



St Michael's Primary School, NELSON BAY

Sproule Street, NELSON BAY 2315

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About the Annual School Report

St Michael's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is with great pleasure that I present the Annual School Report for 2016 for St Michaels' Catholic Primary School Nelson Bay. This report outlines the various significant events and achievements that have been part of the life of St Michael's during the 2016 school year.

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. It has a very close relationship with the parish and is very much involved in parish activities.

There are a variety of programs which run in the school to assist students in all areas of the curriculum. These programs are assisted by the Learning Support Teacher, the Pastoral Care Worker, the Aboriginal Education Teacher and the English as a Second Language Teacher.

St Michael's is a school which values the relationships between students, staff and parents. The enthusiasm, support and commitment of staff, and the supportive and hardworking parents as well as the happy, eager and cooperative students are very impressive.

2016 has again been a very successful year with many reasons to celebrate. Students have had many opportunities to experience and participate in sport, physical activity, performing arts and community events throughout the year.

St. Michael's continues to grow and develop. It is well respected in the community for both academic and cultural achievements and always participates in community events.

Parent Body

For the St Michael's P & F Committee of 2016, it's been a very productive and busy year. Fundraising events held were the Easter raffle, Mother's day stall, Welcome Disco & BBQ, Father's day stall and a School Fete. With the funds raised, we are looking at installing Play Equipment for the older students. This will be completed during 2017. The P & F committee is great team of parents and friends along with the valuable support of the Principal, Teachers and the St Michael's Parish. All involved have a fantastic commitment to the students and for the overall benefit of St Michael's Primary School.

Student Body

St Michael's is a great school and we love the great learning environment here. This year we again had 16 students become part of the school's leadership team with 8 being in first part of the year and 8 in the second part of the year. At St Michael's all Year 6 are seen as leaders and given many responsibilities. One of the best responsibilities is being a Mighty Mate to the new kinders. All Year 6 love it and it is a highlight of the year. We love our school and will miss it when we go to high school.

SCHOOL FEATURES

History of the school

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. In 2016 St Michael's had a student population of 309 with 14 classes.

Location/Drawing Area

St Michael's is one of the primary schools 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, Soldiers Point, Salt Ash, Salamander Bay, Taylors Beach, Tanilba Bay, Bob's Farm and Lemon Tree Passage.

Catholic Identity and Mission

Catholic Imagination and Spirituality

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, which was evidenced by our mission to outreach to the marginalised, the poor, and the elderly. Food collections for Saint Vincent De Paul, concerts for the infirmed in retirement homes and fund raising for Catholic Mission are examples of how our school community is actively living out Jesus' challenge to 'love one another as I have loved you'. The Catholic Identity of our school focuses on the faith formation of young people and educates them through the implicit teaching of religion. The foundation of the Catholic school is based upon enhancing and promoting knowledge and understanding of the traditions of the Catholic community, its story, its experiences and its teachings. Hence, faith experiences are enriched and developed through a variety of prayer, and liturgy experiences. St Michael's Catholic School does not replace the home but complements it, in the education of the students. We support and encourage parents to continue to take an active part in the children's faith journey, in partnership with the school experience.

Family, Parish and Diocesan evangelising and catechesis

St Michael's Catholic School fosters a collaborative environment that promotes the catholicity of the School and in the wider community. The active involvement of Father Kevin in the liturgical and spiritual life of the school, along with the participation of staff, parents and students in a range of parish celebrations, exemplifies the spirit of the St Michael's community. 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 involved in a number of Liturgies, which embraced both the Liturgical Year, as well as secular celebrations; these included Catholic Schools Week, Family Masses, and participation in the Sacramental Masses. 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. Our Diocesan involvement includes participation in the annual Called to Serve Mass, Mission Mass, Catholic Schools Week Mass and attendance at various other Diocesan celebrations. The Principal represents the school at parish council level, attending meetings and Diocesan Assemblies.

Christian Discipleship

The school acknowledges the importance of religious and faith development programmes for both staff and students. The school participates actively in prayer to support each other and the families of the school and Parish. The staff gathers one morning each week to pray together.

