



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2025

## ANNUAL SCHOOL REPORT



### **St Patrick's Catholic Primary School**

Cnr York and Melbourne Streets, EAST GOSFORD 2250

Principal: Mr Kevin Williams

Web: [www.spegdbb.catholic.edu.au](http://www.spegdbb.catholic.edu.au)

## About this report

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St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and 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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

Our children continued to shine throughout 2025. Again, the positive, welcoming nature of the children brought with it a great attitude, a respect for others and a desire to include others and be their best selves. Celebrating our many Masses in our beautiful Church was certainly a highlight of the year.

Our parish's theme for 2025 was the "Year of Hope". We continued to be blessed by the pastoral leadership of Father Greg and Father Bronek who helped embed a culture of worship and prayer at St Patrick's. Our parish offers an alive and vibrant worshipping community with tremendous opportunities for the youth. At the end of 2025 we were very pleased for Father Greg on his election as Superior of the Salvatorians (Australia) but it means that he will be leaving our parish in the new year to take up his post in Perth.

As a teaching staff we developed our *Collective Purpose* of "High levels of learning for all students". Our *Vision* was co-created in which we dedicated ourselves to being a high-performing Catholic Professional Learning Community. Teaching staff constructed our *Teachers' Collective Commitments*: actions to which we are committed in order to help realise our Vision. Likewise, the Leadership Team constructed the *Leadership Team's Collective Commitments* to help guide and support our school's journey. Late in the year, parents created the *Parents' Collective Commitments*: commitments that reflect parents' responsibility in helping our school improve.

Our Hospitality Team generously organised a series of events throughout the year in support of our school, e.g. Mother's Day and Father's Day Breakfasts, Kinder Welcome Morning Tea, Kinder Transition Morning Tea, the Family Welcome BBQ. Our P&F continued to work diligently in order to support both the school and parish. School discos proved very popular with the children.

### Parent Body Message

In 2025, the P&F continued to strengthen its role as a vital connection point between families, the school, and the parish. We remained focused on creating a welcoming environment where parents feel confident sharing ideas, offering feedback, and working alongside us to enrich the experience of every child at St Pat's. The growing number of new parents stepping forward has been especially encouraging, and their enthusiasm gives us great confidence in the future direction of the P&F.

2025 was a year of progress, change and the occasional challenge for the P&F as we worked through the many functions we perform whilst also preparing for the exciting renovations to our campus.

Alongside our regular commitments - Mother's Day and Father's Day stalls, school discos, teacher appreciation events and more, we also continued to deliver on our school cultural initiative to celebrate the diversity within our parish and school. We again utilised the wonderful Kerala community and on this occasion witnessed some incredible cultural dancing and heard some prepared words from local community leaders. We will look to expand this further in 2026 and are actively trying to recruit other cultures to supplement this popular event.

One challenge we are working through is the ability to confirm external food options, as this requires careful consideration of safety, compliance, and school policy (not to mention volunteers). As we move into 2026, I am delighted to confirm that due to the diligence and involvement of some fresh parents, we have a viable option that may tide us over until the new campus is built.

We still encourage enthusiastic participation in our meetings and activities as we simply cannot do it without volunteers - our executive committee works so hard as it is.

### **Student Body Message**

Many students love St Patrick's Catholic Primary School because of the endless opportunities it provides to grow and thrive. Our school welcomes every culture and background from various parts of the world with open arms. Events in 2025, such as Reconciliation Week and Harmony Day created an inviting atmosphere for everyone.

Through Holy Week our connection with Jesus has deepened. Year 4 celebrated their first Reconciliation and Holy Communion during the year. These are precious moments for the whole school community.

With the school's major building project commencing we are beginning to experience a number of significant changes. We look forward to the construction of new buildings for our learning. This change is to develop a more supportive environment for the students and staff of St Patrick's.

Throughout 2025 we have enjoyed having fun in the various activities our school offered this year, like Youth Ministry, Mini Vinnies and Choir. 2025 was truly a remarkable year filled with many memorable experiences.

## School Features

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Our school is a K-6 Catholic Primary school within the Diocese of Broken Bay. We are part of the Gosford parish and the children who attend our school emanate from surrounding suburbs including Springfield, Gosford, Gosford East, Mangrove Mountain, Somersby, Peats Ridge, Green Point and Erina. Our school is a dual campus school (Victoria St and Melbourne St) founded in 1960. We have a healthy P&F whose vision is to strengthen the relationship between school, families and our parish.

