



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

Web: <http://www.wallsend.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

I am delighted to present to you the Annual School Report for St Patrick's Primary School, Wallsend. During 2025 we here at St Patrick's continued to celebrate many rich and varied academic, sporting, cultural and spiritual achievements of our students. These rich events help us to continue to build our strong relationships with our school community, and our relationship with the Wallsend - Shortland Parish and the wider community. Many of our students and leaders represented St Patrick's in a number of community and Diocesan events. In 2025 we continued with our new PEG (Parent Engagement Group) model, this will move to the FACE model in 2026. Our PEG parents continued to support our wonderful, contributing of time, support, expertise, ideas toward the improving of the school and raising valuable money through fundraising events such as a very successful Mother's Day and Father's Day stall, operating the canteen. Our PEG uniform sub-committee worked very hard with Mr. Danny Ariel, Mrs. Henman and other staff to review and recommend significant changes to our school uniform. We look forward to implementing those changes in 2026.

Most pleasing, however, were the much-improved academic results of our students in the Naplan tests, PAT tests and Year 6 Religious Literacy test, as well as other tests such as the ICAS and Newcastle Permanent Mathematics Test.

Throughout the year ALL was our students chased many learning and wellbeing 'PB's' (personal best) across many curriculum areas. The amazing work done with PB4L (Positive Behaviours 4 Learning) with our staff, students and parents highlighted wonderful improvement across the school with wellbeing at the forefront of all we do.

Our 'learning conversations' continue to focus on improving the individual learning needs of every student at St Patrick's and our specific focus for 2025 was continuing to improve every student writing knowledge and understanding. These collaborative 'learning conversations' are rich discussions that now embed our 'knowledgeable others' as an amazing wealth of learning knowledge, wisdom and support for our teachers and students alike. We are very proud of our students' successes both in and out of the classroom during 2025. Copies of this report are available from the school office or from the Catholic Schools Office website.

Parent Body Message

This year we progressed with the new Parent Engagement Groups (PEG) model of parent body at St Patrick's. This is part of the diocesan journey towards Family and Community Engagement (FACE) groups by 2026. Some examples of PEG meetings were for fundraising, such as the Mother's and Father's Day stalls, and forming a sub-committee for

creating our new school uniform. Other PEG meetings were to inform us about things going on in the school, or for spiritual formation.

At St Patrick's our families can take part in a wide range of volunteer roles, like working in the canteen, assisting on school excursions and sport carnivals, as well as helping with reading groups. We also are invited to attend special events like our liturgies, awards ceremonies and celebrations, such as our biggest event of the year celebrating our patron saint, St Patrick in March.

A big part of our involvement is assisting with various fundraising events. In addition to the Mother's Day and Father's Day stalls, we organised the Easter raffle and school disco this year. The money raised from these events supports the school through purchasing technology for classrooms and sport equipment, as well as upgrading the school grounds. This year it was exciting to see new handball and basketball court lines painted on fresh blacktop, which improved playtime for our kids.

Communication with parents is frequent and varied in nature. Different apps are used by different grades to communicate with families, showing videos and photos to update us on what is happening during the day. The Compass app is the main source of communication, and the school continued to develop their weekly communication through the Week at a Glance infographic and Compass calendar to keep us informed. Parent/teacher interviews are held in Term 1 each year to build relationships and work together with parents, teachers and students to form learning goals. Face to face meetings outside of these interviews can be arranged on request and phone calls/emails to parents and caregivers are also made when needed. The school also uses Facebook to communicate with the broader community.

Student Body Message

Being in Stage 3 at St. Patrick's has been a great experience as we have been part of making history at our school! We have enjoyed being involved in the Student Parliament leadership system.

We enjoyed leading in social justice initiatives like the St. Vincent de Paul Winter appeal where we overflowed our volunteers' truck. Our Mini Vinnies group also visited Wallsend Manner, a local nursing home, to spread Christmas cheer for the first time. Our St. Patrick's Project Compassion stalls were some of the best yet.

Stage 3 go on all the best camps, and we thank our teachers and instructors for making them so memorable.

Being in Stage 3 is great because we get to use our devices to help us learn. Editing is so much easier now. We also had a great coding incursion where we made a mini game and animation using the program Scratch. This year was our first year using a program called Spelling Mastery. It was a good program to help students to focus on improving our spelling.

As always, our teachers and Mr. Ariel are always encouraging us to chase our PB's (personal best) and celebrate with us when we do. This can impact our learning, by how we all keep ourselves and others safe and how we are respectful we are to each other.

School Features

St Patrick's Primary School was founded in January 1883 by the Sisters of Mercy. They commenced teaching in a stone church on the hill in Macquarie Street. In 1902, a new brick school was erected on the other side of the road and was blessed and opened by Bishop Murray. Major additions and improvements to school facilities took place in 1983, 1996, 2008 and in 2011 when work under the BER (Building Education Revolution) began. This comprised the refurbishment of the hall and kitchen facilities, canteen, art room and classrooms. An additional classroom and withdrawal area was also built.

Further upgrades occurred at the end of 2018 when St Patrick's received a new demountable library, data wall/teacher collaboration space. This allowed for the old library to be converted into an open style double Kindergarten classroom. We now have a new infants play equipment and Kindergarten breakout space/passive play area.

The Mercy heritage lives on today through the rich Catholic tradition and culture that pervades the prayer and liturgical life of the school and through a strong emphasis on social justice initiatives and these are closely linked to our Positive Behaviors 4 Learning goals. St Patrick's is a Catholic systemic Primary School in the Diocese of Maitland Newcastle with an enrolment of 323 students by the end of 2025 from Kindergarten to Year 6. It is located 13km west of the Newcastle CBD and services the town of Wallsend and surrounding communities including: Maryland, Fletcher, Rankin Park and Elermore Vale. In 2024 St Patrick's continued with fourteen classes, double stream classes from Kindergarten to Year 6.

In 2025 St Patrick's and the diocese continued to repair and improve existing buildings, learning spaces and in particular what our playground may look like in the future. At the end of the year the Diocese and school in collaboration replaced a number of windows across the school to improve air flow.

I would like to thank our PEG (Parent Engagement Group), they are a small group of committed members who continue to support our students and school with fun fundraising opportunities, such as our Mother's and Father's Day stalls and Easter Raffles. We look forward to our parents continuing to support St Patrick's as we transition from the Diocesan PEG (Parent Engagement Model) to the FACE model in 2026.

In 2025 students from St Patrick's fed into St Clemente High School (Years 7-10) or Trinity College Adamstown (Years 7-10). Both St Clemente and Trinity College HS provide a transition program for our students and opportunities for transition visits and learning opportunities at the feeder schools.

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
145	178	109	323

* 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 91.07%. 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
91.17	92.60	91.54	92.32	89.62	89.96	90.27

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	44
Number of full time teaching staff	13
Number of part time teaching staff	19
Number of non-teaching staff	12

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	1
Provisional Teachers	0
Proficient Teachers	31

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)

As part of our School Improvement Plan, the staff, students, and families of St. Patrick's are actively working toward articulating the values, beliefs, and practices that constitute the Catholic culture of our faith community. In 2025, we had many highlights, one of which was a planned faith formation opportunity. Students from all grades participated in a special in class formation on one of the Mercy Values that have been gifted to us from the Mercy Sisters who founded our school, we call this our "charism." Each grade opened a present and explored how that value is present in scripture and how it can impact the way we choose to live each day. In Catholic Culture, our priority this year was for staff, students and families to articulate the values, beliefs and practices that comprise the Catholic culture of our faith community as evidence in our Catholic Culture survey. In 2025, we conducted surveys of students, families and staff and discovered that our community were confident in sharing our Mercy values the unique parts of our school Catholic Culture.

We also embedded the CSO's Self-Efficacy project into our practices, saw the success of another Sacramental Program, had the REC visit the church with various classes, continued mission initiatives, prioritised our school's relationship with the parish, engaged with Education Officers, and launched our new school prayer that had been created by the community. Parents and carers were informed about each of these through our communication platforms including our fortnightly newsletter.

In regard to learning, Year 4 implemented the new Religious Education curriculum which focused on a 'Pedagogy of Encounter'. Year 5 teachers have attended Professional Learning to best equip them to teach this pedagogy to Year 5 in 2026 and Year 6 will be the final grade to begin learning from the new curriculum in 2027. Our Year 6 students completed the

diocese's a religious literacy test in August. Our school results showed growth, with the average being 67% which was above the Diocesan average.

In 2025 our Mini Vinnies Lunch Club continued. It is here that a group of students from various grades gather to support the Religious Education Coordinator in being the on-site faces of Jesus. The students who opted to attend this lunch time group delivered Project Compassion boxes during the season of Lent and sold ice blocks and pancakes to raise even more needed funds. They additionally presented classroom liturgies, created posters to advertise initiatives, and performed musical and dance pieces for several masses. For Christmas, the wonderful group made Christmas decorations and delivered them to the Wallsend Manor Nursing home. They sung carols and warmed hearts all around.

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.

St Patrick's continues to be a true Professional Learning Community through a focus on learning, using data to inform teaching. Creating assessment-ready learners through articulating clear Learning Intentions in every subject area, as well as co-constructing Success Criteria and individual learning goals, ensures that teachers, students and families walk the learning journey together throughout the year. Teachers meet fortnightly in grade teams along with executive staff and "knowledgeable others" to analyse student achievement data, which provides direction for mapping the next two weeks' learning.

