



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Michael's Primary School

Sproule Street, NELSON BAY 2315

Principal: Helen Bourne

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

mn.catholic.edu.au

About this report

St Michael's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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 learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic 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

It is with great pride that I present our 2025 Annual School Report, a reflection of a year marked by growth, purpose and community spirit. Our school continues to thrive as a place where every student is known, valued and cared for, and where learning is strengthened through strong partnerships between staff, families and the wider community.

Throughout 2025, we remained committed to providing high-quality teaching and learning that engages, challenges and inspires. Our focus on evidence-based practice, meaningful use of data and collaborative planning has ensured that our students continue to make strong academic progress. Staff have demonstrated professionalism, expertise and dedication as they refined curriculum delivery, supported student wellbeing, and embraced opportunities for ongoing professional learning.

A highlight of the year has been the continued progress of our major building project. We moved through key milestones with all areas open by the beginning of Term 4. This building project stands as a major achievement for 2025 and will leave a lasting positive impact on the educational experiences of our students for many years to come.

Student wellbeing has remained at the heart of our work. We have continued to invest in proactive wellbeing initiatives, strong support systems and inclusive practices that ensure every student feels safe, respected and connected. Our staff, have worked tirelessly to create an environment where students are encouraged to thrive both academically and personally.

I extend my heartfelt thanks to our staff for their commitment, resilience and passion, to our families for their ongoing trust and support, and to our students for the joy, curiosity and energy they bring to school every day. Together, we have achieved much, and we look forward to building on this momentum in 2026.

Thank you for taking the time to read our Annual School Report. I am incredibly proud of our school community and excited about the future we continue to shape together.

Helen Bourne

Principal

Parent Body Message

A particular highlight for the parent body this year has been our involvement in the major building project. Families have shown tremendous support and patience throughout the construction period, and there has been great excitement about the new facilities taking

shape. We are proud to partner with the school in advocating for improved learning spaces and appreciate the open communication that has kept our community well-informed throughout the process.

We extend sincere thanks to the Principal, staff and leadership team for their professionalism, care and dedication. Their commitment to creating a supportive learning environment for our children is deeply appreciated by the entire parent community.

We look forward to continuing our strong partnership in 2026 as we work together to support the growth, learning and wellbeing of every student.

Student Body Message

This year has been an exciting and memorable one for the students of our school. As a student community, we are proud of the way we have supported each other, taken on new challenges, and contributed to the positive culture of our school throughout 2025.

A highlight for all students this year has been watching the progress of the major building project. Even though it has meant some changes and challenges to our routines, it has been exciting to see our new learning spaces take shape and to know these facilities will make a big difference for current and future students. We appreciate the communication and understanding shown by staff as construction continued throughout the year.

School Features

St Michael's is one of the primary schools (Kindergarten to Year 6) in the Diocese of Maitland-Newcastle. St Michael's is a middle size school situated in Nelson Bay on the Tomaree Peninsula at Port Stephens. The school draws from a variety of areas on the Peninsula – Nelson Bay, Anna Bay, Fingal Bay, Corlette, Shoal Bay, Soldier's Point, Salt Ash, Salamander Bay, Taylor's Beach, Tanilba Bay, Boat Harbour, One Mile, Bob's Farm and Lemon Tree Passage. St Michael's was opened in 1962 in a new brick Church-Hall in Magnus St Nelson Bay and was staffed by the Sisters of Mercy. The school consisted of 3 classrooms with 42 pupils. Eventually land was bought in Wahgunyah Rd to build a new school. This was opened in 1969. Further extensions were made to the school in 1984 and in 1991 a new library was built due to the generous donation of \$100,000 by a parishioner - Mary Lopes. In 2009, monies were distributed by the Federal Government, under the BER Scheme, to cover the construction of a hall, 5 classrooms, toilets and a canteen. In 2024 a major build and refurbishment project began and was finished in Term 4 2025. The build consisted of a new admin building and two new classrooms and then renovation of library and 8 classrooms as well as playground improvements. St Michael's is situated in a bushland setting and in 2025 comprised of 13 classes.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
138	131	56	269

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 88.14%. 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
89.44	90.79	89.52	87.14	89.30	86.34	84.45

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	46
Number of full time teaching staff	15
Number of part time teaching staff	14
Number of non-teaching staff	17

Total number of teaching staff by NESA category

Teachers 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 following table describes the accreditation status of teachers at St Michael's Primary School in 2025:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	28

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As a Catholic school community, our emphasis is placed on the Gospel values of justice, service and love, embracing our School Motto of Truth and Trust and our Mercy Charism. The Catholic Identity of our school focuses on the faith formation of young people and educates them through the implicit teaching of religion.

