



St Michael's Primary School

2024 Annual School Report



St Michael's Primary School
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Introduction

About the Annual School Report

St Michael's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Tracy Hoey

I am pleased to share with you the 2024 Annual School Report for St Michael's Primary School located in Baulkham Hills.

At St. Michael's, our guiding principles—Knowledge, Faith, and Love—are at the heart of everything we do. These values shape our mission to create a nurturing and supportive environment where quality education is our highest priority.

A key focus of our mission is the education of our students in the Catholic faith, which we view as a transformative force that empowers and enriches lives. Our curriculum is designed to be dynamic, intellectually engaging, and responsive to the evolving needs of our students in today's rapidly changing world.

We honour the value and dignity of every individual by promoting self-esteem, self-discipline, and a strong sense of responsibility. Inclusivity is integral to our school community and we are proud to foster active involvement and support from all members in every aspect of school life.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

At St Michael's Primary School, we highly value the involvement of parents in our school community.

We warmly welcome parent volunteers to share their time and talents in supporting our students. Over the year, parent helpers have made a significant impact by assisting with excursions, book clubs, sporting events, and offering valuable support in the classroom, especially with reading and writing activities.

Effective communication with parents is facilitated through various channels, including our fortnightly school newsletter, emails and our school's communication platform, Compass.

Our Parents and Friends Association (P&F) is a vibrant and engaged group of parents who play an integral role in our school community. They organise special gift stalls for occasions like Mother's Day and Father's Day and host various fundraising activities. These events not only raise funds to enhance the welfare and learning environment of our students but also foster a sense of community, belonging and collective ownership within our school.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own

experience of school. The results will be used to look at further improvements at the school.

From the Students

At St Michael's our student leaders are elected by their peers and teachers. There were twenty-two leaders with specific roles. Their leadership responsibilities included acting as ambassadors at various in-school and out-of-school functions, assisting at our weekly assembly, carnivals and community-building events. Our Year 6 students were also inducted as leaders in a commissioning ceremony. They have been excellent role models to the rest of the school.

The students have access to a vast range of resources, well-equipped classrooms, technology to support and enhance their learning and beautiful playgrounds. Students have a running track, soccer nets, covered seating, half basketball court, climbing equipment and outdoor musical instruments to play with during their break times.

Students have the opportunity to be involved in school musicals and performing arts showcase nights that highlight the singing, dancing and musical talents of our students.

Students were also able to participate in a range of out-of-school activities such as the Voice of Youth competition, Diocesan Cross Country, Basketball, AFL, Swimming, Soccer, Cricket and Rugby League Gala days.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

St Michael's Primary School, Baulkham Hills, is a Catholic, systemic school in the parish of Baulkham Hills within the Diocese of Parramatta. The history of the school dates back to 1800 when land at Baulkham Hills was granted to a group of settlers. In 1849, Archbishop Polding purchased some land and laid the foundation stone for a church dedicated to St Michael. The church was extended in 1924, with stone from the 'fired ruins' of St Mary's Cathedral. The school was established in 1971 by the Sisters of Mercy with an enrolment of 73 students. During the past years the area and consequently the School and student population has continued to grow. All staff members have appropriate teaching qualifications from universities or institutions of higher learning. The parish priest and the assistant parish priests are extremely supportive of the school and its activities.

Location / Drawing Area

St Michael's Primary School, established in 1971, is one of the largest systemic primary schools in the Diocese of Parramatta Baulkham Hills, a district in the northwestern suburbs of Sydney. Although our School serves the Parish community of Baulkham Hills, St Michael's Primary School welcomes all students who are seeking an education that embraces the Catholic Enrolment availability. Enrolments are accepted and processed according to Enrolment Policy Criteria. Most of the students continue their education at Gilroy College after completing Year 6. A small percentage, however, move onto various high schools including Oakhill College Castle Hill, Our Lady of Mercy College, Parramatta, Catherine McAuley Westmead, Mount St Benedict College Pennant Hills and Parramatta Marist High School Westmead.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	64
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	30
Number of part time teaching staff	17
Number of non-teaching staff	17

Total number of teaching staff by NESA accreditation level

Teachers at the school 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 contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Michael's Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- In the curriculum area of English, the main focus of professional learning was implementing the new 3-6 English syllabus.
- In the curriculum area of Mathematics, the main focus of professional learning was implementing the new 3-6 Mathematics syllabus.
- Other professional learning included the implementation of our Wellbeing initiatives such as The Hub and Pivot.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Caritas Australia Project Compassion Appeal during Lent.
- Our annual school fundraiser raised money that was donated to the Mercy Works Foundation.
- Mini Vinnie's group raised awareness in supporting the Jesuit Refugee Service (JRS).

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff unpacked the Three Worlds of Scripture.
- Staff participated in a professional learning day focusing on the New Religious Education Curriculum: Walking Together.
- The continuation of a Faith in Action Team (FIAT) provided staff with insights into contemporary Religious Education and formation.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (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 carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	88%	66%
Writing	96%	77%
Spelling	79%	61%
Grammar and Punctuation	75%	54%
Numeracy	81%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	88%	71%
Writing	88%	67%
Spelling	87%	68%
Grammar and Punctuation	85%	65%
Numeracy	89%	68%

Student Profile

Enrolment Policy

St Michael's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
380	329
Total Enrolments: 709	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	93%
1	93%	5	94%
2	93%	6	92%
3	94%	School Average: 93%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	285
Students with disabilities (SWD)	103
Aboriginal and Torres Strait Islander	5

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Michael's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Introduction of the Pivot survey and SchoolTV platform.
- Regular assemblies recognising student achievements.
- Implemented the Check In and Check Out (CICO) wellbeing intervention.

St Michael's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Michael's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused teaching and learning sequence aligned to PBS4L that identifies what a respectful learner looks like.
- Year 6 students visited Parliament House and the War Memorial.

- Participated in Harmony Day celebrations that recognised our diversity and the different backgrounds within our community.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents believed that the partnership between school and families was strong and effective.
- Parents believed that they are welcomed and informed.
- Parents believed that the school was focused on school improvement and learning.

Areas of strength from the student feedback include:

- Students felt safe when they were at school.
- Students believed that they are receiving quality instruction and have positive relationships with their teachers.
- Students were positive about their ability to learn and grow as individuals.

Areas of strength from the staff feedback include:

- Staff believe communication is open and honest.
- Staff believe that their leader's behaviour is consistent with their organisation's Catholic mission.
- Staff trusted their leader.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Implementation of new pedagogies as a result of the new English and Mathematics syllabuses.	Still Working Towards.
Priority 2	For there to be an improvement in student wellbeing.	Achieved.

Projected School Priorities		
Priority 1	For students to be challenged in their thinking, in order for them to be extended further in the areas of English and Mathematics.	
Priority 2	Teachers to be explicitly teaching in all Key Learning Areas.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$7,342,265
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,933,890
Fees and Private Income ⁴	\$1,919,339
Other Capital Income ⁵	\$350,870
Total Income	\$11,546,364

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$331,656
Salaries and Related Expenses ⁷	\$8,770,478
Non-Salary Expenses ⁸	\$3,013,521
Total Expenditure	\$12,115,655

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses