

2022

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>

About this report

St Michael's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), 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

As school principal it is my pleasure to present the Annual School Report for 2022. St Michael's is the only Catholic Primary school on the Port Stephens Peninsula and is closely connected to the St Michael's parish. St Michael's has a very strong Catholic identity and is very focussed on the young children in its care. We all strive to ensure that all students have the best education possible. This report outlines the various significant events and achievements that have been part of the life of our school community during the 2022 school year. The 2022 school year began with all members hoping that there would be no more interruptions due to COVID to the school year which thankfully there wasn't. The most beautiful quality of the school is that all feel that they are part of a community working together.

Parent Body Message

The parent body worked with the school in many ways throughout 2022. We continued to have a P&F that met each term and organised some fundraising functions. Our fundraising activities included a Mother's Day and Father's Day stall, Father's Day breakfast, a school disco, a pie drive, a mango drive and a slime run. The slime run was very popular with the children. We also provided a free sausage sizzle for the Athletics Carnival. The parent body was happy these activities all went ahead after the previous years with COVID restrictions.

Student Body Message

We were so pleased we had a whole year at school without having learning from home. We were very excited to start a BYOD program half way through the year. Again we had 8 school leaders first semester and 8 in the second semester. We had great time at the school disco and even better time running around the slime run. Yr 5 & 6 went to camp, Yrs 3 & 4 to Sydney, Yrs 1 & 2 to the Reptile Park and Kinder went to Tocal House. The leaders ran the assemblies and gave out awards.

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, 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 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. The present administration building was upgraded in 2003. 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. St Michael's is situated in a bushland setting and in 2022 comprised of 11 classes. The school is awaiting on a DA for further improvements.

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
114	118	40	232

* 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 and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 86.44%. 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
86.13	85.99	86.98	87.37	87.01	85.05	86.54

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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is 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 2022:

Total number of staff	29
Number of full time teaching staff	11
Number of part time teaching staff	10
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are either 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 (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

Summary of professional learning at this school

Staff were very excited in 2022 that staff development days could continue. The Clarity committee attended Zooms with Lyn Sharratt and then attended a face to face day in November. The committee also attended a Learning Fair. The whole staff spent a day looking at learning progressions across the curriculum. The staff were also inserviced in the new English curriculum and looked at Scope and Sequences. The staff also had a well being day half way through the year.

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. The Catholic Identity of our school focusses 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 unable to begin the year with a beginning mass. The Sacramental program was also disrupted this year due to restrictions. The focus of the parish is 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 day. The school's Mini Vinnies team were unable to operate under normal circumstances this year but were instrumental in organising Christmas Cards for our local nursing homes.

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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2022 the school focus in curriculum was Grammar and Punctuation and the improvement in Writing which followed on from the disruptions over the last couple of years.

Students sat the NAPLAN testing and staff were very wary of what the results may bring but were pleasantly surprised in the progress.

Normal assessments took place throughout the year and a revised report was completed on each child.

The Leading Learning Collaborative Committee continued on the Clarity journey with the staff with the implementation of a physical data wall, learning walks and talks and learning progressions.

We continued with the implementation of a school Social and Emotional (SEL) learning continuum.

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

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 judgment when analysing work samples.

Two students participated in the online 'Virtual Academy' for highly to profoundly gifted students. This gave these two 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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64%	52%	3%	12%
	Reading	75%	54%	0%	11%
	Writing	59%	50%	0%	7%
	Spelling	64%	48%	8%	15%
	Numeracy	44%	34%	3%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36%	31%	16%	14%
	Reading	44%	39%	8%	11%
	Writing	20%	25%	16%	18%
	Spelling	40%	37%	12%	14%
	Numeracy	32%	25%	8%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO 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 at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

In 2022, the staff continued with the Positive Behaviours for Learning Framework, the 'St Michael's PBL Matrix' and the student reward system. Each fortnight a powerpoint was created for students focussing on the relevant positive behaviours being encouraged. Students were rewarded for these positive behaviours with gold tokens which were placed in containers for each sport house. This then tallied up each term for a reward.

St Michael's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour.

Our students leader system enables 16 students from Yr 6 to take on this responsibility - 8 for Semester One and 8 from Semester Two. They engage other students to chat with them about things that are happening in the school.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Our School Improvement Priorities that were achieved are:

- The implementation of the new Religious Education Curriculum.
- Continuation of the formation opportunities for staff at both staff meetings and a whole day.
- Continuing the Social and Emotional Learning program - Second Steps.
- Improving the understanding of Learning Progressions in Grammar and Punctuation to inform our data wall
- Continuation of Positive Behaviours for Learning and student and staff well being.

Priority Key Improvements for Next Year

Key priorities for 2023

- Students well being - positive behaviour for learning is lived by all students
- Well being clubs run throughout lunchtime breaks
- Provide spiritual formation for staff
- Implementation of new scope and sequences for new Maths curriculum
- Implementation of Effective Spelling across the school

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The pastoral care at St Michael's goes above and beyond.

I have greatly appreciated the support, values, love, and standard that the school has modeled.

Thank you for all the support and education given to our son.

The promotion of academic skills, high standards of values and goodwill towards others is amazing.

You have created a wonderful environment for children to flourish in and a beautiful community for families.

Thank you for the tireless work and dedication to educating and supporting our children.

Student satisfaction

Everyone is so friendly you make friends straight away.

Teachers have personality and have a joke.

The environment is beautiful, we are so lucky.

Our teachers are always there to help us.

Teacher satisfaction

Thank you I appreciate the support given to staff.

St Michael's has a wonderful community spirit and I love working here.

Thank you for the support and wisdom shown to staff.

We have an amazing staff who are very dedicated and go above and beyond.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,798,535
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$796,981
Fees and Private Income ⁴	\$456,558
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$192,212
Total Income	\$4,244,286

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$1,512
Salaries and Related Expenses ⁷	\$2,975,292
Non-Salary Expenses ⁸	\$1,014,100
Total Expenditure	\$3,990,904

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 2022 REPORT