St Michael's Catholic School does not replace the home but complements it, in the education of the students. The Parish Community is encouraged, and welcomed, to be actively involved in school life. As a school community, St Michael's staff and students were able to begin the year with a beginning school Mass. The Sacramental program continued as normal. The parish believes that the school is a vital arm of its educative mission and every endeavour is made to include the school in the overall pastoral plan of the parish. The Principal represents the school at parish council level, attending meetings and Diocesan Assemblies. The school acknowledges the importance of religious and faith development programs for both staff and students. The school participates actively in prayer to support each other and the families of the school and Parish. Senior students also take part in a 'Mighty Mate' training program and Spiritual Leadership Days. The school organises Christmas Cards for our local nursing homes. The school also had a Winter Appeal for St Vincent de Paul.

St Michael's implements the Diocesan K-12 Religion Syllabus. An essential element of each day's learning is a focus time on children learning about our Catholic Faith, deepening their spirituality and providing a time for prayer and reflection. The importance of having such a time each day is reflected in the expectation that teachers in the Catholic Schools of the Diocese of Maitland-Newcastle ensure that 2 ½ hours teaching/learning time each week is allocated to Religious Education. The classroom teaching at St Michael's promotes student

centred learning, utilising the Diocesan Units of Work. Students are immersed through scripture, music, liturgy, prayer, human resources such as Father Anthony: therefore enabling opportunities for our students to come and to know and understand Jesus' mission of love, through the content of the program and the lived experience. The importance of prayer is supported through the establishment of a special sacred space in classrooms, which reflects units of work being taught

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2025 the school focus in curriculum was Grammar and Punctuation consistency across the school.

Students sat the NAPLAN testing. Results were pleasing but the school recognises that it needs to move more students into the exceding section.

Normal assessments took place throughout the year and reports were completed on each child in Terms 2 and 4 with availability for interviews after each report. Parents also met with teachers at the end of Term 1.

The staff concentrated their energy in preparing Scope and Sequences for the new syllabus.

Our Pedagogical Mentor teacher worked across the school in building the collective capacity of all teachers to meet our school improvement targets especially in Spelling and Maths.

Teachers worked collaboratively in stages to identify priorities from their analysis of Naplan and school based assessment data. A strong focus was given to developing success criteria and agreed marking rubric to allow for more comparable and consistent judgement when analysing work samples.

Six students participated in the online 'Virtual Academy' for highly to profoundly gifted students. This gave these students the opportunity of on-line, team and individual work, face-to-face and project based learning with mentoring support.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools 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 Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	55%	54%
	Reading	61%	66%
	Writing	95%	76%
	Spelling	71%	62%
	Numeracy	68%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	64%	63%
	Reading	67%	73%
	Writing	68%	65%
	Spelling	68%	69%
	Numeracy	60%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

It is so comforting to be greeted at the gate each morning on drop off by the Principal. These little things make a big difference to our child's education. Thank you does not seem enough.

Thank you for the care and time you all have for our family.

Thank you for another wonderful year.

The school is definitely a wonderful community to be part of. I thank the very dedicated principal and staff.

Student satisfaction

We love coming to school with our great new buildings.

The teachers are very helpful and are there to help us learn.
We even have taps in our classrooms.

Our field is amazing.

Teacher satisfaction

Thank you for welcoming me so warmly into the St Michael's staff.

Thank you for another truly amazing year.

We have a great team and that is why we get good results. Thanks for leading our team.

