Annual School Report
2012 School Year

St Augustine’s Primary School

Coffs Harbour
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About this report

St Augustine’s Primary School is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This Report has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2013 following its submission to the Board of Studies.

The contents of this Report are able to be discussed at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 02 66521204 or by visiting the website at
www.staugustines.nsw.edu.au
Principal’s Message

The primary purpose of St Augustine’s Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Augustine’s offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2012. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Augustine’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- Participation in the International Competitions and Assessments for Schools in English, Maths, Spelling, Writing, Science and Computer saw students in our school received 26 Distinctions and 94 Credit3 of our students score in the top 10% with 7 scoring in the top 25% of the State.
- 100% of participants completed the annual Premiers’ Reading Challenge.
- Outstanding performances in the Newcastle Permanent Maths Competition saw 3 High Distinctions, 21 Distinctions and 25 Merits.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

- A large number of students and staff participated in the community’s annual ANZAC Day march and service.
- A large number of extended family members participated in our school Grandparents’ Day Celebration.
- Children presented a number of items for the Coffs Harbour Show display.
- Students represented our school at the Coffs Harbour Eisteddfod in a number of sections including Recorder, School Band, Percussion Ensemble, String Ensemble and Choirs.
- Students from the instrumental music program performed at a number of aged care facilities.

Students performed well at various sporting events in the year. The following list provides some examples of sporting highlights:

- In the representative program this year St Augustine’s had an AFL NSW State representative and six Polding representatives across AFL, Athletics, Cross Country and Swimming.
- The Open Rugby team were runners-up in the Mid North Coast Essential Energy Rugby 7s.
- Our Senior Netball team finished third in their division at the NSW Catholic Schools State Netball Championships and were runners-up at the Grafton All Age Carnival.
- Participation in the local Saturday morning schools basketball competition saw 14 teams compete with many becoming semi-finalists, finalist and premiers.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Augustine's is indeed blessed to have such dedicated and enthusiastic people.

Jake Madden
Principal

A Parent Message

Parent and Friends (P&F) President's Report:

It gives me a great deal of pleasure to present a report on the activities of the school's P&F.

The aim of the P&F is to bring our school community together to celebrate the education of our children. At St. Augustine's we think of the school community as being the students themselves, their siblings and parents as well as grandparents and other family members. P&F events combine fun and friendship often with a fundraising activity.

Funds that are raised by P&F activities benefit the school, either through the purchase of books, educational materials and sporting equipment as well as helping fund capital works programmes at the school.

Our first major fundraiser each year is our P&F charity golf day the Coffs Harbour Gold Club. The 2013 event was named the Centenary Golf day to acknowledge the fact that 2013 is the school's Centenary year. The event took place in late March under glorious sunshine with a record number of players. As has been the case in the past Steve Ryan and the Golf Committee did a fantastic job of running the event and as always we had tremendous support from both the local business community and the school community, which we are very thankful for.

Across 2012 there were numerous P&F events, the highlights being the following:

Mid-year the P&F partnered with Permablitz and the Coffs Coast Local Food Alliance to create a new sustainable garden in the school grounds. Under clear blue skies and in a single day a team of more than 20 volunteers from our school's community worked almost without stopping from sun up to sun down to create the garden beds, install a water tank, build a poly tunnel and lattice work as well as making a start on planting the garden. Today the garden is well established and looks as if it has been there for years.

Also mid-year the P&F were invited to hold a fund -raising BBQ at the Coffs Harbour Race Club. The event coincided with the Race Club's annual family day which featured an appearance by Big Dog, a face-painting stand and other fun activities for
the children. The P&F held a 'Name that Race' competition. The two winning St. Augustine’s students had the honour of presenting the sash to the winning trainer. A strong winter southerly combined with passing rain squalls made it a day mostly for the hardy outdoor types but those who attended reported that much fun was had.

