

2023

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 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 2023. 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 focused on the young children in its care. We, the school community, 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 2023 school year. The most beautiful quality of the school is that all feel that they are part of a community working together - staff, students, parents and parish.

Parent Body Message

At the beginning of the 2023 school year we held a meeting to discuss the pros and cons of having a Parents and Friends Association (P&F) or a Parent Engagement Model (PEG) to see if we could increase attendee numbers. The school community voted for a PEG. Meetings were held each term but still did not attract many parents even with meetings being offered via zoom as well as in person. Parents were still very involved in Mother's Day, Father's Day and school disco.

Student Body Message

We were very excited to start with our BYOD program. This year we had 6 school leaders first semester and 6 in the second semester. As seniors of the school we visited Canberra for our excursion. Kinder went to Oakvale Farm, Stage 1 to the Wetlands in Newcastle and Stage 2 saw a play and went to Newcastle Museum. We are very lucky our school is so friendly and fun to be at.

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. 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 2023 comprised of 10 classes. These classes comprised of 2 Early Stage 1 classes, 3 Stage 1 classes, 3 Stage 2 classes and 2 Stage 3 classes. The school is awaiting further building improvements scheduled in 2024.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
127	105	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 2023 was 90.05%. 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
92.57	88.35	91.02	89.84	87.97	90.79	89.79

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 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 2023:

Total number of staff	25
Number of full time teaching staff	11
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 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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

During 2023 the staff participated in a variety of Professional Development experiences. The committee continued with the Lyn Sharratt journey with Clarity. The whole school participated in a day facilitated by Christine Topfer on Effective Spelling. The staff then visited schools to see this being implemented. The whole staff attended a whole day on Understanding the Gospels as well as completing their CPR training and attending to Scope and Sequences to match the curriculum. A number of staff did an online course on Autism as well as the NESA courses on the new curriculum.

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 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 Day. The school's Mini Vinnies team were able to operate under normal circumstances this year, running various activities for students during lunch time as well as selling ice blocks and biscuits. They were instrumental in organising 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.

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 2023 the school focus in curriculum was Spelling consistency across the school and the implementation of the new Maths Syllabus.

Students sat the NAPLAN testing and staff identified students in Year 3 that they thought would not be up to the school's normal standard. When the school received the results it matched with their predictions.

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.

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

The whole staff was inserviced on the Effective Spelling Program and visited another school to see it being implemented in classrooms.

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.

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 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 Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	53%	54%
	Reading	59%	67%
	Writing	79%	76%
	Spelling	66%	61%
	Numeracy	53%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	88%	64%
	Reading	78%	74%
	Writing	75%	66%
	Spelling	82%	69%
	Numeracy	76%	68%

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.

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 2023, 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 focusing 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 any bullying behaviour.

Our students leader system enables 12 students from Yr 6 to take on this responsibility - 6 for Semester One and 6 for Semester Two. They engage with other students to chat with them about things that are happening in the school and things the other students might like to see.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 upskilling of staff to implement the Religion Program.
- 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 consistency with the teaching of Spelling across the school.
- Continuation of Positive Behaviours for Learning and student and staff well being.

Priority Key Improvements for Next Year

- To enable staff to nourish and deepen their faith as teachers of RE and members of this faith community by providing a variety of formation opportunities each semester.
- To embed effective spelling strategies into our learning programs and monitor short term growth for planning.
- Foster a strong culture with our school community as we embark on our new building program - monitoring students' well being, flexibility with play areas, continual changes with duty rosters.

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

We are so grateful to be welcomed into such a caring community where our children have flourished.

Thank you to the whole staff for their amazing care and love shown to our daughter.

Thank you for your kindness and leadership and for making us feel welcome at the school.

We are so blessed to have our children attend this wonderful caring school.

St Michael's is a wonderful community where students learn no matter what end of the spectrum they are at.

Our children are catered for in all aspects of their academic learning.

Student satisfaction

I love St Michael's as we all feel welcomed and loved.

Teachers are funny and help us learn.

We are given so many opportunities and we have lots of clubs running at the school.

We do hard work but we also have some fun.

Teacher satisfaction

The staff are very dedicated and work collaboratively with each other.

We are all treated equally in the fabric of the school.

The staff always feel supported by the Principal and executive.

All staff are focused on the most important aspect of St Michael's - the students.

The school is a very pastoral and calm place to be.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,574,133
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$704,145
Fees and Private Income ⁴	\$595,049
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$207,912
Total Income	\$4,081,239

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$232,057
Salaries and Related Expenses ⁷	\$3,022,849
Non-Salary Expenses ⁸	\$999,931
Total Expenditure	\$4,254,837

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 2023 REPORT