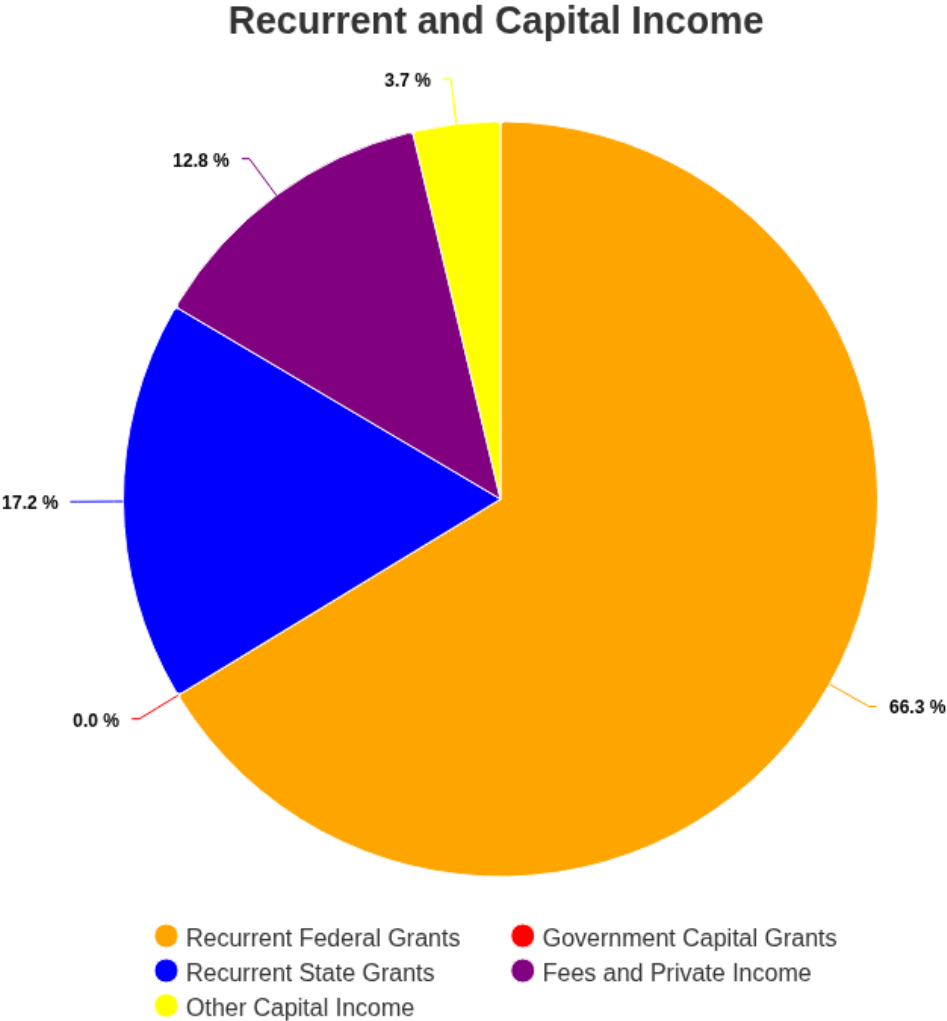
We are very lucky with the staff we have and the feeling of the whole school community.

I really enjoy coming to work at St Michael's.

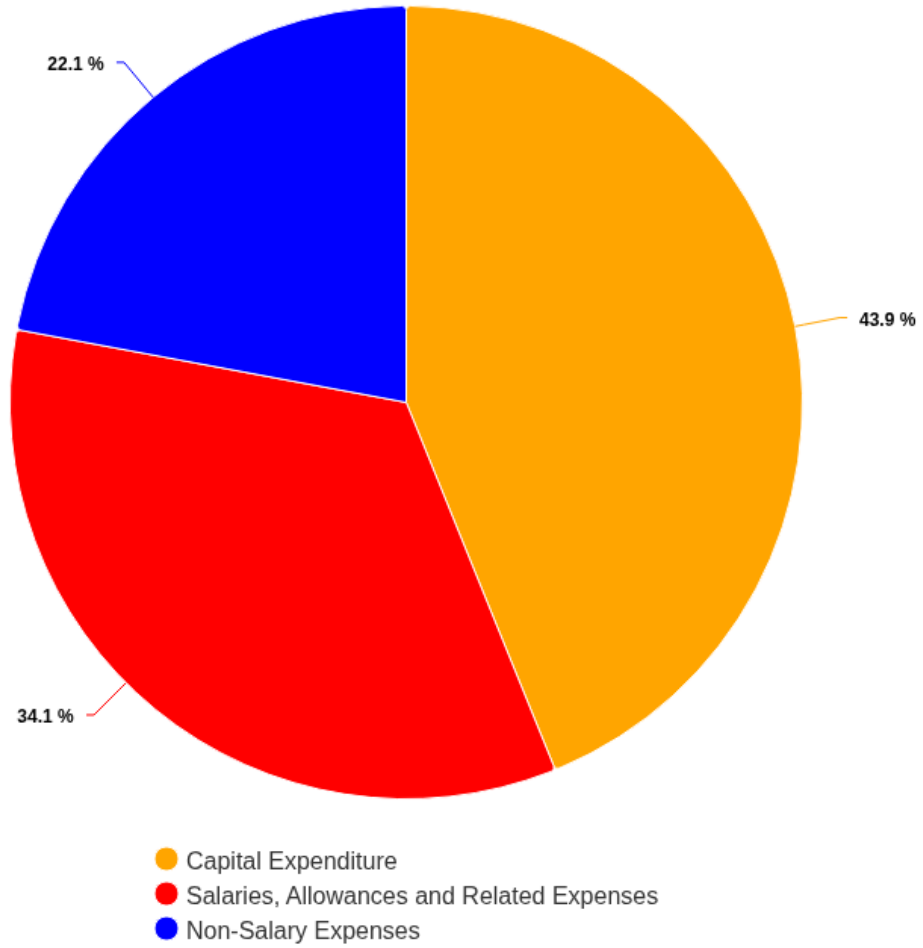
Financial Statement

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

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT