

2024

ANNUAL SCHOOL REPORT



St Michael's Catholic Primary School

50 Tucklan Street, DUNEDOO 2844

Principal: Ms Judith Gibson

Web: <http://www.stmichaelsdunedoo.catholic.edu.au>

About this report

St Michael's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. 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 faith formation, 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 in the School Improvement Plan (SIP) which 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Michael's Catholic School is a strong partner in the successful future of all our stakeholders. St Michael's holds a dear place in the heart and lives of our current students, staff, families and community members. Our St Michael's extended family includes all our past student and their families too. Our strong Josephite traditions of educating children, helping those in need through Catholic Social Justice and caring for God's creation are living practices in our thoughts, words and actions every day. We serve our community. We "Live, Love and Learn" together.

At St Michael's, we recognise that individuals have diverse gifts and interests. We celebrate the achievements of all members of our learning community in a diverse range of academic, social, spiritual, sporting, artistic and cultural successes. We believe that all children can achieve high levels of learning and we believe that all children should be able to access the curriculum. We are dedicated to ensure that each student reaches their full potential.

Special emphasis is placed on catering for individual differences, interests, gifts and areas of need of each one of our students. We deliver learning that embodies the Model of Christ Centred Learning, underpinned with research based, contemporary pedagogies. In 2024, we continue our 2034 particular focus on Writing and we continue to be well known for our experiential Science teaching and learning focus. We value local knowledge and contexts, and we work with our local organisations and resources, like the Dunedoo Museum and library. We celebrate our First Nations' peoples knowledge and practices. In 2024 we identified a tutor for Aboriginal Language. In 2025 we will introduce teaching Aboriginal Language.

Student wellbeing drives many decision because we know that children learn best when they are happy and managing their emotional state. We explicitly teach students strategies to regulate their emotional states and social decisions making. We value service learning and our Junior Joeys are very active in our school and community.

At St Michael's, we celebrate being a small country school and aim to prepare our students to be engaged and contributing members of our larger world.

Principal

Parent Body Message

I remember saying to a mate that your kids only get one crack at primary school so choose wisely. Sending my children to St Michael's has paid dividends ten-fold for them as they have progressed through their school lives. St Michael's welcomes all parents to put their hands up, offer their skills and get involved. You are always welcome to get involved and help the school thrive.

What sets St Michael's school apart is the professionalism, kindness, stability and experience of the teachers. The benefits of the way they work together as a team and pass their knowledge onto younger teachers should never be underestimated.

Retiring P&F President

Student Body Message

St Michael's is a great school. It gave me many great leadership opportunities. When I first got the badge, some of the kids thought I would be the boss and that I could say things like, "no homework for a week" and "free ice-blocks". We realised that being Captain and Vice Captain meant that I would go to represent St Michael's at events, like the National Reconciliation Mass in Mudgee. All the kids got to go to leadership days in Year 4 and 5. We really liked leadership lunches with Ms Gibson and our weekly competition playing connect four. It was sometimes funny watching the accidental wrong move!

I really liked all the kids playing together and us older ones looking after the little kids. Having our kinder buddies is really good. I like helping them and teaching them things like how to play handball and soccer. I like helping kids to get along with each other.

2024 Captain and Vice Captain

School Features

St Michael's Primary School is a Catholic systemic Co-Educational School located in the picturesque town of Dunedoo, in the Central West of New South Wales.

St Michael's has many unique features. Our philosophy that every child is at the centre of all decisions at St Michael's. Every staff member knows every child and how they learn best. We have a very stable staff and the commitment of the staff, our P&F and school community to making St Michael's the wonderful school it is is extraordinary.

St Michael's has modern and well equipped classrooms, a well resourced library, a large school hall and performance space, extensive playing fields, and an enormous undercover play area and sandpit. We have recently redeveloped an additional learning space for small group learning and for staff to work in groups during professional learning.

Respect is at the centre of all relationships. Relationships and interactions between all members of the school community is based on mutual respect and with care and concern for all. A sense of fairness, a right to dignity and access to resources and opportunities for all is the foundation.

