

2025

Annual Report to the School Community



Our Lady's School

White Street, WANGARATTA 3677

Principal: Cassie Lynch

Web: www3.olwangaratta.catholic.edu.au

Registration: 1591, E Number: E3040

Principal's Attestation

I, Cassie Lynch, attest that Our Lady's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Apr 2026

About this report

Our Lady's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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](#).

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Identity Statement

‘Embracing a compassionate and dynamic community, through strong gospel values, quality education and promoting respect for all.’

‘Our Lady’s is a faith community built on the Brigidine traditions to provide quality education and respect for all.’

Vision Statement

We firmly believe that Our Lady’s is a school in which:

The values of Jesus Christ touch the personal life of the child, where he/she is able to experience people who manifest qualities of love, forgiveness, patience, compassion, tolerance and justice.

A strong foundation of faith is honoured; reflecting the teachings of the Gospels and the Brigidine charism.

A strong Catholic community is fostered where respect for ourselves, others, environment, heritage and Church is created and nurtured.

Each individual is given the opportunity to develop to their full potential through quality teaching and learning experiences with consideration of differences between individual needs and aspirations.

School Overview

Our Lady's Primary School was established in 1958 to serve the families of the newly formed Parish Of our Lady Mother of God in Wangaratta South. The formative years of the school were successfully guided by the caring hand of the Brigidine Sisters. It was a time of great growth in this part of Wangaratta and the enrolments at the school grew to well over 200 students. In the 1980's the numbers slowly declined and at one point in the mid 1990s enrolments fell into the 60's. In recent years enrolments have grown to and maintained around 100 students.

The area around Our Lady's has been identified as a low socio-economic area and many of the children present with challenges in some areas of wellbeing and learning. At Our Lady's, we use trauma informed practice to support our students. Trauma informed practice supports all students with self-regulation strategies. Support programs are in place to deal with developing oral language, social skills, addressing positive behaviours, speech therapy, occupational therapy, development in reading and gathering supportive information about the growth in student learning.

In 2015 a major refurbishing of the school was undertaken with all learning areas being redeveloped. In 2021, a refurbishment completed the upgrade to the school office area and school entrance. Our Lady's is a beautiful school where children feel proud and embrace individuality.

Principal's Report

The 2025 school year presented Our Lady's Primary School with many opportunities to learn, grow, and reflect as a school community. With the implementation of the Magnify program across all Sandhurst schools, we were privileged to engage in a range of high-quality professional learning opportunities that strengthened our collective skills and knowledge and positively impacted the learning and environmental culture at Our Lady's.

Staff and students wholeheartedly embraced the Magnify motto of "know better, do better", working together to explore and implement evidence-based practices from Foundation to Year 6. The gift of high-quality, research-informed professional learning had an immediate impact across our school, with a strong and unwavering commitment to prioritising literacy and numeracy evident in every classroom.

All teaching staff accessed targeted professional learning at the end of 2024, ensuring that from the very first day of 2025, change was confidently embraced. With the implementation of InitialLit in the junior school, staff were able to effectively group students and target learning from day one. In Years 3–6, teachers embraced Ochre Literacy, with students engaging enthusiastically in novel studies and responding positively to a renewed approach to learning and text engagement.

Across Foundation to Year 6, a consistent and low-variance approach to numeracy was implemented through Ochre Numeracy, strengthening teaching practice and supporting student learning growth.

Students responded positively to the changes within their classrooms, developing a strong sense of agency and seeing themselves as empowered learners. Through our work with Knowledge Society, staff and students collaborated to co-create a shared set of expectations, providing a clear and consistent foundation to guide our school community into the future. Classroom Mastery allowed staff to see and implement consistency across our school. This meant that students were clear on expectations from all staff, regardless of the class they were in.

In 2025, students were also provided with many opportunities to connect with peers, teachers, and the wider community. These experiences included Beginning and End of Year Masses, Mother's Day and Father's Day Liturgies, camps and excursions, Catholic Education Week, Sacramental programs, Book Week, whole-school and Years 3–6 sports days, swimming programs, and many other engaging and enriching activities that supported the holistic development of every child.

In closing, I wish to acknowledge just how proud I am of every stakeholder within our community to embrace the changes made at Our Lady's.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, Our Lady's set the following goal in the area of Catholic Identity & Mission;

As a staff and community, revisit and revise the current vision and mission statements, developing an understanding of our school charism.

Our Lady's will do this through;

- Revising our identity statement
- Revising our vision statement

Due to the focus of our work being placed in the successful implementation of all elements of Magnify Sandhurst, the decision was made to hold over the task of revisiting our existing documentation. With the creation also of the CESL Covenant, we held off any work in this area to align with these changes.

Achievements

In 2025, we were able to;

- Continue to embed the relationship between the Parish Priest & Catholic Identity Leader
- Connect and support the Parish with continual implementation of the Sacramental Program
- Continue to be present in the Parish with class regular attendance at Parish Masses
- Support the Parish with significant Masses including Sacramental Masses with staff, student and community attendance
- Examine our Brigidine history and story of who we are to best understand our school culture
- Explore Catholic Social Teachings to embed these into our School Wide Positive Behaviour Program so all students and staff gain an understanding of these
- Continue to be invitational with our families, embracing the Catholic Identity of our school through various celebrations.

Value Added

In 2025, we were able to continue to;

- Support various Social Justice causes, using our Grade 6 Leadership Group to help facilitate fundraising events such as Project Compassion, St. Vincent De Paul Winter Appeal
- Celebrate Catholic Education Week as a whole school community, coming together in multi-age groups to participate in various activities to acknowledge who we are
- Continue to celebrate significant Masses whilst trying to engage our school community with these events also.
- Gather our community to share meals, strategically placed following our Mass events.

Learning and Teaching

Goals & Intended Outcomes

In 2025, Our Lady's set the following goal in the area of Learning & Teaching;

Implement a comprehensive, low variance curriculum, with consistency, across the school.

Our Lady's will do this through;

- Prioritising the learning of literacy and numeracy across the school, aligning practice to Magnify Sandhurst.
- Engaging in professional learning in InitialLit, then apply this knowledge to provide our students with a targeted, systematic phonics program (F-2)
- Engaging in ongoing professional learning around Ochre, embedding a low variance curriculum in literacy (3-6)
- Embedding with fidelity the strategies and curriculum delivery materials provided by Ochre (Literacy 3-6 & Numeracy F-6)
- Commencing an inclusive intervention program, based on student data from F-6

Achievements

In 2025, Our Lady's was able to;

- Use teacher planning to evidence the use of both Ochre & MultiLit.
- Change in classroom practice to show an embedding of Ochre content materials.
- Participate in collegial conversations on an ongoing basis including PLT, Small School Check ins.
- Participate in Professional Development sessions & implementation of learning evidenced in planning, teaching.
- Implement an inclusive intervention program, based on student data from F-6.
- Use a wide variety of assessment tools F-6.

Student Learning Outcomes

According to our NAPLAN Data, 42% of our Year 3 students received a proficient score in Reading. In writing with Year 3, 67% of students received a proficient score.

Due to the cohort size & participation rate, our Grade 5 data was unable to be analysed into a percentage score.

Our Lady's continues to respond to this data by exploring consistent teaching practices across the whole school.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	318	25%	*	*
	Year 5	*	*	*	*
Numeracy	Year 3	345	33%	*	*
	Year 5	*	*	*	*
Reading	Year 3	344	42%	*	*
	Year 5	*	*	*	*
Spelling	Year 3	317	25%	*	*
	Year 5	*	*	*	*
Writing	Year 3	368	67%	376	64%
	Year 5	*	*	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

In 2025, Our Lady's set the following goal in the area of Student Wellbeing;

To enhance the school positive behaviour culture to support student and staff wellbeing.

- Continue to embed the SWPBS framework to ensure all staff are consistent with reward and consequence.
- Through the professional development undertaken with Knowledge Society, create a Behaviour Curriculum to support our students to understand school wide expectations.
- Create consistency between staff to support students to understand the high expectations placed on them throughout the school.
- Continue the teaching of the Rights, Resilience & Respectful Relationship program F-6 partnered
- Continue our journey with the Mental Health in Primary Schools Program.

Achievements

In 2025, we were able to;

- Continue our involvement in the Mental Health in Primary Schools Program, allocating a leader to this area and participating in professional learning.
- Begin to explore evidence based strategies/programs which inform our understanding of Mental Health & Wellbeing amongst our students.
- Consistently embed the teaching of Rights, Resilience & Respectful Relationship program from F-6.
- Continue to participate in the Wangaratta Catholic Schools RRRR Cluster, with Galen as our Lead School.
- Engage our Grade 5 students in a Respectful Relationship forum, supported by Galen & supported by Grade 6 leaders from the RRRR Cluster.

Value Added

In 2025, we were able to continue to;

- Use SIMON to track student behaviour incidents, pastoral wellbeing observations and unpack data on a regular basis.

