

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Michael's Primary School

Sproule Street, NELSON BAY 2315

Principal: Helen Bourne

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

About this report

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

Detailed information about the School's improvement journey is documented in the 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 my pleasure to present the Annual School Report for 2021. St Michael's is the only Catholic Primary school on the Port Stephens Peninsula and is closely connected to the St Michael's parish. This report outlines the various significant events and achievements that have been part of the life of St Michael's during the 2021 school year. The 2021 school year presented many challenges. We began the year with the death of one of our Year 2 students. At St Michael's we not only had to deal with the challenges of COVID but we also had a flood in the school which took 4 months to be rectified so staff and teachers could move back into their normal surroundings. The 2021 year again saw students and teachers move into the Learning from Home mode. Staff and parents worked closely to ensure the consistent and continual learning of each and every student. Many activities and competitions were put on hold due to the various restrictions. Even though there were many restrictions students, parents and staff remained in high spirit. 2021 is another year to remember for all members of the school community.

Parent Body Message

We began the year off well with our Annual General Meeting of our Parents and Friends Association after a break in 2020 due to COVID. We elected our officers and were planning activities to bring our community together and then things were halted due to COVID. We did manage to run a Pie Drive. We were very disappointed that we could not attend activities at school such as Assemblies. The school kept us informed as much as possible via Zooms and videos. They would also publish photos of students who had won awards. Again the teachers rose to the occasion in the Learning from Home platform and we were very thankful for that. We as a parent body are looking forward to 2022.

Student Body Message

We found 2021 very difficult. We were so excited to start the year and then we had to go back to Home Learning. We enjoyed the work that we were doing at home but we missed our friends and seeing our teachers in person. We didn't get to do a whole lot of activities and we couldn't play with all the kids in the school. We felt sorry for all leaders as they couldn't do much. We hope that next year is better.

School Features

St Michael's is one of the primary schools (Kindergarten to Year 6) in the Diocese of Maitland-Newcastle. St Michael's is a middle size school situated in Nelson Bay on the Tomaree Peninsula at Port Stephens. The school draws from a variety of areas on the Peninsula – Nelson Bay, Anna Bay, Fingal Bay, Corlette, Shoal Bay, Soldier's Point, Salt Ash, Salamander Bay, Taylor's Beach, Tanilba Bay, Bob's Farm and Lemon Tree Passage. St Michael's was opened in 1962 in a new brick Church-Hall in Magnus St Nelson Bay staffed by the Sisters of Mercy. The school consisted of 3 classrooms with 42 pupils. Eventually land was bought in Wahgunyah Rd to build a new school. This was opened in 1969. Further extensions were made to the school in 1984 and in 1991 a new library was built due to the generous donation of \$100,000 by a parishioner - Mary Lopes. The present administration building was upgraded in 2003. In 2009, monies were distributed by the Federal Government, under the BER Scheme, to cover the construction of a hall, 5 classrooms, toilets and a canteen. St Michael's is situated in a bushland setting and in 2021 comprised of 11 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 2021: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 117 | 118 | 35 | 235 |

* 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 2021 was 91.51%. 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 |
| 93.51 | 92.68 | 92.18 | 91.69 | 90.32 | 89.65 | 90.54 |

Managing Student Non-Attendance

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

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

| | |
|------------------------------------|----|
| Total number of staff | 28 |
| Number of full time teaching staff | 11 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 7 |

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

Again in 2021 most Face to Face Professional Development was postponed due to COVID. Staff were still able to access PD via Zoom. This included Executive Development Days, Religious Education Formation, Learning Progressions, Leading Learning Collaborative, Pedagogical Mentor Training, Gifted Education Training and The Science of Reading.

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 Motto of Truth and Trust. The Catholic Identity of our school focuses on the faith formation of young people and educates them through the implicit teaching of religion.

St Michael's Catholic School does not replace the home but complements it, in the education of the students. The Parish Community is encouraged, and welcomed to be actively involved in school life. As a school community, St Michael's staff and students were unable to begin the year with a beginning mass and were unable to invite parents to be apart of a beginning liturgy. The Sacramental program was also disrupted this year due to restrictions and the death of our Bishop. The focus of the parish is that the school is a vital arm of its educative mission and every endeavour is made to include the school in the overall pastoral plan of the parish. The Principal represents the school at parish council level, attending meetings and Diocesan Assemblies. The school acknowledges the importance of religious and faith development programs for both staff and students. The school participates actively in prayer to support each other and the families of the school and Parish. Senior students also take part in a 'Mighty Mate' training program and Spiritual Leadership day. The school's Mini Vinnies team were unable to operate under normal circumstance this year but were instrumental in organising pictures for our local nursing homes.

