



St Michael's Primary School

2024 Annual School Report



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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 Mrs Lisa Gerrard

I am proud to present the 2024 Annual School Report for St Michael's Primary School, Blacktown South.

Our story began from very humble beginnings in 1962 by the Sisters of Mercy. The following year, the Presentation Sisters from Lismore were invited to be responsible for the school.

Education at St Michael's Primary School is based on developing and nurturing the whole child in the Catholic tradition in order for the students to become lifelong learners who interact positively with others and with the world around them. Our educational belief is that all children can learn.

We are a Christ-centred Catholic faith and learning community who look to St. Michael and Venerable Nano Nagle to guide us on our journey and help us on our way as we live out the values of faith, hope and love to be the best people we can be.

We aim to bring to life our school motto 'Love one another as I have loved you', not only through words or speech but with action and in truth. The students aim to be safe, respectful learners. This is the philosophy that drives all that we do and the way that we do it. We believe in the love of God and aim to foster the love of one another. We encourage respect of self and others through positive relationships and foster the Catholic values, which Jesus lived, such as service, mercy, reconciliation and compassion. We celebrate the value and individuality of each person and our hope is to develop young people who will go on to make a real difference in our world.

We believe that our purpose and identity flows strongly from within the Mary Queen of the Family Parish and consider our work here as being integral to the broader Parish and Church community.

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

St Michael's Primary School parent body has a long tradition of support for the growth and building of our community.

Our parent body works with the school to address important issues that affect the students and families such as technology upgrades, uniforms, road safety, facilities and community relationships.

We believe that the students at St Michael's will thrive through the ongoing open dialogue and relationship we build with our parents and carers. Support for

fundraising activities and events continued and we appreciate the generosity of our community.

We look to 2025 full of parent involvement in all activities.

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 Primary School, our students play a vital role in the day-to-day life of the school. All Year 6 students are part of leadership portfolios and lead Outreach, Technology/Media, Environment, Sports, Positive Behaviour Support For Learning (PBS4L), Wellbeing and Library. They also mentor the Year 5 students in preparation for their leadership responsibilities in the coming school year, as well as buddy with the Kindergarten students.

Students in Years 1 to 6 are elected to be part of the Student Representative Council. This gives an opportunity for student voice to be heard on a regular basis.

A highlight of 2024 was the number of students from across all grades who displayed leadership in terms of social justice, fundraising and awareness raising.

The students take great pride in their school and work together to make it a happy and safe place to learn and grow.

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 was established in 1962 by the Sisters of Mercy, who handed responsibility of the school over to the Presentation Sisters the following year. The Presentation Sisters served the St Michael's Primary School community with courage, determination and dedication until 1997. The charism of the Presentation Sisters is still visible in the school today. The school motto Love One Another was established as the final instruction given by Nano Nagle to the order of Presentation Sisters, which she founded. In 2022, St Michael's Primary School is a four-stream school with 700 students. Through the commitment and determination of families, staff and parishioners, the school has gone from strength to strength. A strong tradition of providing a high quality Catholic primary school education has been established and maintained.

Location / Drawing Area

St Michael's Primary School is a co-educational Catholic systemic school in the Diocese of Parramatta. It is the centre of learning from Kindergarten to Year 6. Located in Blacktown South, the school consists of a high percentage of children from non-English speaking backgrounds and draws on students from Blacktown, Prospect, Doonside and Minchinbury. It serves the parish of Mary Queen of the Family, that includes St Michael's and St Patrick's Churches. As the population of Blacktown continues to grow and expand, we can look towards an encouraging future where Catholic education can evangelise and spread the Word of Christ.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	67
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	32
Number of part time teaching staff	13
Number of non-teaching staff	22

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:

- For all students to be challenged at their Zone of Proximal Development to select and use efficient strategies and stage-based mathematical language when problem solving.
- By the end of 2024, students will become more skilled and confident in participating in a variety of prayer and liturgical experiences in a creative manner.
- To improve students' pro-social behaviours to support learning and interactions in the learning spaces and on the playground

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:

- Supporting Caritas through Project Compassion. Students created posters to promote this initiative.
- FIAT team promoted prayer by facilitating prayer groups for students during lunch time.
- Supported local community and charities through the Vinnies Winter and Christmas appeal and the opening of St Hedwig's Retirement Village.

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:

- Spirituality Day at The Shrine of the Holy Innocents in Kellyville. Staff participated in a range of prayer experiences to deepen their understanding.
- Incorporated and extended prayer experiences during professional learning meetings to provide teachers with experiences to use in the classroom.
- Unpacking the new Religious Education Curriculum - Encountering Jesus.

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	75%	66%
Writing	92%	77%
Spelling	71%	61%
Grammar and Punctuation	67%	54%
Numeracy	74%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	71%
Writing	74%	67%
Spelling	76%	68%
Grammar and Punctuation	60%	65%
Numeracy	71%	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
343	326
Total Enrolments: 669	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	90%	4	89%
1	93%	5	92%
2	91%	6	91%
3	92%	School Average: 91%	

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)	505
Students with disabilities (SWD)	148
Aboriginal and Torres Strait Islander	10

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:

- Preparing for relaunch of our PBS4L framework with new mascot and reward system.
- Setting up outside calm spaces to support student wellbeing.
- Equipped and supported a cycle of outdoor games to encourage team building and fair play.

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:

- Continued to review our school rewards systems to ensure there was equity and consistency across the school and wider community.

- Celebrated NAIDOC week with a smoking ceremony and a yarning circle facilitated by a local indigenous elder Uncle Wes.
- Our Stage 3 students attended a GRIP leadership summit to learn how to be successful school leaders.

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:

- Our parents feel confident that St Michael's is a safe space for their children.
- Parents feel that their children feel included and treated fairly by our staff.
- Parents feel that the instruction in Religious Education helps their child respond to import life questions.

Areas of strength from the student feedback include:

- Our students feel that their schooling bears an important influence on their future.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Areas of strength from the staff feedback include:

- Our staff feel confident in their ability to differentiate the curriculum to facilitate student learning.
- Staff feel that they have a growing understanding of the new English and Mathematics syllabus.
- The new professional learning norms and protocols have assisted them in supporting good classroom practice.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve one year's academic achievement in reading by meeting or exceeding the end of year grade-level goals.	Still Working Towards.
Priority 2	For all students to be challenged at their Zone of Proximal Development to select and use efficient strategies and stage-based mathematical language when problem solving.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve students' depth of understanding of Scripture and build staffs pedagogical content knowledge in the implementation of Encountering Jesus learning sequences.	
Priority 2	Improve reading outcomes for students K-6 via the implementation of Initial Lit, Mini Lit and Mac Lit intervention programs to support student growth and deepening knowledge of the new English syllabus to design lesson sequences to support growth.	

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	\$8,065,189
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,123,455
Fees and Private Income ⁴	\$1,696,168
Other Capital Income ⁵	\$272,907
Total Income	\$12,157,719

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$313,077
Salaries and Related Expenses ⁷	\$9,510,655
Non-Salary Expenses ⁸	\$2,863,005
Total Expenditure	\$12,686,737

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