Throughout the year there have been the usual fundraisers in the school that are either educational or a lot of fun (or both), notably the spell-a-thon in June 2012 and the walk-a-thon in August 2012. I am pleased to report that both events were a success.

The inaugural barefoot bowls afternoon took place at the Coffs Harbour Bowling Club in November and was a great success.

One of the highlights of the school year is annual School Fete held in November with the 2012 event breaking all previous fund-raising records. A rainstorm mid-afternoon could not dampen anyone's spirits; the Tombola sold out inside 45 minutes; the event featured a Haunted House for the first time; Krispy Kreme donuts were shipped in fresh from Brisbane that morning (another sell-out!). The event featured a Haunted House for the first time and the launch of the special kids’ zone in the hall was a tremendous success.

In December we closed the year out with a twilight session on the Big Banana water slides, followed by the usual P&F sausage sizzle.

Many of you will realise that this is my first year as the president and I would like to thank Jake Madden, Leanne Feltis, the P&F executive, school staff, the students and our community for actively supporting and encouraging all my efforts since taking office.

Stephen Appleton
President
St Augustine’s Parents’ & Friends’ Association
This Catholic School

St Augustine’s is located in Coffs Harbour and is part of the St Augustine’s Parish, which serves the communities of Coffs Harbour, Coramba, Nana Glen, Glenreagh and Woolgoolga. School families are drawn from the towns and communities of Coffs Harbour, Coramba, Nana Glen and Glenreagh. Last year the school celebrated 99 years of Catholic education.

The Parish Priest, Fr Paul Winter, is involved in the life of the school.

St Augustine’s is a Parish School with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- support for the Parish based Sacramental programs
- assistance with children’s liturgy
- visitations to classroom by Fr Paul Winter
- participation in the parish’s weekly Friday morning mass
- staff sponsors in the Rite of Christian Initiation of Adults (RCIA) program

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school’s prayer life. The purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.
St Augustine’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2012</th>
<th>TOTAL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>42</td>
<td>53</td>
<td>43</td>
<td>52</td>
<td>54</td>
<td>42</td>
<td>328</td>
<td>327</td>
</tr>
<tr>
<td>Female</td>
<td>57</td>
<td>53</td>
<td>38</td>
<td>38</td>
<td>51</td>
<td>35</td>
<td>41</td>
<td>313</td>
<td>285</td>
</tr>
<tr>
<td>Indigenous</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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 school continues to work towards on developing a 21st Century pedagogy. This pedagogy is underpinning learning across the school, Kindergarten to Year 6. As such our teaching programs are designed to inculcate the capabilities of innovation, problem solving, designing, creating, communicating and collaborating.

The school provides specialist teachers in the areas of physical education and music, including an extensive instrumental music program. The introduction of specialist drama lessons to the Year 3-6 program supports the school’s concentration on fostering confidence in personal expression and presentation.

A key feature of the teaching/learning program is not only the integration of cross curricular concepts including indigenous education but also the learning support programs. These specialised programs are provided to support the class teacher and to personalise student learning.
Student Performance in National Testing Programs
The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 78 students presented for the tests while in Year 5 there were 88 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry. In both Year 3 and Year 5 there were 6 achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieved Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieved at Band 5 and higher have achieved above the minimum standard set by government.

At St Augustine’s, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office led information sessions on NAPLAN and SMART Data Analysis workshops.

The following data indicates the percentage of St Augustine’s students in each band compared to the State percentage.
## Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>26.4</td>
</tr>
<tr>
<td>Writing</td>
<td>15.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>30.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>33.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>13.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.7</td>
</tr>
</tbody>
</table>
Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>13.6</td>
</tr>
<tr>
<td>Writing</td>
<td>8.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>16.5</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>20.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>16.9</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15.8</td>
</tr>
</tbody>
</table>

The results show that students have performed extremely well in 2012. This is largely due to the effectiveness of the school’s targeted intervention programs. Additionally, teachers at the school believe that motivation levels have improved due to the introduction of the cohort-learning framework. Students appear to be more engaged with learning, particularly the inquiry-based programs. The percentage of students achieving minimum standards has followed previous years’ achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.
**Teacher Standards and Professional Learning**

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>37</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>37</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>25</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole-staff development day professional learning activities in 2012 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>One</td>
<td>Catholic Schools Office</td>
</tr>
<tr>
<td>Contemporary Learning Framework</td>
<td>Two</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Two</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Teacher Education Dialogue</td>
<td>Three</td>
<td>Southern Cross University</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>Four</td>
<td>School Leadership Team</td>
</tr>
</tbody>
</table>
Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Spelling workshops
- Making Jesus Real program
- Charles Lovett Maths Workshops
- NAPLAN Analysis
- Kath Murdoch Inquiry Learning Workshops
- QuickSmart Maths
- IEU Women’s Conference
- More Support for Students with Disabilities (MSSD) workshops

The professional learning expenditure has been calculated at $3,387.00 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 94.83%. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2012 was 95.94%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.9</td>
<td>94.9</td>
<td>95.7</td>
<td>95.2</td>
<td>95.9</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2012 the following policies were reviewed, updated or newly created:

- Assessment & Reporting
- Spelling

Enrolment Policy

Every new enrolment at St Augustine’s requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

Pastoral Care is the integration of the academic, social and religious dimensions of a school's energy so that an atmosphere of care prevails within the school community. The school’s policy is that each person within the school community - administrators, parents, students and teachers - is invited to develop his or her full potential. A number of school-based programs (for both students and parents) are provided to build upon this ideal including Bounce Back, Seasons for Growth, The Resilience Doughnut, Cyber Safety and Brainstorm Productions Anti-Bullying Presentations.

It is our view that Pastoral Care is an expression of the vision of the school and, as such, underpins the school's policies, curriculum statements, procedures and organisational learning structures.

Discipline Policy

Discipline at St Augustine’s involves the happy and safe functioning of a school community through self-discipline, pastoral care, realistic school rules and a behaviour modification system.
Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The policy is available at the front office or from the school's website.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2012 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- promote the school’s connection with St Joseph’s Community College, Ha’apai, Tonga;
- consolidate the development of the Student Learning Management system, Knowledge NET;
- work on fostering student engagement in higher order thinking, creativity and research skills;
- focus the development of a K-6 spelling program;
- build on the collaborative learning initiatives in each cohort;
- introduce environmental issues into the integrated curricula;
- establish an eLearning statement to guide discussion around the implementation of ICT;
- continue to improve the physical facilities to reflect the employment of 21st century teaching and learning;
- continue to invest in building staff capacity to meet the changing needs of our students.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- Student of the Week Awards are presented at weekly assemblies.
- Students visit local aged-care facilities.
- Bounce Back program is incorporated into learning programs.
- Student Representative Council holds special cause fundraising activities.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's pastoral care program.
Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Twice yearly parent/teacher interviews engaged parents in conversation on the new curriculum framework as it related to their child’s learning portfolios.
- Parents & Friends Association Meetings provided an opportunity to share in the changes to the school’s learning journey and to learn more about the building project and its implications for improved student outcomes.
- Grade breakfasts offered all parents the opportunity to learn about grade specific initiatives and learning activities.
- Year-level Parent Meetings held each term supported the communication between school and families through the established parent network channels.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2012 is presented below:
2012 INCOME - St Augustine's Primary School - COFFS HARBOUR

- Other Capital: 1%
- Govt. Capital Grants: 12%
- Fees: 17%
- Other Private Income: 3%
- Grants-State Govt: 17%
- Grants-Commonwealth Govt: 50%

2012 EXPENSE - St Augustine's Primary School - COFFS HARBOUR

- Capital Expenditure: 3%
- Other Expenditure: 16%
- Salary & Related Expenditure: 81%