

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Michael's Primary School

Sproule Street, NELSON BAY 2315

Principal: Helen Bourne

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



www.mn.catholic.edu.au

About this report

St Michael's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with great pleasure that I present the Annual School Report for 2019 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 2019 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. 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 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. 2019 has again been a very successful year with many reasons to celebrate.

Helen Bourne

Principal

Parent Body Message

2019 saw a change with parent engagement in the school. The parents met twice with Cath Garrett Jones from the Catholic Schools Office to look at ways they could support the school. Whether we went with a traditional P&F or we tried a new model. After consultation it was decided to run with a traditional P&F so office bearers were called for. The parent body worked closely with the school in supporting the students at the school. The parent body organised a welcome disco, Mother's and Father's day stall as well as assisting with the annual St Vincent de Paul Hamper Drive at Christmas. The P & F also made a donation towards the purchase of Decodable Readers.

Student Body Message

St Michael's Primary School is a great place to learn. We have excellent teachers who care deeply and teach us many interesting things. We are involved in many sporting opportunities and have access to large playground spaces, which are suitable for different activities. We are well represented with having 8 leaders for Semester One and 8 for Semester 2. We love being Mighty Mates for our cute Kindergartens. At our Friday afternoon assemblies our leaders give out merit awards to students that they have seen following school rules.

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, Corlee, Shoal Bay, Soldier's Point, Salt Ash, Salamander Bay, Taylor's Beach, Tanilba Bay, Bob's Farm and Lemon Tree Passage

St Michael's was opened in 1962 in a new brick Church-Hall in Magnus St Nelson Bay staffed by the Sisters of Mercy. The school consisted of 3 classrooms with 42 pupils. Eventually land was bought in Wahgunyah Rd to build a new school. This was opened in 1969. Further extensions were made to the school in 1984 and in 1991 a new library was built due to the generous donation of \$100,000 by a parishioner - Mary Lopes. The present administration building was upgraded in 2003. In 2009, monies were distributed by the Federal Government, under the BER Scheme, to cover the construction of a hall, 5 classrooms, toilets and a canteen. In 2019 St Michael's had a student population of 276 with 13 classes.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
131	136	40	267

* 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 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 2019 was 91.00%. 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
92.80	91.90	91.30	90.70	92.10	90.40	87.80

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	27
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	5

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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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

In 2019, the staff engaged with online learning modules to strengthen their knowledge of the Naplan narrative and persuasive marking criteria. Teachers worked collaboratively to incorporate teaching strategies and ideas for identified areas in writing.

Staff engaged in a Professional Development day through Adelaide University to assist them in embedding a range of digital technologies across all Key Learning Areas.

The staff worked collaboratively with an Education Officer from the Catholic Schools Office to further develop and launch the Positive Behaviours for Learning Framework which included Matrix and reward system.

Faith Formation included a retreat – Our Mercy Journey.

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

As a Catholic school community, our emphasis is placed on the Gospel values of justice, service and love, embracing our School Moto 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. 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 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. The Principal represents the school at parish council level, attending meetings and Diocesan Assemblies. 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. 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. 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. 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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

In 2019, STEM skills were identified as being critical skills in preparing students for the jobs they will have in the future. A teacher was released every fortnight to facilitate and lead learning as inquirer and designer using STEM to support the updated Science and Technology Syllabus. The lead teacher accessed the 'Digital Technologies' library through the university to provide teachers and students with hands-on opportunities using a variety of resources to explore coding and robotics.

In 2019, the school aimed to create a culture of challenging learning through the development of assessment tasks with explicit success criteria enabling students to demonstrate their knowledge at the higher levels against the common grade scale. The learning intentions and success criteria provided opportunities for students to monitor their own, and peer learning by reflecting upon success criteria to monitor achievement.

2019 saw the development and implementation of a school Social and Emotional (SEL) learning continuum which will be revised and completed in 2020.

In response to the Diocesan Learning Framework (2017), a Pedagogical Mentor teacher has been appointed across all schools. This new role will support the educational leadership of our school in building the collective capacity of all teachers to meet our school improvement targets in literacy and numeracy.

