

2022



St Michael's Primary School

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

Message from key groups in our community

Principal's Message

As school principal it is my pleasure to present the Annual School Report for 2022. St Michael's is the only Catholic Primary school on the Port Stephens Peninsula and is closely connected to the St Michael's parish. St Michael's has a very strong Catholic identity and is very focussed on

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 2022 comprised of 11 classes. The school is awaiting on a DA for further improvements.

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 2022: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 114 | 118 | 40 | 232 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:

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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.

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Summary of professional learning at this school

Staff were very excited in 2022 that staff development days could continue. The Clarity committee attended Zooms with Lyn Sharratt and then attended a face to face day in November. The committee also attended a Learning Fair. The whole staff spent a day looking at learning progressions across the curriculum. The staff were also inserviced in the new English curriculum and looked at Scope and Sequences. The staff also had a well being day half way through the year.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2022 the school focus in curriculum was Grammar and Punctuation and the improvement in Writing which followed on from the disruptions over the last couple of years.

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

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

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

We continued with the implementation of a school Social and Emotional (SEL) learning continuum.

Our Pedagogical Mentor teacher worked across the school in building the collective capacity of all teachers to meet our school improvement targets especially in literacy.

Teachers worked collaboratively in stages to identify priorities from their analysis of Naplan and school based assessment data. A strong focus

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

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

In 2022, the staff continued with the Positive Behaviours for Learning Framework, the 'St Michael's PBL Matrix' and the student reward system. Each fortnight a powerpoint was created for students focussing on the relevant positive behaviours being encouraged. Students were rewarded for these positive behaviours with gold tokens which were placed in containers for each sport house. This then tallied up each term for a reward.

St Michael's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff with a focus on encouraging all members of our community to take a stand when they experience or witness 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 system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Our School Improvement Priorities that were achieved are:

- The implementation of the new Religious Education Curriculum.
- Continuation of the formation opportunities for staff at both staff meetings and a whole day.
- Continuing the Social and Emotional Learning program - Second Steps.
- Improving the understanding of Learning Progressions in Grammar and Punctuation to inform our data wall
- Continuation of Positive Behaviours for Learning and student and staff well being.

Priority Key Improvements for Next Year

Key priorities for 2023

- Students well being - positive behaviour for learning is lived by all students
- Well being clubs run throughout lunchtime breaks
- Provide spiritual formation for staff
- Implementation of new scope and sequences for new Maths curriculum
- Implementation of Effective Spelling across the school

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

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

I have greatly appreciated the support, values, love, and standard that the school has modeled.

Thank you for all the support and education given to our son.

The promotion of academic skills, high standards of values and goodwill towards others is amazing.

You have created a wonderful environment for children to flourish in and a beautiful community for families.

Thank you for the tireless work and dedication to educating and supporting our children.

Student satisfaction

Everyone is so friendly you make friends straight away.

Teachers have personality and have a joke.

The environment is beautiful, we are so lucky.

Our teachers are always there to help us.

Teacher satisfaction

Thank you I appreciate the support given to staff.

St Michael's has a wonderful community spirit and I love working here.

Thank you for the support and wisdom shown to staff.

We have an amazing staff who are very dedicated and go above and beyond.

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 2022 year is detailed below:

| Recurrent and Capital Income 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,798,535 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$796,981 |
| Fees and Private Income ⁴ | \$456,558 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$192,212 |
| Total Income | \$4,244,286 |

| Recurrent and Capital Expenditure 2022 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$1,512 |
| Salaries and Related Expenses ⁷ | \$2,975,292 |
| Non-Salary Expenses ⁸ | \$1,014,100 |
| Total Expenditure | \$3,990,904 |

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.