St Michael's implements the Diocesan K-12 Religion Syllabus. An essential element of each day's learning is a focus time on children learning about our Catholic Faith, deepening their spirituality and providing a time for prayer and reflection. The importance of having such a time each day is reflected in the expectation that teachers in the Catholic Schools of the Diocese of Maitland-Newcastle ensure that 2 ½ hours teaching/learning time each week is allocated to Religious Education. The classroom teaching at St Michael's promotes student centred learning, utilising the Diocesan Units of Work. Students are immersed through scripture, music, liturgy, prayer, human resources such as Father Anthony: therefore enabling opportunities for our students to come and to know and understand Jesus' mission of love, through the content of the program and the lived experience. The importance of prayer is supported through the establishment of a special sacred space in classrooms, which reflects units of work being taught.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The 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 2021 the school focus in curriculum was Mathematics and the improvement in Writing which followed on from the disruptions of 2020. The staff were so happy to be back teaching face to face full time. Seeing parents were not allowed on site the teachers prepared videos showing classrooms and running through a normal day in the classroom. Many intervention groups were put in place to assist students who had fallen behind during Learning from Home in 2020.

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

Once students did go back to Learning from Home it was decided that the whole school would use the platform DoJo for all grades which made it easier for parents. Teachers made sure there was engagement from students and kept in contact with parents and this was chronicled. Teachers also contacted parents before students returned to school to gain from parents how they went and so teachers were aware of any anxiousness returning to school.

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

The Leading Learning Collaborative Committee began the Clarity journey with the staff with the implementation of a physical data wall.

.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

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

| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 64% | 54% | 8% | 11% |
| | Reading | 53% | 55% | 3% | 10% |
| | Writing | 61% | 53% | 3% | 7% |
| | Spelling | 56% | 50% | 6% | 13% |
| | Numeracy | 42% | 37% | 6% | 13% |
| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 50% | 35% | 10% | 14% |
| | Reading | 48% | 41% | 8% | 11% |
| | Writing | 28% | 20% | 13% | 18% |
| | Spelling | 58% | 38% | 10% | 14% |
| | Numeracy | 43% | 29% | 3% | 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 2021.

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 2021, the staff continued to further develop the Positive Behaviours for Learning Framework, the 'St Michael's PBL Matrix' and the student reward system. Each fortnight a powerpoint was created for students focusing on the relevant positive behaviours being encouraged. Students were rewarded for these positive behaviours with gold tokens which were placed in containers for each sport house. This then tallied up each term for a reward.

During COVID lockdown each family was contacted by the Principal to check on their welfare and if teachers had not had contact from students via DoJo they visited the students home and physically sighted the student to make sure they were alright.

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

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

School Improvement

The School implements the 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

Key improvements for 2021 were that quality learning continued to take place whether at school under difficult circumstances or Learning from Home.

The safety and well being of all community members especially their well being.

The Leading Learning Collaborative Committee began on the Clarity journey and introduced this to staff and the development of a physical data wall.

Priority Key Improvements for Next Year

Priorities for 2022 will be to continue on the Clarity journey.

Our School Improvement Priorities are:

*To implement new Religious Education Curriculum and formation opportunities for staff

* To implement Social and Emotional Learning program - Second Steps

*Improve understanding of Learning Progressions in Grammar and Punctuation to inform data wall

*Promote Positive Behaviours for Learning and student and staff well being.

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

A message from our P&F president in 2021 -'We would like to sincerely thank all the staff for their exceptional work during this challenging time of at Home Learning, to ensure the transition to and from the classroom was as smooth as possible and our children's learning was able to continue. '

'The school has kept us well informed as to what is happening with learning and COVID restrictions.'

'I have been so impressed at the way the school has handled the COVID situation and we are appreciative of the way the staff have maintained consistency in learning.'

'We were impressed with the arch of balloons to welcome the students back.'

'The school has taken the safety of our children during COVID extremely seriously. We thank them.'

Student satisfaction

Students found Learning from Home quite difficult as they had been through it the year before and were upset to going back to it during 2021.

The students were keen to get back to school at the beginning of 2021 but were not impressed with some of the restrictions. Every student was very good at following all the safety guidelines of hand sanitising, washing of hands, being mindful of others and staying home when sick.

Year 6 were most appreciative of being able to have their parents at school as they received their certificates for completing their primary schooling.

Teacher satisfaction

Teachers during 2021 banded together again under difficult circumstances. Staff were very mindful of each other and worked very collaboratively to ensure quality learning was taking place no matter under what circumstances - flood or COVID.

Staff were appreciative of the support of the leadership team and the well being measures that were put in place.

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 2021 year is detailed below:

| Recurrent and Capital Income 2021 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,488,586 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$705,267 |
| Fees and Private Income ⁴ | \$370,278 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$187,537 |
| Total Income | \$3,751,668 |

| Recurrent and Capital Expenditure 2021 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$21,991 |
| Salaries and Related Expenses ⁷ | \$2,660,883 |
| Non-Salary Expenses ⁸ | \$704,098 |
| Total Expenditure | \$3,386,972 |

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 2021 REPORT