Students receiving the Sacraments of Confirmation and Holy Communion had the opportunity to attend a retreat. Students receiving the Eucharist travelled to St Mary's Cathedral, and Mary MacKillop Place, and those students receiving the Sacrament of Confirmation attended a retreat based on the Gifts of the Holy Spirit. The Sacramental programs are conducted after school with the parish facilitating and some assistance by school staff. The students are supported on their Sacramental journey within the classroom by discussing content learnt using the Religious Education teaching units and teachers providing extra clarification where needed. These form part of the school and parish faith development. Senior students also take part in a 'Mighty Mate' training program and Spiritual Leadership day. The school has an active Vinnies team who live and share the Gospel's messages within our school community.

Religious Education and Curriculum

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 Kevin: therefore enabling opportunities for our students to come to know and understand Jesus' mission of love, through the content of the program and the lived experience. Year 6 participated in a Religion Assessment which was across the diocese. The importance of prayer is supported through the establishment of a special sacred space in classrooms, which reflects units of work being taught. The purchase of resources to support the teaching and learning of Religion is ongoing.

Initiatives Promoting Respect and Responsibility

Our school rules: Be Safe, Be Respectful, Be a Learner provide the focus for explicit teaching on what this behaviour would look like in different settings. The school has placed a real emphasis on rewarding positive behaviour to keep the children desiring to be successful. We continue to use our "Gotcha" token system which is levelled and encourages all students to believe in themselves and to continue at all times to strive to be the very best person they can be. Our students are encouraged to realise how significant they are in each other's lives. How they indeed can be the face of God to others. This is reflected in the way we to treat one another; with dignity and respect. The school continues to spend a significant amount of time supporting positive behaviours that are bounded by respect, responsibility and personal commitment. We have rewarded the students who actively promote or support social justice in our school and the wider community with a Social Justice Award. Children are encouraged to look after the school environment and those actively participating in this receive a Looking after God's creation award.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
30	15	16

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Michael's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2016

Scholastic Year	Number of Students
K	47
Year 1	39
Year 2	52
Year 3	32
Year 4	47
Year 5	40
Year 6	52
Total	309

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.8	94.9	94.9	95.3	94.6	93.6	95.5	94.7

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

In 2016 St Michael's continued with the National School Chaplaincy Program. This has allowed the school to employ a Pastoral Care Worker who has co-ordinated programs in conjunction with executive staff and classroom teachers (Seasons for Growth) and special individual programs to support students socially and academically. This was supported with the Gotcha Award system as part of the Positive Behaviour Support Program. St Michael's School prohibits the use of corporal punishment and encourages all to work together to create a positive, warm, friendly and caring environment. All action taken, even minor unacceptable behaviour is documented. Parents are informed as per our Behaviour Management Policy. In the planning room, strategies to build skills for the future are presented. Behaviour of a more serious nature or grievances are resolved by conferences where all have the right to be heard, express views and be listened to. The policy sets out planning room procedures, letters, communication slips, bullying procedures, time out procedures, as well as the school award system. Procedural fairness is followed in all instances. Policies are available on the school website.

Discipline Policy

St Michael's School prohibits the use of corporal punishment and encourages all to work together to create a positive, warm, friendly and caring environment.

All action taken, even minor unacceptable behaviour is documented. Parents are informed immediately as per our Relationship Policy which encompasses Pastoral Care, Discipline, and Student Well Being. In reflective thinking, strategies to build skills for the future are presented. Behaviour of a more serious nature or grievances are resolved by conferences where all have the right to be heard, express views and be listened to. The policy sets out reflective thinking procedures, letters, communication slips, bullying procedures, time out procedures, as well as the school award system. Procedural fairness is followed in all instances.

Policies are available on the school website.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Michael's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

To continue to target students who require extension opportunities in both Literacy and Numeracy.

To continue to build capacity within staff by working in collaborative learning teams to enhance their own professional learning and the learning of students.

To review the data of student improvement with the Minilit intervention program and identify tier 2 and tier 3 students requiring specialist intensive teaching support and monitoring.

To investigate assessment tools which can provide targeted information to support students who are struggling with reading from Years 2-6 and implement high quality evidence based practice.

To look at assessment practices across the various key learning areas to provide authentic evidence of student achievement in order to provide differentiated learning opportunities for students.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In 2016, we re-employed a teacher 2 days per week to continue working with our extension groups in Literacy and Numeracy from Yrs 2-6. Analysis of student performance for the cohort involved in these groups from Years 3 and 6, indicated that they greatly benefited from their participation in these workshops, demonstrating greater application across all areas of mathematics, particularly in the working mathematically strand. This was especially reflected in the growth of students in the Naplan numeracy assessments.</p> <p>With our focus on Numeracy there has been a noted increase in student outcomes. Teachers allocated time to their professional team meetings to evaluate their teaching programs and look for pedagogical practices that would enhance the learning outcomes of their students. Senior classes focused on informing students of the learning intentions of the lessons and incorporated self-reflective opportunities for students who were able to evaluate their own progress in terms of understanding and skill development. Greater autonomy given to students empowered them to become more proactive in their own learning by seeking opportunities to extend or consolidate their learning.</p>	<p>In 2017 our priority will be to increase student outcomes in writing, reading and vocabulary. The Executive team in collaboration with staff, have looked into the 7 Steps of Writing Program which has been implemented in a number of schools with great success. Implementation of the program over a 12 week period is said to result in a 10-35% increases in writing score. The implementation of this program will also give the school a common language around strategies for writing improvement and a whole school consistent approach to teaching writing skills.</p>

<p>The Learning Support Team in collaboration with teachers, identified tier two and tier three children from Years 1-3. These students were divided into ability groups and participated in the Minilit Intensive Reading Program four days a week. A comparison of pre and post data clearly indicated that this program was a great investment for the school in supporting students with reading difficulties. The increase in competency of these students has been amazing. Most students involved in the program have increased 5,6 or 7 levels in their PM Benchmarking. The success of this program in being able to re-mediate students with poor phonological knowledge and decoding skills has been evidenced within the classroom, giving these students the necessary tools to demonstrate greater fluency and more age appropriate reading skills.</p>	<p>To establish a more reliable system for tracking student data so that this data can be used to provide valuable feedback about the performance and growth of students across all classes.</p> <p>To analyse this data to track student improvement and curriculum focus.</p>
<p>Staff worked with an Education Officer from the Catholic Schools Office mapping English outcomes over a two year period across a stage. New scope and sequence documents were developed and teachers were released again to work with the education officer to initiate a unit of work using a rich literature text. The teaching of comprehension strategies was of particular focus, including the development of common assessment tasks.</p>	<p>To develop whole school agreed practices in homework expectation, with priority being given to reading practice.</p>

Academic Achievements

St Michael's Primary school supports and encourages academic achievement. Throughout the year the students are encouraged to partake in a number of competitions across a range of key learning areas. These include a variety of local and regional competitions and enrichment opportunities. In 2016, some of these included Regional Debating Competition, Newcastle Permanent Mathematics competition and the Science and Engineering Discovery Day. Our participation in the Newcastle Permanent Maths competition highlighted the benefit of our mathematics enrichment workshops with 2 High distinctions, 14 distinctions and 33 credits awarded.

Cultural achievements

In 2016, students from K-6, attended the imaginative and very engaging play, '52 Storey-Tree-house,' adapted from the book by Andy Griffiths & Terry Denton. This was a great experience for all students, particularly those students who had never been inside one of New South Wales finest theatre buildings. The Georgian architectural design of the building, dating back to the early 1920s, alone immersed the students in a wonderful historical and cultural experience.

The Year 6 students participated in a three day excursion to Canberra, visiting Parliament House and the Australian Institute of Sport. This provided for many a new experience and increased responsibility. The content linked directly with the curriculum, enhancing student education of Democracy, Leadership and Government.

Many students attended Anzac Day celebrations, actively partaking in both services to commemorate our military history.

Stage 3 students facilitated a Personal Interest Learning Forum, presenting their projects to students

across all grades. The forum was a wonderful experience where students were able to demonstrate their knowledge of the subject they were presenting in a very engaging and interacting.

Sporting achievements

In 2016, St Michael's students have participated in many sports, clinics, sport trials, gala days and carnivals at Local, Regional, Diocesan, Polding and State Levels, as well as some larger competitions in the Hunter. We even had one child, Lily Mullane who made it to State for Athletics and came 4th in both discus and shotput.

Some of the events our students have had the opportunity to participate in this year include; the Paul Kelly Cup for AFL at both the Regional and Hunter levels, the Jarrod Mullen Cup and the Knights Knockout for Rugby League, Regional Rugby Union, Regional Touch Football, Regional Soccer Carnival and a Local Port Stephens Gala Day, a Diocesan Netball Carnival, a local schools tennis competition, swimming carnivals at School, Regional, Diocesan and Polding Levels, Athletics Carnivals at School, Regional, Diocesan and Polding Levels. We had many children who made it to Diocesan and some to Polding Cross Country. A number of children participated in sport selection trials throughout the year with quite a few making it to the Polding Trials.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	67.74%	49.40%	6.45%	13.30%
	Writing	70.00%	48.80%	3.33%	8.10%
	Spelling	63.33%	46.40%	6.67%	14.20%
	Grammar	80.00%	52.50%	3.33%	11.40%
	Numeracy	54.84%	35.60%	9.68%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	36.59%	35.30%	21.95%	17.30%
	Writing	9.76%	17.20%	31.71%	19.90%
	Spelling	21.95%	29.80%	24.39%	19.00%
	Grammar	39.02%	36.30%	9.76%	16.80%
	Numeracy	21.95%	28.30%	14.63%	18.30%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	24
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	24

Workforce Composition

Number of Staff	
Total teaching staff	24
Total non-teaching staff	8
Grand total	32
Percentage of teachers who are indigenous	0

Teacher Attendance

94%

Teacher Retention

100% due to maternity leave replacements.

Professional Learning Undertaken

All staff members at St Michael's are encouraged to undertake Professional Development throughout the year. Professional learning is considered an integral part of the teaching and learning process. 2016 was another busy year for Professional Learning. Various members of staff continued their participation in Co-Coaching/Peer Coaching. The staff spent a day working with the National School Improvement Tool in relation to Continuum of School Improvement and a day with Sally Brock Education Officer from the Catholic Schools Office in writing Scope and Sequences. Two Executive members attended the Diocesan Leadership course. Staff members also attended development days on Maths, 21st Century Learning, Religious Education and STEM. The Executive also attended their respective Assembly days.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

Parent Satisfaction

Thank you for the wonderful learning you have provided for our children.

A wonderful supportive environment.

The result of changes that have been made at St Michael's has contributed to the wonderful learning, facilities and students that leave St Michael's and go onto senior years.

It is the best move we have ever made to have our son at St Michael's. He just loves it.

It is a pleasure being part of a school community that is so focused on the education of our children.

Student Satisfaction

The school has a very welcoming community.

We get a great education

Teachers are friendly and they look after you

We have a great environment

Everyone treats you as you want to be treated

Everyone looks out for each other

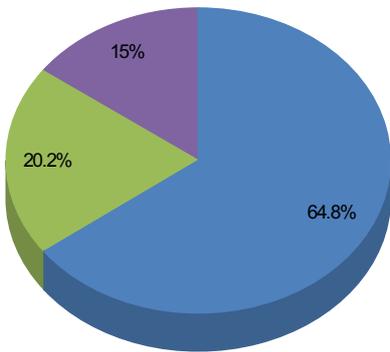
Staff Satisfaction

Thank you so much for welcoming me onto the staff of St Michael's. I've truly enjoyed every part of it and couldn't think of a better community to start my teaching journey and answer my calling to this precious ministry.

St Michael's is a very supportive and progressive school.

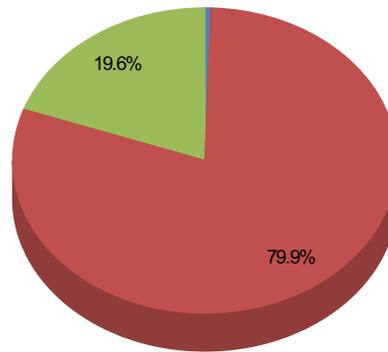
It is wonderful that all students are catered for at the school.

Income



- Commonwealth Recurrent Grants (64.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (15%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (79.9%)
- Non-Salary Expenses (19.6%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,386,313
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$743,429
Fees and Private Income ⁴	\$551,431
Other Capital Income ⁵	\$0
Total Income	\$3,681,173

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$17,989
Salaries and Related Expenses ⁷	\$2,773,027
Non-Salary Expenses ⁸	\$679,120
Total Expenditure	\$3,470,136

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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St Michael's Primary School

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For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>