



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: Miss Lucy Harvey

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

About this report

St Patrick's 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

St Patrick's Annual School report reflects a snapshot of our school in 2025. We are a proud Catholic school built on Awabakal land. Our school is steeped in tradition and shared beliefs. Founded by the Sisters of St Joseph's, we take great pride in our Josephite heritage. We are committed to creating and fostering a caring community where parents, teachers and students work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school.

Our staff are dedicated, hard-working and professional. We all strive to provide the best environment for our students to grow in all facets of life. Our aim is to encourage lifelong learning and wellbeing, developing in our students, the skills needed to be active and responsible citizens of the future.

St Patrick's is a community with a culture of continuous improvement. Our teaching staff demonstrate a deep understanding of how students learn. Our classrooms are inviting, and active learning is evident. Our children are engaged and encouraged to express themselves and share their skills, passions and knowledge with one another. We strive to create critical and creative thinkers.

In 2025, a key priority was the formalisation of our Learning and Wellbeing Framework. This framework is underpinned by a matrix that emphasises the social and emotional skills and behaviours essential for our community to embody our vision and mission, thereby strengthening both learning and wellbeing. Additionally, as a school, we prioritised the use of high-quality assessment practices to guide instruction, incorporating data analysis and embedding differentiation throughout our teaching.

As the principal of St Patrick's, I feel very blessed to be part of such a vibrant learning community.

Parent Body Message

The St Patrick's P&F committee has had another vibrant year of community spirit, collaboration, and achievement. Together, we've strengthened bonds between families, staff, and students through various events that are now concreted in our school's annual calendar, all while raising funds to enhance learning opportunities and student time spent at St Pat's.

As we conclude our committee this year and transition to the new FACE model, we reflect proudly on a very successful 3 ½ years. During this time, our collective efforts have resulted

in the purchase of items valued at over \$120,000 for the school — investments that will benefit students and staff for years to come.

It has been nothing short of a pleasure to be president of the school's P&F for the last 3 years and I look forward to what's to come for our school community in the future.

Student Body Message

St Patrick's gives the students lots of opportunities every year. Every student has the chance to shine.

This year the school leadership team stepped up and made sure that every student was cared for and supported. Whether it was one of our fun sports carnivals or helping make sure that everyone was making safe and respectful choices on the playground. The Year 6 leaders also ran the peer support groups. These groups helped us to connect with new people and build a stronger community.

In 2025, we had the opportunity to use the Grow Your Mind program. This program taught us how to deal with friendships, struggles with learning and how to have a growth mindset. Grow Your Mind has helped us to learn how to regulate ourselves and be more self-aware.

At St Patrick's we are able to express ourselves in lots of different ways, from our beloved St Patrick's Day art competition, end-of-year plays and concerts, and speaking at our liturgies. We also had the chance to learn about debating and public speaking.

This year's students had the opportunity to perform in multiple pathway sports from soccer, netball, hockey, tennis and touch football. We all tried our best.

St Patrick's is an incredible school that provides the students with lots of opportunities to grow in many different areas of life. The students of St Patrick's are thriving and happy. We love our school by the sea!

School Features

St Patrick's is a Catholic co-educational Kindergarten to Year 6 systemic school in the Diocese of Maitland-Newcastle. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

The Sisters of St Joseph opened St Patrick's Primary School, Swansea, on Tuesday 29 January 1952, with 30 students in attendance on the site in Wood Street where McDonalds now stands. In 1977-78, the school was relocated to its present site on the shore of Black Ned's Bay. In 2006, the school was demolished to make way for the buildings we currently occupy.

The St Patrick's P&F have continued their very proactive parental involvement in the life of our school throughout 2025. We are blessed to have parents who actively volunteer to run the canteen as well as organise events for the school community. Our P&F work tirelessly to fund raise to support St Patrick's and to provide opportunities for students and our families to have fun and build connections.

The students have many opportunities to represent in a variety of academic and sporting endeavours. In 2025, our students competed in the Regional Catholic Schools Public Speaking and Debating competition. The students represented the school at Regional, Diocesan, Polding levels in a diverse range of sports. The students also had the opportunity to participate in gala days and a team competed at the NSW Netball Schools Cup. In addition, students participated in a 10-week gymnastics program and numerous Sporting in Schools programs throughout the year.

In 2025, individual classes undertook day trips, including a visit to the Ray and Shark Centre, Norah Head Lighthouse, and Tocal Homestead. The Years 5 and 6 students attended an overnight excursion to Sydney. Students in Years 4, 5 and 6 attended the Diocesan ASPIRE production at the Civic Theatre. As part of our wellbeing focus, students engaged in Smiling Mind and Grow Your Mind as our social and emotional learning.

Students in our primary classes were provided with the opportunity to participate in a variety of ICAS Competitions, the Premier's Reading Challenge and 200 Nights of Reading as well as The Young Writers workshops.

This year we continued to enhance the facilities of the school with additional outdoor seating and sensory play spaces. Through the efforts and support of the CSO, St Patrick's secured a designated bus service for our families in the Catherine Hill Bay area to and from school each day. St Patrick's is making a proud statement as a Catholic school in the local area.

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
86	79	7	165

* 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 91.15%. 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
91.41	90.76	91.17	90.44	91.79	91.59	90.86

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

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	25
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	10

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 Primary School in 2025:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	16

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)

In 2025, our Annual Strategic Improvement Plan prioritized developing a Catholic identity specific for St Patrick's Primary School, Swansea, encompassing its story, culture, and Catholic worldview through the origins of the Josephite charism.

To support this, we introduced a Beginning of School Year Formation program for students, delivered in the first two weeks of term. These lessons, aligned with the Pedagogy of Encounter model, explored key figures in our heritage—St Patrick, St Joseph, St Mary MacKillop, and the Josephite Sisters—emphasizing their stories, values, and relevance to our school. Students also engaged with the school's vision and mission statements, crest, and motto, fostering ownership and deeper understanding of our identity.

Recognizing our students' strength in performance and music, we developed liturgical presentations that allowed them to share significant stories with the community. Highlights included Christmas, Holy Week, and Easter celebrations, as well as a St Patrick's Day performance by Year 6 students depicting St Patrick's mission and character. These initiatives were well received by students, families, and parishioners. Our Josephite heritage was further celebrated through our Catholic Schools Week liturgy showcasing the Sisters' foundational work at St Patrick's. These efforts have significantly improved students' knowledge and retention of these stories.

Additional liturgical highlights included the Opening School Mass, Ash Wednesday, Catholic Schools Week, NAIDOC and Reconciliation Week, the Feast of the Assumption, and celebrations for Mother's Day, Father's Day, Grandparents Day, Advent/Christmas, and the Rite of Passage Liturgy. Attendance from parents and parish members has steadily

increased over the past 2 years, reflecting our ongoing commitment to making these celebrations welcoming and inclusive for all.

To strengthen parish connections, the Religious Education Coordinators from the three parish schools met each term for collaborative liturgical planning, fostering unity and shared initiatives. This has led to shared celebrations and planned events in the future.

Finally, our commitment to social justice remained strong, with support for Caritas, Catholic Mission, and St Vincent de Paul. The community responded generously, reflecting our shared values and mission.

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.

With our whole school focus on using quality assessment practices to inform instruction, incorporating data analysis and embedding differentiation, the following approaches were implemented.

English:

Professional Learning days were conducted to deepen staff understanding of the research underpinning the new English syllabus, with emphasis on the Science of Reading. These sessions highlighted that effective reading comprehension depends on a broad and deep vocabulary, strong background knowledge, and familiarity with text structures.

Development of a whole-school reading data wall utilising a four-quadrant comprehension and fluency scale, combined with a two-way Venn diagram, to accurately identify student fluency levels and inform the implementation of targeted strategies for improvement.

To enhance comprehension outcomes, teachers implemented differentiated dyad fluency routines to promote wide reading and improve fluency, alongside the consistent use of teacher Think Alouds to explicitly model comprehension strategies as a common pedagogical practice across all Key Learning Areas. Stage 3 used Teams to record fluency and provide feedback to students.

Completion of grade English Assessment Plans ensuring quality assessment practices used provided assessment data for each of the focus areas in the new English syllabus.

Development of 3-point scale rubrics for writing tasks that are directly linked to the success criteria of the task and identify the focus areas assessed.

Maths:

Continuation of our embedded Collaborative Inquiry process for data analysis. A data wall showing the placement of all students K-6 was co-constructed with a focus on Representing Numbers. The online platform Essential Assessment was used to ensure consistency in data collection. Students in each grade were identified as well below, below, at, above grade level or well above grade level using a 3-way Venn diagram.

During PLTs, teachers followed a collaborative inquiry cycle, led by knowledgeable others (PM, LST and GEM). Multiple data sets (Essential Assessment, NAPLAN, Acer-PAT, teacher anecdotal records) were used to identify areas of need within each class; teaching strategies to support development in these areas were collaboratively planned and implemented; mid-course corrections were made; and growth was celebrated.

HPG:

Data analysis was conducted using the Ability and Performance Matrix. Teachers plotted students on this differentiation matrix and identified targeted strategies for each quadrant to inform Term 1, 2026 English programming and planning.

HSIE:

Launch of HSIE syllabus, scope and sequences and programming templates. Development of Term 1 HSIE programs.

PDHPE:

Completion of PDHPE programs aligned with our SEL program, Grow Your Mind.

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 St Patrick's 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	50%	54%
	Reading	79%	66%
	Writing	92%	76%
	Spelling	58%	62%
	Numeracy	83%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	47%	63%
	Reading	84%	73%
	Writing	68%	65%
	Spelling	63%	69%
	Numeracy	68%	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

The parents see the small school setting as an advantage because it is able to offer a nurturing environment where the students and their families are known by every staff member. We have received lots of positive feedback and thanks this year, either verbally, via email, or on Facebook for the number of opportunities for social events that have been provided. Our events are well supported in number by parents, carers and extended family members. Parents and grandparents happily volunteer and are seen regularly around the school. Parents also take the time to email appreciation for the care and concern given to the students. In our whole school wellbeing survey, 100% of parent respondents felt that student / teacher relationships are respectful, authentic and positive. They also felt that students are happy, valued and included; and that the community is welcoming and respectful; academic, spiritual, social and emotional growth is supported. The parent body communicated their gratitude to the school for securing a designated bus service and for assisting in the transportation of students attending OOSH, strengthening our community relationships.

Student satisfaction

The data from the whole school Wellbeing Survey undertaken by students Kinder to Year 6 had 100% of respondents feel that they are listened to. The data revealed that students feel safe and happy, supported and motivated to learn; have a positive sense of belonging and positive relationships with teachers. The students feel they are able to ask for help. The students would like further support on developing conflict resolution strategies amongst their friends and have more opportunities for extra-curricular activities. The students were most grateful for the number of sporting and educational opportunities proved by the school. All students were excited to attend and participate in an excursion or an overnight camp. A highlight for the students continues to be the annual colour run.

Teacher satisfaction

In this year's Staff Engagement Survey, the data showed that Engagement for staff at St Patrick's is high, with 97% of survey respondents indicating they are engaged. Compared to the Overall results for Catholic Diocese of Maitland-Newcastle survey, our results are 13% higher.

The survey data shows that Wellbeing for our staff is high, with 88% of survey respondents indicating they feel well at work. Compared to the Overall results for Catholic Diocese of Maitland-Newcastle survey our results are 23% higher.

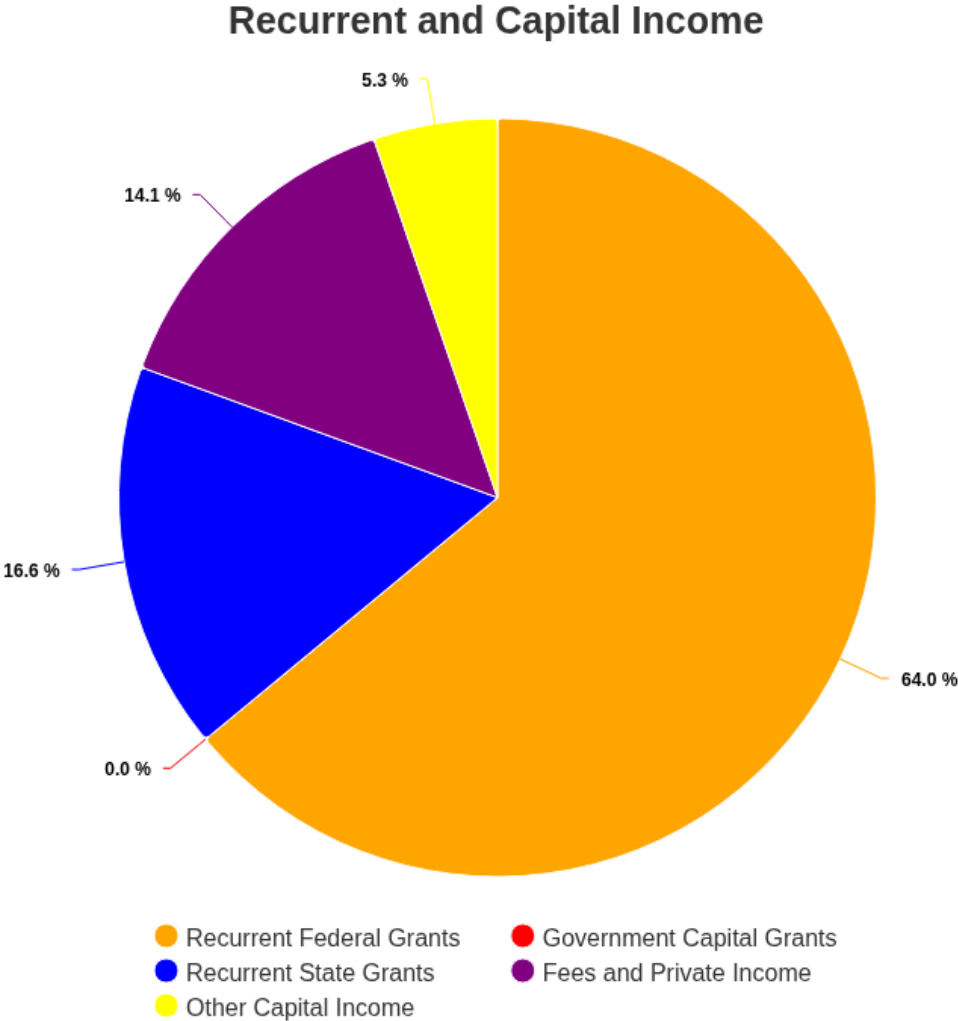
The survey data also shows that Progress for our organisation is high, with 100% of survey respondents indicating they are satisfied with the organisation's progress and success in delivering outcomes. Compared to the Overall results for Catholic Diocese of Maitland-Newcastle survey our results are 30% higher.

St Patrick's staff have a low absentee rate. All events are well attended even if out of school hours. Staff work very collegial together with high levels of laughter at break times. Staff often comment that St Patrick's is the best place to work.

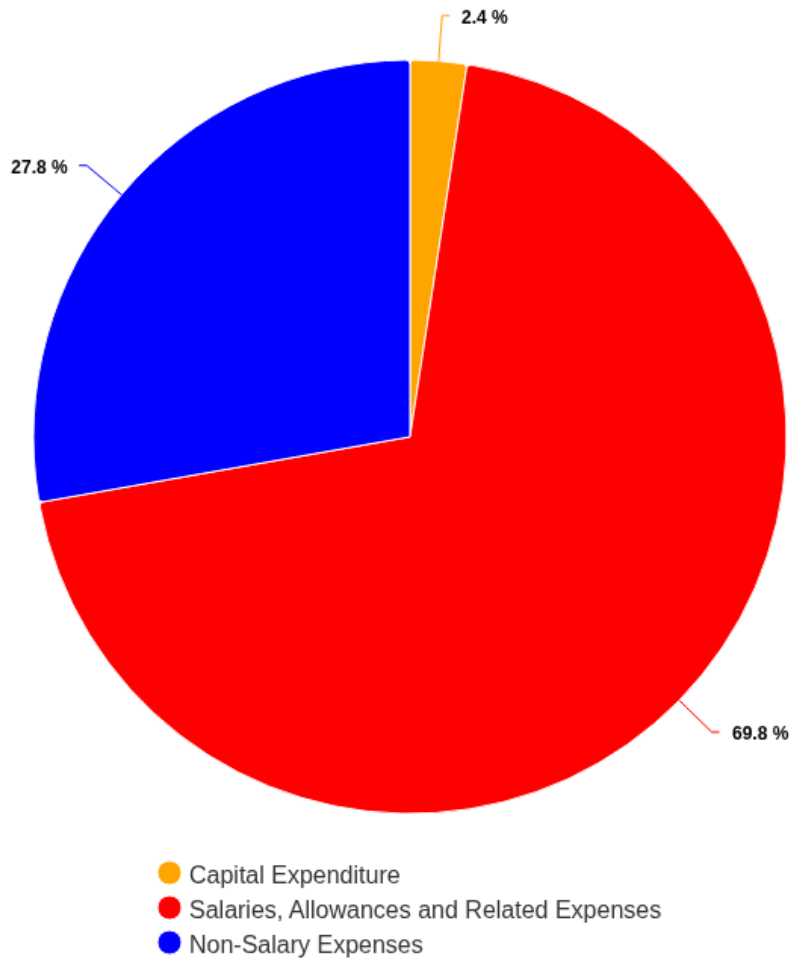
Financial Statement

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