



2018

ANNUAL SCHOOL REPORT

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St Michael's Primary School, NELSON BAY

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About the Annual School Report

St Michael's Primary School is registered by NESA 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 2017 and gives information about 2018 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 2018 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 2018 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, the English as a Second Language Teacher and the Gifted Education Teacher.

St Michael's is a school which values the relationships between students, staff, parents and parish. 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.

2018 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. All of this culminated in an end of year concert.

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

In the past year the P&F has remained focused in improving the school environment and strong sense of school community spirit. We have had some great social activities for the children and families. We have committed funds to improving school resources and support all school policies.

The Parents & Friends Association has an enthusiastic and committed team. Our goal is to work in unison with the Principal, teachers, community, families of St Michael's Primary School and Parish.

Student Body

We have loved being at St Michael's school. It has a great playground and the teachers are friendly and help us learn many things. In Yr 6 we were able to be Mighty Mates for the Kinders. Being in Yr 6 allows us to be leaders at the school and set a good example for the other children. It is good having more responsibility in the 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 2018 St Michael's had a student population of 289 with 13 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, Soldier's Point, Salt Ash, Salamander Bay, Taylor's 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 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 and 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 and 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
41	22	15

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	33
Year 1	35
Year 2	42
Year 3	37
Year 4	47
Year 5	33
Year 6	44
Total	271

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	93	93	96	94	95	96	95

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

In 2018 St Michael's continued with the National School Chaplaincy Program. This has allowed the school to employ a Pastoral Care Worker who co-ordinates 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

In 2018, a lead teacher in numeracy was released to provide staff with modelling, planning and coaching opportunities.

As part of the Professional Development and Practice Framework, teachers observed best practices, reflective of the teaching standards. Engagement with these examples facilitated important dialogue around supporting the development of rich and meaningful learning opportunities for all students. Teachers incorporated maths instruction that was explicit and systematic, including models of proficient problem solving, verbalisation of thought processes, guided practice, corrective feedback, review and reflection. They incorporated Newman's Analysis for Error to help students work effectively with word problems.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In 2018, a lead teacher in numeracy was released to provide staff with modelling, planning and coaching opportunities. As part of the Professional Development and Practice Framework, teachers observed best practices reflective of the teaching standards and engaged in a variety of professional development opportunities focused on effective teaching strategies in Mathematics. These opportunities facilitated important collegial discussions around best practice in developing experiences which allow our students to apply their knowledge and skills to mathematical questions and scenarios. Teachers incorporated maths instruction that was explicit and systematic, including models of proficient problem solving, verbalisation of thought processes, guided practice, corrective feedback, review and reflection. Across the school, Newman's Analysis for Error was explicitly taught and implemented to help students work effectively with word problems.</p>	<p>STEM skills have been identified as being critical skills in preparing students for the jobs they will have in the future. In 2019, the school will again release a teacher to facilitate and lead learning as inquirer and designer using STEM to support the updated Science and Technology Syllabus. Staff will engage in a Professional Development day to assist them in embedding a range of digital technologies across all Key Learning Areas. The day will focus largely on unpacking the digital technologies aspect of the new K-10 Science and Technology syllabus with concrete examples and demonstration of how this strand can be effectively taught.</p> <p>In 2019, the school will aim to create a culture of challenging learning through the development of assessment tasks that enable students to demonstrate their knowledge at the higher levels (top 2 bands) against the common grade scale.</p>

<p>Through the COSI validation process, the school leadership team focused on how the school's Catholic identity and mission can be effectively communicated to parents and the wider community. 2018 saw the initial implementation of a 'Positive Behaviours for Learning' approach to behaviour management that includes explicit processes, identified responsibilities and consequences for behaviour, grounded in a school wide framework informed by the Mission statement and the school's stated values.</p> <p>Increased involvement in community and outreach programs; school leaders leading initiatives such as 'breakfast club', 'Minnie Vinnies' and the formation of care packages for those community members deployed by the RAAF overseas.</p>	<p>In 2019, the staff will work collaboratively with an Education Officer from the Catholic Schools Office to further develop and launch the Positive Behaviours for Learning Framework, the 'St Michael's PBL Matrix' and the student reward system. The staff will also review the school's Behaviour Management Policy and Procedural documents to reflect the PBS model. 2019 will also see the implementation of a school Social and Emotional (SEL) learning continuum from priorities identified in 2018.</p> <p>In response to COGAT and PAT data, a strong focus will be on further developing student mathematical thinking so that they can master more complex and challenging tasks. Staff will be released to work with the Gifted Education Mentor Teacher to develop Literacy and Numeracy programs which will support and extend the learning needs of students in the gifted range. Staff will engage in professional development opportunities to assist them in developing effective teaching strategies and learning experiences for students requiring adjusted tasks at a more challenging level.</p>
<p>Early 2018, the school's proposal to become a 'Gifted Education Lead' school was successful. This resulted in the appointment of a 'Gifted Education Mentor' teacher one day a week. The school worked collaboratively to develop a 'Gifted Education Policy and Procedural document that reflected the culture and needs of the school. COGAT testing was implemented across the school to assist in providing valuable data on the performance of our students across a number of domains. Students were provided with extension opportunities in both Literacy and Numeracy as well as inquiry based learning tasks and STEM challenges as part of our school improvement plan.</p>	<p>In 2019, the staff will revisit aspects of the '7 Steps to Writing' Program and will engage in Professional learning in improving student writing K-6. Close analysis of writing Naplan data for 2018 will direct staff to aspects of writing requiring explicit instruction and skill development with a particular focus on students in the middle and upper years. The staff will continue to use the Naplan marking writing criteria to develop a marking rubric for assessment tasks. Teachers will work in professional learning teams to incorporate teaching strategies and ideas for identified areas. Linked resources in SCOUT will be made accessible to all teaching staff and will be embedded in literacy programs across the school.</p>