In 2024, St Michael's School had four classes and was structured in the following way:

Kindergarten/Year One

Year Two

Year Three / Year Four

Year Five / Year Six

Learning at Michael's School is planned and structured for optimum development of each child. Individual needs are catered for through differentiated teaching and programming, highly targeted support and extension programs, and regular assessment for continuous growth. Literacy and numeracy are foundational learning areas and students are grouped at their ability level and to allow them to achieve their best potential.

Teachers work together collaboratively, to plan, assess and evaluate teaching and learning. We know our students, how they learn best and what they need to learn. Through teacher and student collaboration, students experience many learning opportunities in the community and access many learning resources in the community. Examples of this are visiting local museums, libraries, art galleries, recycling plants and other town facilities.

In 2024 the St Michael's Annual Improvement Plan focus was on:

Faith - Investigating our charism and history, to celebrate in meaningful ways its significant people and events. Students visited St Joseph's House in Perthville and developed close connections with a number of Sisters of St Joseph.

Learning - Implemented new NSW Syllabi, reflecting on Syllabi implemented in 2023 for continuous improvement in teaching and learning and student achievement.

Stewardship - Engage a wellbeing officer 0.1 FTE and all staff completed training for Zones of Regulation, an emotional regulation program.

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Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
21	28	5	49

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2024 was 90.98%. 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
90.20	89.39	89.28	91.54	93.53	91.24	91.67

Managing Student Non-Attendance

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

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	18
Number of full time teaching staff	4
Number of part time teaching staff	6
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

Catholic Schools have the important role of evangelising God's mission. We assist parents to be the first faith teachers of their children. We develop student faith formation through formally teaching the traditions and beliefs of the Catholic Church. We curate opportunities for students to participate in the life, mission and liturgy of the broader Catholic community. We follow the Bathurst Diocesan Religious Education Curriculum. Students in Years 6 sit the Bathurst Diocesan Religious Education Test annually.

Vision Statement:

Inspired by the example set by St Mary MacKillop and Fr Julian Tenison Woods, St Michael's Catholic School aims to foster a love of learning, allowing all children to reach their full potential through a supportive partnership of school, parents and parish. "Never see a need, without trying to remedy it."

Prayer and Liturgy:

We pray our school prayer together every morning. Classes pray before breaks. The Junior Joeys, all students in Y3-6, are active in their Josephite Mission in school and in the broader parish.

St Michael's celebrated the opening and closing of the school year with Masses, the feast day of St Joseph, St Mary of the Cross MacKillop and holy days in the liturgical year eg Ash Wednesday, All Saints Day, The Feast of the Assumption, Holy Week and Easter. Individual classes and teachers take on the responsibility of organising and running a liturgy or Mass every term.

Deep Faith formation is engaged through preparing and attending School and Parish Masses, retreats, School Prayer, Sacramental preparation, Christian Living Camp and events that encompass living out our mission like Anzac Day, Remembrance Day and visiting Kahkama House – Aged Care Facility. We celebrating Grandparents Day, Mates Day, Catholic Missions and Project Compassion Appeals. Students also fundraise each term for a particular charity or cause of their choice. We have an active Religious Education Ministry, who regularly set up prayer tables and delivery special messages about religious events at assemblies.

Pastoral Care and Social Justice:

We teach that pastoral care is the responsibility of everyone. Teachers, parents, support staff and students contribute. Older students care for younger students. Year 6 take care of their Kinder buddies. Students are taught to be sensitive to the dignity of each person. Students regularly fundraise to support those in need. eg. Caritas, Catholic Missions and local groups like Kidzfix and Can Assist. Years 4-6 work in different Ministries to do God's work.

Sacramental Program:

During 2024, seven children received the Sacrament of Eucharist for the first time and five students received the Sacrament of Confirmation. Our whole school celebrated by helping with the celebration feast and in the Masses.

Curriculum, Learning and Teaching

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.

St Michael's provides an educational program based 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), History and Geography, Creative Arts (Visual Arts, Music, Dance and Drama) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the CEDB Diocesan Religious Education syllabus. It is based on the Know Worship and Love program.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. Each year, data informs us to set Annual Improvement Strategies (AIP) and these specific strategies guide our professional learning plan. The school also teaches and exposes children to a wide range of co-curricular programs. These include; a variety of seasonal sports programs, public performances, information technology skills, cyber safety, social/emotional regulation programs, and community service projects and programs. All teachers are trained in the Zones of Regulation emotional regulation program.

Students with additional learning needs receive individualised support. Parents of these students are involved in the planning meetings (IEPs) to address the program, evaluate progress, and planning further steps. Programs to support children with additional needs, and enrichment and extension programs are planned and implemented by class teachers, our support teacher and our highly skilled Learning Support Officers. We also implement programs and work with allied health professionals in specialised fields, including physical needs, speech development and occupational therapy assistance. Year 5&6 students do weekly wellbeing surveys called VIBE to map and monitor wellbeing. Indigenous & EAL/D students have individual programs, which are developed in conjunction with their class teacher, Support Teacher, parents and the student. The staff work together with parents to develop, implement and refine programs for these individuals throughout the year.

Education of all students about diverse cultures, Indigenous culture, and Catholic values in learning is integrated across the syllabus in all grades. In 2024 we started our Indigenous Mural project, where every student worked with an Indigenous artist and contributed their ideas about their connection to Dunedoo. All our Curriculum subjects are taught with consideration of awe and wonder of God's creation. The Catholic perspective guides us to

focus our teaching and learning to have real world advocacy as an outcome - we want our students to grow up and look after each other, those in need and our environment.

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.

From 2023, 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 Michael's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	38%	54%
	Reading	50%	66%
	Writing	50%	77%
	Spelling	50%	61%
	Numeracy	50%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	65%
	Reading	100%	71%
	Writing	80%	67%
	Spelling	100%	68%
	Numeracy	80%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Community Satisfaction

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 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

Qualtrics Parent Satisfaction Survey 2024

- I think the teaching staff are doing a wonderful job in the classrooms.
- The staff at St Michaels are fantastic, it is a great community to be involved.
- We have only been thankful for all the support given to our children, the school on a whole is very welcoming, loving and respectful.
- I can only commend the support our children who have learning disabilities have received
- Great supporting students with additional needs.
- Family oriented and great focus on each student
- Seems to be all children get on regardless of age, and play across age groups which is nice

Student satisfaction

Qualtrics Satisfaction Survey 2024

- All the teachers and students are kind
- Teachers help all the students and the community
- We have good classrooms
- The school does good excursions
- The teachers look after the school and all the students
- My teachers teach me things
- The teachers have lot of "hands on " learning
- Our religious education is following our school motto

Teacher satisfaction

Staff Qualtrics Teacher Satisfaction Survey 2024

- St Michael's is a beautiful, loving little school. We welcome and foster an environment that is like a family
- Teachers know their students very well. They are highly experienced, have a genuine love for teaching, very responsive to both students and their family's needs.
- Teachers have interesting programs, implemented with differentiation for student needs.

Staff embrace the new syllabus' and have willingness to adapt to change.

- Our teacher aides are highly skilled and work very closely with teachers. Teachers can rely on them to be resourceful and apply all learning support programs with fidelity.
- We are very pleased with the school and its commitment to learning in a support environment.
- The new leadership model has improved student voice and engagement throughout the school. It is lovely to see how motivated members of the ministry's are to help through the school.
- Extra curricular activities are varied and students are given the chance to participate in many varied activities, both primary students and infants students.
- I think the parish-school relationship is strengthening and we are involved with lots of community projects.

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$1,286,786
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$343,249
Fees and Private Income ⁴	\$119,559
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$17,531
Total Income	\$1,767,125

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$123
Salaries and Related Expenses ⁷	\$1,302,331
Non-Salary Expenses ⁸	\$478,730
Total Expenditure	\$1,781,184

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT