



St Nicholas of Myra Primary School

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2024 Annual School Report



Introduction

About the Annual School Report

St Nicholas of Myra 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 Miss Kirsty Reynolds

I am proud to present the 2024 Annual School Report for St Nicholas of Myra Primary School, Penrith. St Nicholas of Myra Primary School Penrith, was established in 1852. The school continued until 1880 when it became a convent school, conducted by the Sisters of St Joseph. In 1906, 1953 and 1969 new buildings were erected to serve the increasing population. In 2009, a new flexible learning space was built on the southern side of Higgins Street that provided spatial variety and enables small group, class and large group interaction. In 2010, a school hall was built to support the many and varying needs of the school community. In 2015, learning space were extended to include a wet area. In 2021, the final learning space and the playground were redesigned to include passive and active areas of play.

The motto of St Nicholas of Myra Primary School is Truth Through Learning. At St Nicholas of Myra, we are committed to be a Christ-centred community that provides an inclusive, holistic, high quality education which inspires students to explore, innovate and challenge themselves for an ever changing world. At St Nicholas of Myra, we have five core values. These values derive from the Gospel teachings of Jesus. They underpin all that we do in our learning spaces and playground. They are the essence of our Pastoral Care Policy when working with all people in the St Nicholas of Myra Community. These values of compassion, responsibility, respect, cooperation and justice help us to strive for greater excellence in all we do. We hope our leaving graduates will be active, curious, informed and responsible citizens who uphold their Catholic faith in order to flourish in an ever changing world.

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 Nicholas of Myra Primary School, we value the parents as the first educators of their child. We recognise and appreciate the great trust that is given to our school when the decision is made to enrol your child. The partnership between home and school is paramount to ensure we work together to educate the whole person. Parents are regularly involved in the learning spaces to assist students with their learning across all Key Learning Areas. Parents assist with school excursions, sporting gala days, cross country, athletics and swimming carnivals. Parents also assist with fundraising to help purchase school resources.

Commenced in 2014 the Parent Group formalised these key roles; Chairperson, Canteen Coordinator and Parent Stage Representatives. All of these roles are a one year commitment. The Parent Group meet three times a term to discuss ideas regularly

for fundraising, community building events and the principal consults with the Parent Group to seek different educational opinions and perspectives.

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

Our students have modern facilities, open staged agile learning spaces, resources to assist them with their learning and playing spaces at St Nicholas of Myra Primary School. We are fortunate to have the local parish onsite and have many opportunities for our students and their families to participate and assist with Masses, Sacramental programs, Reconciliation, liturgies and celebrations.

Students have many opportunities for leadership. This includes our Year 6 School Captains and Colour House Captains, along with our our Mission Leaders Student Representative Council (SRC) consisting of student leaders from Early Stage 1 - Stage 3. These student leaders are elected by their peers and the staff to be a part of the SRC. Their leadership responsibilities include organising and running assemblies; flag raising; special ambassadors to important events, school tours for new students and families and taking on various tasks as requested by the principal.

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 Nicholas of Myra Primary School Penrith was established in 1852. The school continued until 1880 when it became a convent school, conducted by the Sisters of St Joseph. In 1906, 1953 and 1969 new buildings were erected to serve the increasing population. In 2009, a new flexible learning space was built on the southern side of Higgins Street that provides spatial variety and enables small group, class and large group interaction. In 2010, a school hall was built to support the many and varying needs of the community. In 2015 we extended a learning space to include a wet area and a tiered multimedia room. In 2021, we upgraded the final learning space and redesigned the playground to include passive and active areas of play.

Location / Drawing Area

St Nicholas of Myra Primary School draws students from Penrith, Penrith South, Jordan Springs, Cambridge Park, Kingswood and Lemongrove. It serves the parish of St Nicholas of Myra, Penrith.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	29
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	13
Number of part time teaching staff	6
Number of non-teaching staff	10

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 Nicholas of Myra 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:

- Explore the Spirituality and Charism of the St Mary of the Cross MacKillop and the Josephite sisters.
- All students will demonstrate an improved ability to spell words correctly using phonological, orthographic, etymological and morphological strategies.
- Implementation and preparation of new syllabus in English and Mathematics.

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:

- Support of the St Vincent de Paul Winter Appeal. Students, Staff and our community donations including handmade items.
- Stage 3 students attend our local Aged Care facility twice a term during Term 3 and 4 to create artworks, share stories and celebrate Christmas.
- Sock It To Poverty Fundraiser.

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 will experience opportunities to explore the Spirituality and Charism of the St Mary of the Cross MacKillop and the Josephite sisters.
- Professional Learning and Coaching in reconnecting to implement Catholic Identity.
- Staff Spirituality Day Encountering Jesus - Learning for mission.

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	88%	77%
Spelling	73%	61%
Grammar and Punctuation	58%	54%
Numeracy	77%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	71%
Writing	67%	67%
Spelling	83%	68%
Grammar and Punctuation	67%	65%
Numeracy	72%	68%

Student Profile

Enrolment Policy

St Nicholas of Myra 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
69	96
Total Enrolments: 165	

Student attendance

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

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)	72
Students with disabilities (SWD)	32
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 Nicholas of Myra 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:

- Engaged in the PIVOT program.
- Weekly PBS4L Focus is shared with our community each week.
- Highlighting the PBS4L initiative, rewards system and award recipients each fortnight in the school's newsletter.

St Nicholas of Myra 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 Nicholas of Myra 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:

- PBS4L weekly focus comes from being a safe, respectful learners.
- Celebrated NAIDOC week with a cultural with Nyumbar Culture Group.
- Implemented a restorative justice approach to managing student behaviour.

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 feel welcome.
- Written information from the school is in clear, plain language.
- The school fosters a safe, supportive and inclusive environment for children to learn and grow.

Areas of strength from the student feedback include:

- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students try hard to succeed in their learning.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- Staff have a clear understanding of what is expected of them in their role.
- Staff have access to the resources and systems they need to do their job effectively.
- Staff are treated with respect and they believe their leader's behaviour is consistent with the Catholic Mission.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	All students and staff will experience opportunities to explore the Spirituality and Charism of the St Mary of the Cross MacKillop and the Josephite sisters through prayer, reflection and the works of the school and parish.	Achieved.
Priority 2	For all students to feel safe and have a sense of belonging at SNOM through improving their resilience and social connections.	Still Working Towards.

Projected School Priorities		
Priority 1	All students will demonstrate an improved ability to spell words correctly using phonological, orthographic, etymological and morphological strategies,	
Priority 2	For students to demonstrate increased confidence, proficiency and fluency in recalling and applying their knowledge of number facts.	

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	\$2,995,739
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$815,946
Fees and Private Income ⁴	\$500,561
Other Capital Income ⁵	\$89,390
Total Income	\$4,401,636

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$156,236
Salaries and Related Expenses ⁷	\$3,561,581
Non-Salary Expenses ⁸	\$1,009,947
Total Expenditure	\$4,727,764

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