Academic Achievements

St Michael's Primary school supports and encourages academic achievement. Throughout the year the students are encouraged to participate 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 2018, some of these included Regional Debating and Public Speaking Competition, Newcastle Permanent Mathematics Competition and the Science and Engineering Discovery Day at the Tomaree Education Centre. Our students were featured on 'NBN Junior Journos' where they presented a news item on volunteer programs within the community to protect our native koalas. The latter of which provided an excellent opportunity for budding writers to experience the writing, editing and publishing process for a public forum.

Our participation in the Newcastle Permanent Maths competition highlighted the benefit of our maths enrichment workshops with 2 High Distinctions, 7 distinctions and 20 credit certificates awarded. Students across Years 5 and 6 took part in the Australian Problem Solving Mathematical Olympiads and a group of Year 6 students engaged in the 'How to Learn Math' course designed by Professor Jo Boaler from Stanton University.

Cultural achievements

St Michael's were heavily represented at Anzac Day celebrations, where our student body actively participated in both services to commemorate our military history. Stage 3 students participated in a three day excursion to Canberra. This provided for many a new experience and increased responsibility outside the school context. The school held a 'Disney Dance Spectacular' over two nights, to showcase the creative dance and drama talents of our students. Leading up to the event, students worked with a specialist dance / drama teacher, focusing on the performing, composing and appreciating aspects of dance. Students were provided with a number of experiences where they observed, reflected and discussed patterns and sequences of movement during the composition process. The 'Ship O Fools' Clown Troupe in collaboration with Hunter Water engaged students from Kindergarten to Year 2 with an entertaining performance about the water cycle and the importance of saving water. The Newcastle Light Rail program was presented to all students to support them with the safety knowledge and skills needed for living and moving in an environment in which light rail operates

Sporting achievements

In 2018, 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.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	91.90%	75.70%	2.70%	8.70%
	Writing	86.50%	71.70%	2.70%	10.00%
	Spelling	89.20%	69.60%	2.70%	12.50%
	Grammar	89.20%	73.10%	2.70%	11.30%
	Numeracy	76.50%	66.80%	8.80%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	77.40%	65.50%	6.50%	12.80%
	Writing	22.60%	43.70%	16.10%	23.40%
	Spelling	87.10%	63.90%	0.00%	0.00%
	Grammar	87.10%	64.40%	3.20%	14.30%
	Numeracy	61.30%	57.50%	6.50%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	21
II. Teachers at Highly Accomplished/Lead	

Workforce Composition

Number of Staff	
Total teaching staff	21
Total non-teaching staff	7
Grand total	28
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

100% This is due to teacher resigning, one on LSL for the year and Assistant Principal moving into Learning Support role.

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. 2018 was another busy year for Professional Learning. Staff members 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

The school is very proactive, ensuring that the teachers are still continuing their learning and using evidence based teaching strategies and tracking the kids levels, supporting those behind and stimulating those to climb.

Lovely inclusive school

The school is always well represented at community events, eg; Anzac Day; Christmas celebrations and regional maths, reading, debating and sporting events.

Student Satisfaction

Mum, thank you for letting me come to St Michael's. it is the best school.

Our school is very good at welcoming visitors.

We have great discos and fun at St Michael's.

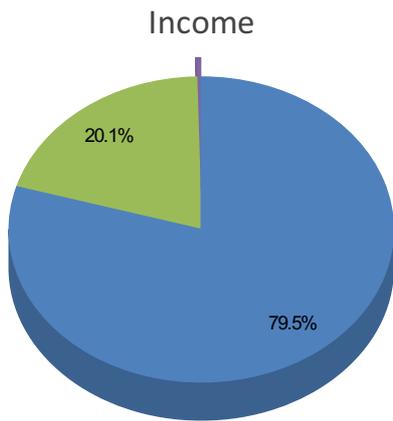
I love learning about STEM and using coding and robots.

Staff Satisfaction

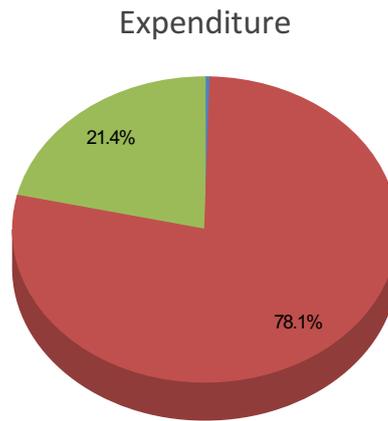
The staff is very well supported at St Michael's.

We have made good improvements in the students' achievements.

The staff at St Michael's work hard in continually improving the way they deliver the curriculum.



- Commonwealth Recurrent Grants (79.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.1%)
- Fees and Private Income (0.4%)
- Other Capital Income (0%)



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (78.1%)
- Non-Salary Expenses (21.4%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,859,612
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$723,097
Fees and Private Income ⁴	\$13,928
Other Capital Income ⁵	\$45
Total Income	\$3,596,682

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$15,963
Salaries and Related Expenses ⁷	\$2,761,151
Non-Salary Expenses ⁸	\$756,950
Total Expenditure	\$3,518,101

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, NESA, 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:

St Michael's Primary School

NELSON BAY

Phone: 4981 1111

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