Prominent in our school are the wonderful students whose kindness, empathy and resilience are obvious. The children are supported by trusting, positive families who enjoy building the community spirit of our school. Our dedicated and talented teachers provide a safe and encouraging environment where our children's faith, learning and wellbeing flourish. Our parish, under the pastoral leadership of our priests, continue to bless and strengthen our community's relationship with Jesus.

We enjoy a strong relationship with both St Joseph's Catholic Secondary College and St Edward's Catholic Secondary College. Year 10 students from both high schools generously supported our school by volunteering to help with literacy skills in K-2 classes.

Outside of an explicit curriculum the children are offered opportunities to be involved in debating, public speaking, music tuition, band and myriad sports. Year 6 travel to Canberra for their annual excursion with Year 5 enjoying the annual camp at Point Wolstencroft.

At the conclusion of 2025 hoarding was erected on the Victoria St Campus in readiness for the commencement of the \$15 million building project.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
190	194	158	384

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2025 was 90.60%. 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	91.59	91.13	91.09	90.26	91.48	87.72

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	36
Number of full time teaching staff	16
Number of part time teaching staff	10
Number of non-teaching staff	10

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	24

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Inspired by the school's motto, "*Trust in the Truth*", staff are committed to form and nurture students to be disciples of Jesus, living their faith through the daily actions of loving and caring within a welcoming Catholic community. Our system's new Strategy, "Shaping Tomorrow, Together in Faith" was launched in early July. At the centre of the strategy was our commitment to accompany students, families and staff to know Christ, and to grow in faith.

Under the leadership of Bishop Anthony, our Principal, Mr Williams and Assistant Principal, Mr Franklin joined 50 other System Leaders in a pilgrimage to Poland and Rome. Following in the footsteps of St John Paul 2 and journeying through the Holy Doors of the 4 main Basilicas in Rome was fundamental to the significance of the pilgrimage.

Catholicity resonates in all aspects of school life. Celebrating school, family and parish masses, prayer, classroom liturgy, Feast Day celebrations, social justice initiatives and Reconciliation are all experiences that contribute to the faith formation of students and

strengthen their relationship with God. Parents are welcomed to all our celebration Masses and class liturgies.

School prayer at the beginning and throughout the day contributes to the religious dimension of the school and, central to each classroom, are prayer tables, displaying the signs and symbols of the school's Catholic identity.

The new K-6 Religious Education Syllabus introduced in 2021, is based around Luke's narration of the 'Journey to Emmaus.' The principals of accompaniment, encounter and life-altering transformation that is found in the risen Christ provide teachers of Religious Education with a model that nurtures students "To know Christ and to grow in faith", engaging students of all ages to recognise, respond and be transformed by Jesus just as the two disciples were. It resonates with Bishop Anthony Randazzo's desire for children to be offered the gift of faith and to "fall in love with Jesus." The method of "Storytelling" using concrete materials to tell the stories from the bible, is a central component of all the K-6 Religious Education units.

Staff also engage in weekly prayer at staff meetings as well as participating in spirituality days and faith formation courses every year. This year all staff completed a 6-week program entitled "Called" focused on the call to evangelisation. Our spirituality day at the end of Term 3 was led by Chris Lee who is the head of Head of Clergy & Parishes Broken Bay. During this day the focus was upon mission and discipleship, examining current Church information and data to further our understanding of the co-responsibility we have as teachers to accompany people in their faith journey.

## 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our school's framework of working as a Professional Learning Community evolved. The 3 Big Ideas of a relentless focus on learning, a collaborative culture and a focus on results provided an umbrella under which we were constantly "learning by doing". Through the lens of Curriculum ("know the syllabus and what to teach"), Assessment ("know how to assess and what to do with the data") and Pedagogy ("know how to teach it") coupled with the 4 Critical Questions of Learning (What is it we the students to learn? How will we know our students are learning? How do we respond when some students don't learn? How do we respond when some students are already proficient?) we used the implementation of new curriculums in Religious Education, English and Mathematics to build a strong, shared understanding among teachers. Our system's development of a Pedagogical Framework, Approach to Assessment and CSBB Curriculum in conjunction with AERO's Learning and Teaching Model complemented the school's daily work and heavily influenced the professional learning.

We ascertained our Collective Purpose as "high levels of learning for all students". We defined high levels as "grade level or better". A team of teachers collaboratively developed our school's Shared Vision. In 2025 we developed Teachers' Collective Commitments and ensuing actions that mirrored the school's Shared Vision helping us achieve the Collective Purpose. The Leadership Team and Parents also co-created Collective Commitments aimed at helping our school move from good to great.

In reflecting upon our answer to Question 3 (How do we respond when some students don't learn?) our Response to Intervention (RTI) team shared professional readings, consulted staff and developed a shared understanding. RTI has been filtered throughout the school as we determine an appropriate, collective response for when some students don't learn a particular concept.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 Catholic 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	90%	54%
	Reading	79%	66%
	Writing	74%	76%
	Spelling	79%	62%
	Numeracy	63%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	63%
	Reading	82%	73%
	Writing	82%	65%
	Spelling	71%	69%
	Numeracy	70%	69%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

Parents continue to express confidence in the school's commitment to providing a high-quality Catholic education that supports the academic, spiritual and social development of every child. Families value the strong focus on learning and student wellbeing and recognise the school's efforts to create a learning environment where students feel safe, supported and challenged to achieve their best.

Feedback from parents highlights the importance of the collaborative partnerships that exist between home and school. Families appreciate the regular communication provided by staff and through the weekly newsletter as well as the opportunities to engage in their children's learning journey. Parents acknowledge the dedication of teachers in responding to the diverse learning needs of students and in implementing evidence-informed teaching practices that support student growth and achievement.

The school's commitment to fostering a welcoming and inclusive community remains highly valued by families. Parents appreciate the opportunities for students to participate in a broad range of academic, sporting, cultural and faith-based experiences.

### Student satisfaction

Students at St Patrick's continue to report high levels of engagement and connection to school life, valuing the opportunities available to learn, grow and contribute to the community. Students appreciate the supportive relationships they have with their teachers and peers and feel a strong sense of belonging within the school environment.

The school provides a range of opportunities for students to develop leadership skills, exercise student voice and contribute positively to decision-making. Through leadership initiatives and service opportunities, students are encouraged to take responsibility and make meaningful contributions to the school community.

Students value the diverse learning experiences and extracurricular opportunities available to them, including sporting, cultural, academic and faith-based activities.

Recognition of student achievement remains an important aspect of school life. Students appreciate the many opportunities to celebrate academic effort, personal growth, positive behaviour and contributions to the community. These experiences contribute to a positive school culture where students feel encouraged, supported and motivated to achieve their personal best.

### **Teacher satisfaction**

Staff continue to demonstrate a strong commitment to the mission and values of the school and take pride in fostering positive learning environments that support the growth and wellbeing of all students. Teachers value the collaborative culture of the school, with opportunities to work alongside colleagues in job-embedded, professional learning with a focus on high levels of learning for all.

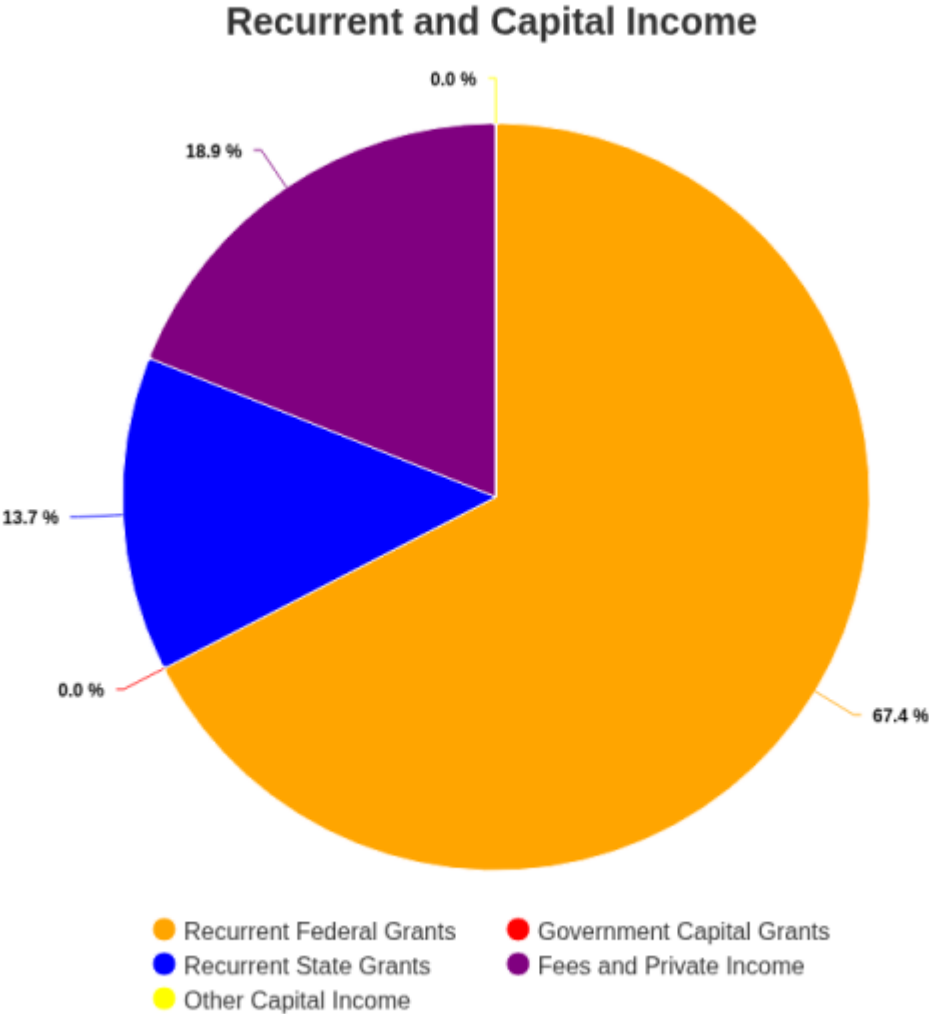
Staff appreciate the support provided by school leadership and the opportunities to engage in meaningful professional development that strengthens teaching practice and student outcomes. Teachers are committed to ongoing learning and reflective practice, ensuring they remain responsive to the diverse needs of students and the evolving educational landscape.

The positive relationships that exist among staff, students and families contribute to a supportive and inclusive school community. Staff report a strong sense of belonging and shared purpose, with a collective commitment to providing high-quality Catholic education and promoting success for every learner.

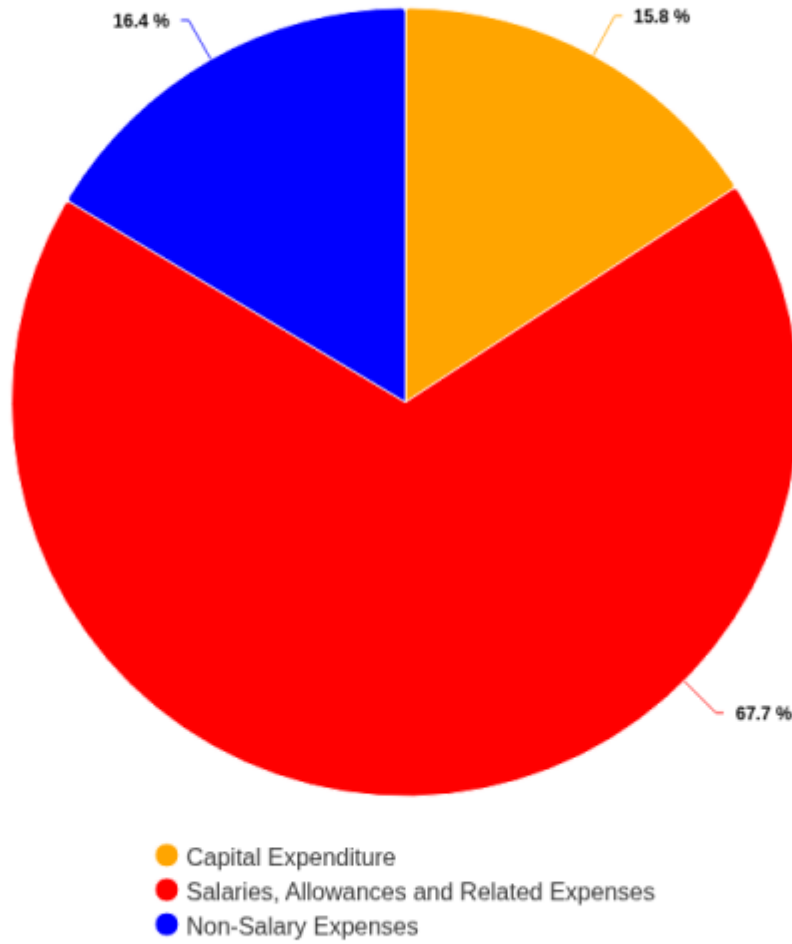
# Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



### Recurrent and Capital Expenditure



END OF 2025 REPORT