The staff of St Patrick's are continually upskilling themselves in response to diocesan initiatives, our school strategic plan and teacher-identified areas of professional need.

In Religious Education, teachers met once per term to analyse pre-assessment data, helping them to differentiate instruction for the term. We established our new school prayer which was the result of the efforts of staff, students and families over the last three years, reflecting our Vision and Mission statements, as well as our Mercy Values.

Continuing in our Literacy journey from the last two years, we continued to respond to our NAPLAN and writing assessment data. Our staff worked to standardise how we assess writing across the school. We engaged in professional learning and met both as stage teams and as a whole staff to moderate student writing samples after each termly Cold Write to ensure consistency across the school. Staff also met in grade teams fortnightly to analyse writing data, responding to student needs through case management meetings and learning conversation meetings. In this way, teachers and staff could provide targeted writing intervention to all students and differentiate learning to ensure all student needs were met, including those students needing extension through writing groups run by our Gifted Education Mentor. Students worked together with teachers and their parents to set learning

goals in writing, numeracy and in their learning behaviours, checking in throughout the year to ensure progress.

Wellbeing of students, families and staff continued to be a focus in 2025. Our Positive Behaviours for Learning (PB4L) Team met regularly to analyse wellbeing data, creating a fortnightly focus for students responding to this data. Complementing these lessons, we continued to utilise the Grow Your Mind program to support our students' social and emotional wellbeing and self-regulation.

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	58%	54%
	Reading	69%	66%
	Writing	81%	76%
	Spelling	65%	62%
	Numeracy	58%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	63%	63%
	Reading	77%	73%
	Writing	71%	65%
	Spelling	77%	69%
	Numeracy	63%	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

In 2025 our parent community completed a Parent/Carer Priorities survey. The questionnaire provided the opportunity to offer opinions about how they would prioritise spending at the school in three areas: Catholic Identity and Spiritual Formation, Technology Literacy and School Learning Spaces. There was also the opportunity to offer further suggestions that the questions had not addressed.

Parents voted in favour of spiritual formation experiences for students, where they are encouraged and supported to grow in their spirituality and faith. They had an opportunity to prioritise the spending on technology in classrooms, with a focus on upgrading panels to be interactive (touch-screen) throughout the school and purchasing laptops 1:1 in Year 2 to support their readiness for the earlier NAPLAN timeframe in Year 3. Parents also gave their opinions on learning spaces around the school, prioritising sporting equipment and more shade for the top playground space. This information will be valuable in helping us create our budget for 2026, allocating available funds with this community input.

Student satisfaction

In 2025, St Patrick's students in Years 2-6 participated in a project checking in on their wellbeing and feelings when at school. While any data and feedback given was anonymous, students had the option of contacting a staff member through the project if they wanted someone to check in with them and also had the opportunity to give insight on how they were feeling and why.

Teacher satisfaction

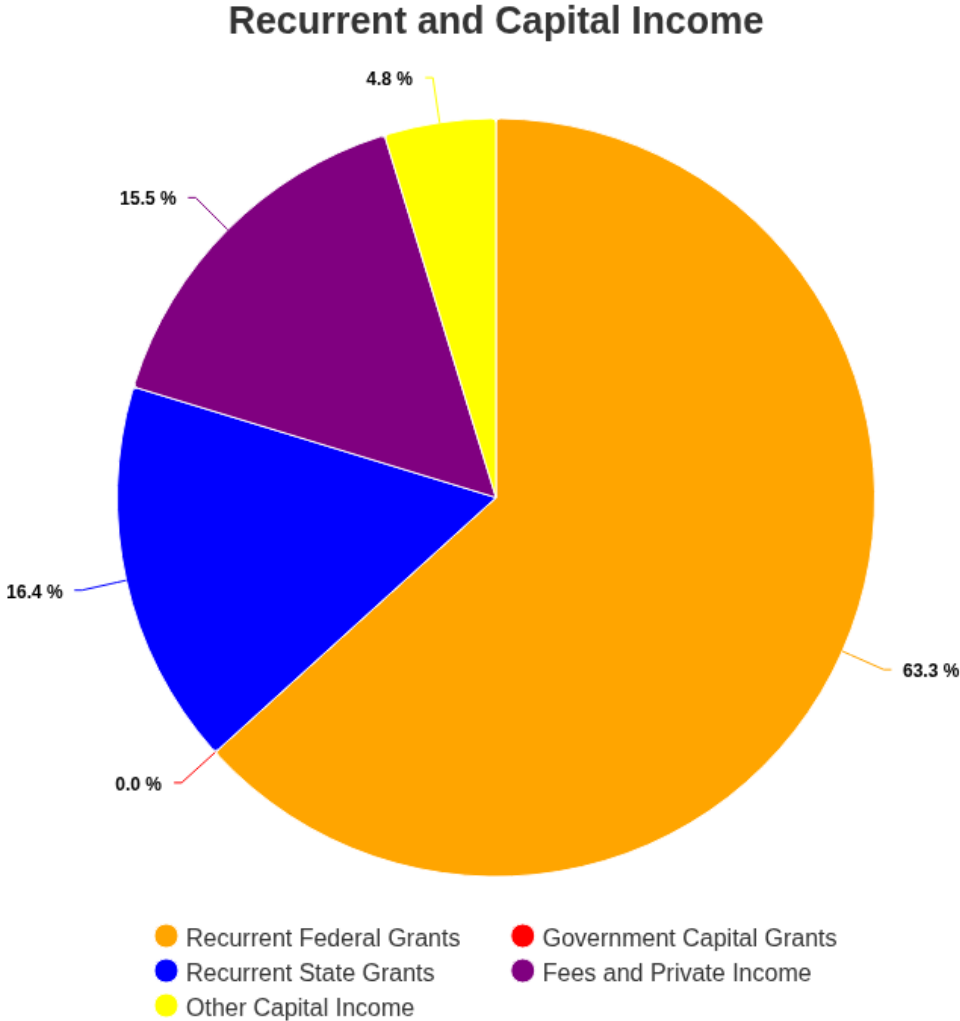
Teachers also had an opportunity to feedback about working conditions at St Patrick's in 2025 through a Staff Engagement Survey. This survey focused on how teachers were feeling about various aspects such as engagement, wellbeing, progress, values, learning and development and teamwork to just name a few. The St Patrick's Wallsend staff results were

positive and very favorable in most areas. Some staff said they would like to know more about career opportunities. This is something that can be addressed in 2026.

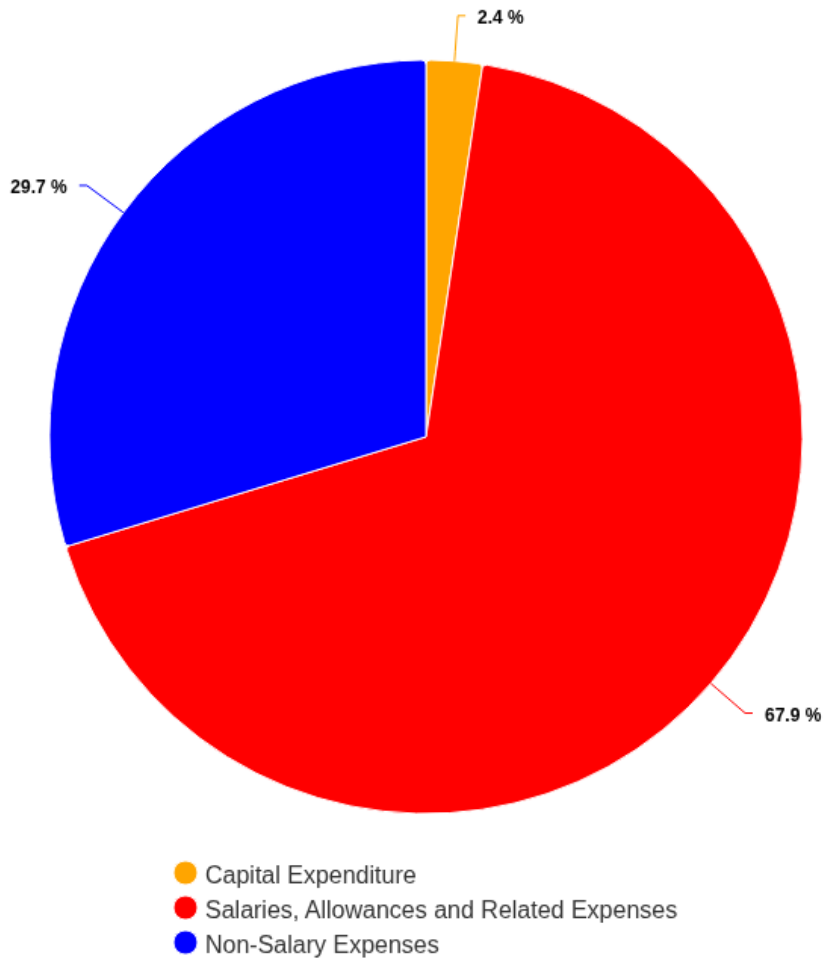
Financial Statement

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