- Support our cohort of students with the adjustments required to be successful, including our 1-1 supervision students.
- Adjust learning & teaching practices to foster inclusion for all, including the adapting of activities to ensure all were involved.
- Continue to develop whole staff clarity around SWPBS.
- Through Knowledge Society, develop a Behaviour Curriculum to target our students at their point of need.

Student Satisfaction

According to our school survey data provided through ORIMA, the student data indicated the following strengths for our school;

- high expectations
- increased perceptions of the social and learning climate of the school
- a strong lens on Catholic Identity

Student Attendance

Attendance data is collected twice daily via an electronic platform SIMON. Parents can notify the school of their child's absence via the phone, email or in a written note. These absences are recorded on the electronic roll by the administration officer or classroom teacher. Parents are required to provide reasons to account for a child's absence from school.

All unexplained absences are followed up by our administration team in a timely manner on the day of the absence. If contact cannot be made with the primary carer of the child, emergency contacts are called to ensure the safety and wellbeing of our students.

Attendance at school is promoted via various platforms, celebrated at assembly and discussed as a student cohort on a regular basis. Classroom teachers actively promote and encourage full school attendance with the motto 'all day, every day.'

Data is regularly reviewed by the Principal to explore data trends and low attendance data. In the case of unsatisfactory attendance, a meeting will take place between the Principal & parent/guardians.

Strategies are discussed and implemented with parents/guardians to ensure school attendance. For children on personalised learning plans, attendance goals are created, discussed and signed off with all parties. Any further action or support will be decided upon after consultation with the Principal.

Average Student Attendance Rate by Year Level	
Y01	91.36
Y02	90.02
Y03	85.14
Y04	87.47
Y05	87.78
Y06	84.83
Overall average attendance	87.77

Leadership

Goals & Intended Outcomes

In 2025, Our Lady's set the following goal in the area of Leadership;

- Successfully implement and prioritise the various elements of Magnify Sandhurst across the school, from F-6.

Achievements

In 2025, we were able to;

- Successfully commence the implementation of various elements of Magnify Sandhurst, including MultiLit, Ochre, Knowledge Society, Science of Learning, Steplab, Intervention.
- Support staff and students through the various elements of change.
- Resource the school for the most successful outcomes in order to support the implementation of Magnify.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Catholic Education Sandhurst Science of Learning PD • Catholic Education Sandhurst Staff Spirituality Day • Knowledge Society Day (Cohort 2 - Leaders) • Knowledge Society PD Day (Cohort 2 - Whole School) • Knowledge Society Visits (F-6) • StepLab Coaching Days • Catholic Diocesan Leadership Program (Middle Leader) • MacqLit & MiniLit Sage Intervention Training • First Aide Training (Whole School) • Membership and Training supported by the Australian Teacher Aide Professional Learning Platform (Learning Support Officers) • Participation at Catholic Education Sandhurst Professional Development opportunities including; ◦ Principal Network ◦ Principal Briefings ◦ Religious Education Network ◦ Learner Diversity Network ◦ Learning Leaders Network • Continued support for a staff member to complete Diploma of Auslan • Ongoing PLT's supported by CESL around Ochre, InitiaLit, Steplab, Data • SpellEx Training	
Number of teachers who participated in PL in 2025	12
Average expenditure per teacher for PL	\$300.00

Teacher Satisfaction

According to our school survey data provided through ORIMA, the staff data indicated the following strengths for our school:

- Increased perceptions of the overall social and learning climate of the school.
- Increased perceptions of the coherence of the school's improvement strategy

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	0
Bachelor Degree	4
Advanced Diploma	0
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	10.89
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	6.45
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

In 2025, Our Lady's set the following goal in the area of Community Engagement;

- Continue to engage with our parent and parish community in meaningful ways.
- Use platforms such as Facebook & Class dojo to interact with families, engaging them with everyday school operations.

Achievements

In 2025 we were able to celebrate the following events with our community;

- Beginning of Year Mass & End of Year Mass as a whole school community with strong attendance at both events
- Graduation Liturgy
- Shrove Tuesday Breakfast
- Easter Story Presentation
- Easter Egg Raffle
- Cross Country
- Mothers & Fathers Day Liturgy
- House Colours Sports Day
- Regular school assemblies
- Student attendance at Parish Mass

Parent Satisfaction

From the results, we found the following improvements;

- Increased engagement with the overall Catholic identity of the school.
- Increase in families' perceptions of how well the school matches their child's developmental needs.
- Increase in families' perceptions of the social and learning climate of the school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www3.olwangaratta.catholic.edu.au