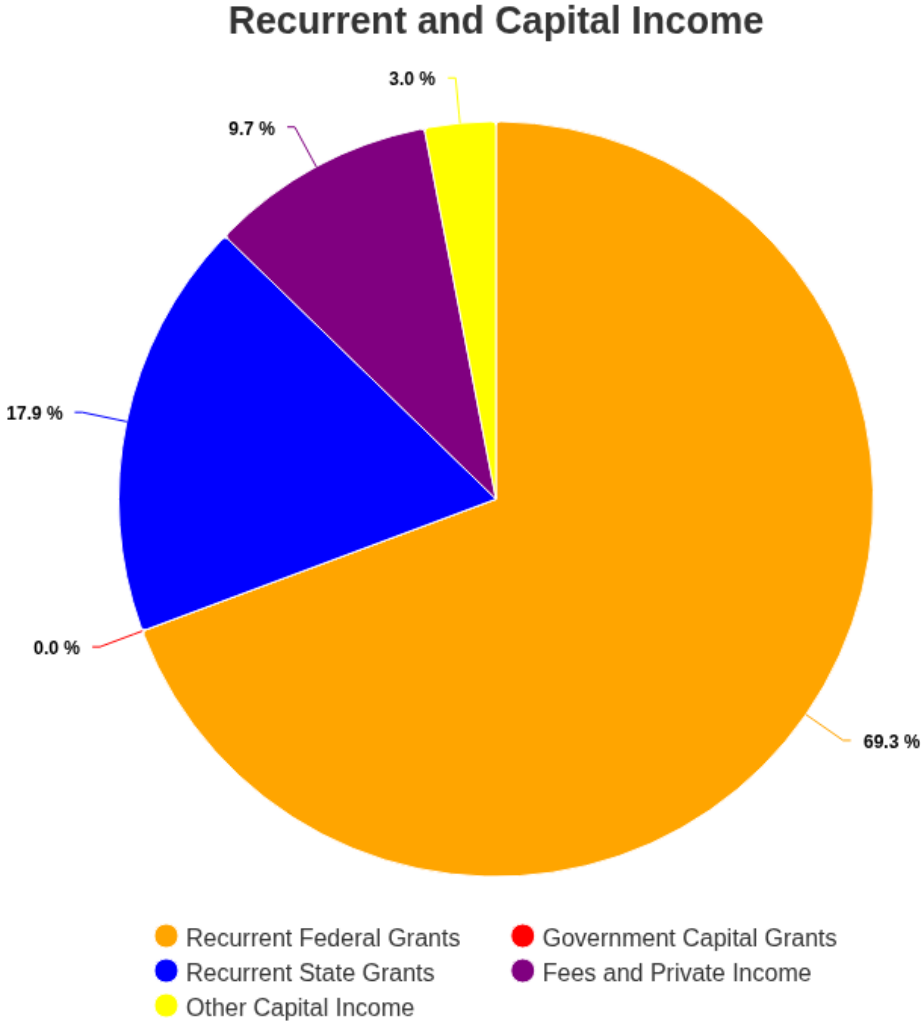
Throughout the year, staff engage in diverse professional learning opportunities, sharing insights to enhance teaching practices and improve student success. Technology integration remains a focus for growth, with new laptops set to further enhance teaching and learning.

Their active involvement in extracurricular events and school improvements highlights their dedication to the school community. The professionalism and care of Our Lady of Victories staff are highly respected, creating a vibrant, supportive environment where both students and colleagues can thrive.

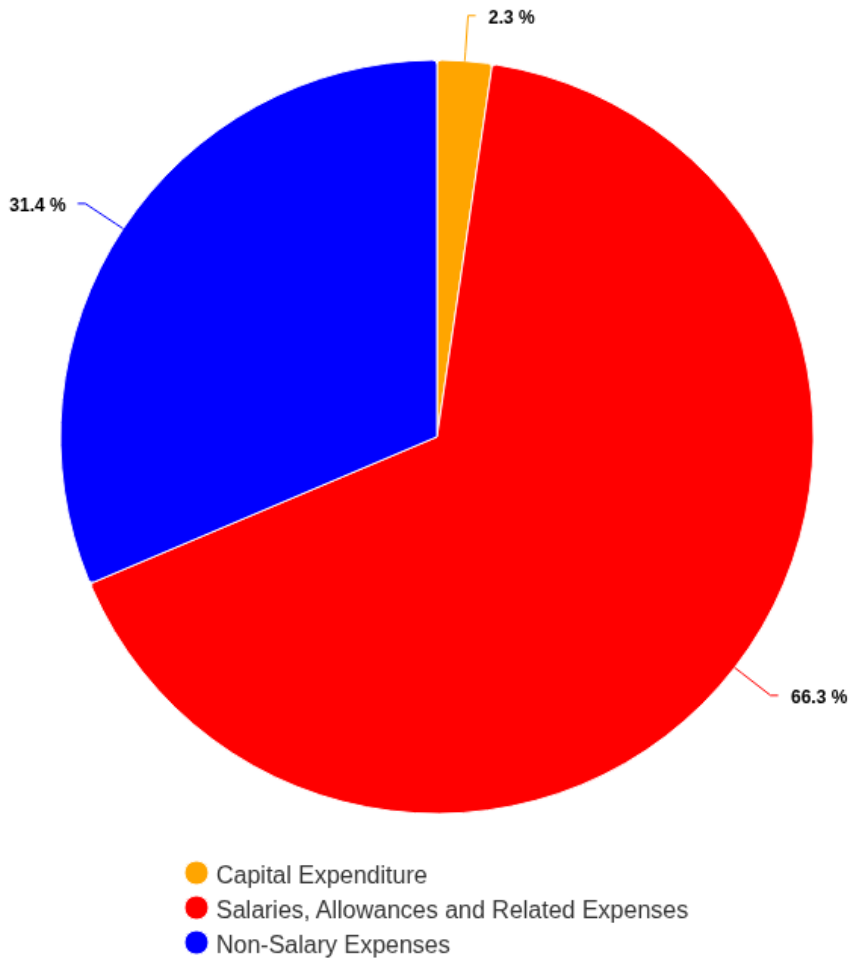
Financial Statement

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