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

In response to COGAT and PAT data, a strong focus was given to further developing student mathematical thinking so they can master more complex and challenging tasks. Students in Stage 2 and 3 worked with the Gifted Education Mentor teacher to support their engagement and response to more demanding literary texts. The staff engaged 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. 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

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	58%	57%	13%	11%
	Reading	63%	53%	13%	11%
	Writing	58%	51%	10%	6%
	Spelling	60%	48%	13%	13%
	Numeracy	48%	40%	10%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50%	34%	5%	17%
	Reading	50%	37%	7%	12%
	Writing	10%	17%	12%	19%
	Spelling	43%	34%	7%	14%
	Numeracy	36%	29%	5%	14%

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

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 at this link.

Initiatives promoting respect and responsibility

In 2019, the staff worked 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 school's Behaviour Management Policy and Procedural documents were rewritten to reflect a PBL model.

The Mini Vinnies group again assisted the adult Conference and supplied breakfast for the students twice a term and assisted with the packing of hampers for less fortunate families at Christmas time.

The students also attended the local Nursing Homes at Easter and Christmas and the Nursing Homes were invited to our dress rehearsal for our Christmas Play.

School Improvement

The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In 2019, STEM skills were identified as being critical skills in preparing students for the jobs they will have in the future. A teacher was released every fortnight to facilitate and lead learning as inquirer and designer using STEM to support the updated Science and Technology Syllabus. The lead teacher accessed the 'Digital Technologies' library through the university to provide teachers and students with hands-on opportunities using a variety of resources to explore coding and robotics.

Staff engaged in a Professional Development day through Adelaide University to assist them in embedding a range of digital technologies across all Key Learning Areas.

In 2019, the school aimed to create a culture of challenging learning through the development of assessment tasks with explicit success criteria enabling students to demonstrate their knowledge at the higher levels against the common grade scale. The learning intentions and success criteria provided opportunities for students to monitor their own, and peer learning by reflecting upon success criteria to monitor achievement.

2019 saw the development and implementation of a school Social and Emotional (SEL) learning continuum which will be revised and completed in 2020.

Priority Key Improvements for Next Year

In 2020, the school will undertake a school self-review as a part of the COSI validation process.

In response to the Diocesan Learning Framework (2017), a Pedagogical Mentor teacher has been appointed across all schools.

Improving pedagogy and assessment practices across K-6, especially in Maths.

Continuing with our 'Writing Action Plan' by providing a whole day staff in-service 'How to Build an Effective Writing Program'

Reviewing and considering innovative timetable strategies to support professional learning communities

Further development on the Digital Technologies section of the Science and Technology curriculum.

Development of school based scope and sequence documents for the new PDHPE syllabus.

Continuing to improve the school culture by implementing the PBL framework of the behaviour management plan

Identifying the high potential learners in the areas of Literacy and Numeracy, as well as in the other KLAs and provide appropriate, engaging and challenging learning experiences for those students

Making Five 'walk through questions' visible across all learning spaces, followed by 'Walk Throughs' for staff.

Developing a coaching approach to build teacher capacity through lesson modelling, co-teaching and observation with feedback

Staff reviewing learning data to track student growth and continue to plan to meet the needs of all students

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The following information was gathered through parent forums, parent meetings and correspondence.

We are so lucky to have our children at St Michael's.

There aren't enough words to thank you. St Michael's took a chance accepting my child into the school community. He will be ok thatnks to the school.

From my child - I love going to St Michael's, it is such a great school.

The staff are always caring and interested in our children and family.

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

Student satisfaction

The following comes from cards, comments and letters.

St Michael's is the best school. They have caring teachers and they help us with our learning.

We have a wonderful playground with plenty of space.

Thanks for welcoming to St Michael's.

Thank you to all the staff for a great year.

Teacher satisfaction

The following comes from comments, notes and staff meeting minutes.

Thanks to the staff at St Michael's. Working with you has made me know how lucky I am to have something that makes saying goodbye so hard.

Thanks everyone for being such a supportive staff.

We always feel supported at St Michael's.

St Michael's is a great community school.

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2438386
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$728205
Fees and Private Income ⁴	\$486535
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$137970
Total Income	\$3791096

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$26284
Salaries and Related Expenses ⁷	\$2808515
Non-Salary Expenses ⁸	\$730385
Total Expenditure	\$3565184

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 2019 REPORT