About This Report

St Augustine’s 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 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 2014 following its submission to the Board of Studies.

The contents of this Report may be tabled for discussion 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 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 2013. 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 Skills saw students in our school receive 25 distinctions and 71 credits.
- 100% of participants completed the annual Premier’s Reading Challenge.
- Outstanding performances in the Newcastle Permanent Maths Competition resulted in five high distinctions. Three children received district awards.
- There were five students in the top 10% and another 5 students in the top 25% of this year’s Maths Olympiad competition.

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, Drama and Choirs.

Students from the instrumental music program performed at a number of aged care facilities.
Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- a Grade Championship Chess Team - NSW Country Schools Champions in the NSW Junior Chess League Primary Chess Competition;
- seven Polding and 30 Diocesan sporting representatives;
- participation in the local Saturday morning schools' basketball competition. 15 teams competed with many becoming semi-finalists, finalist and premiers;
- winners in NSW Catholic Schools Netball Championships;
- one team qualified for the NSW Rugby 7s finals series.

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 their generous efforts. St Augustine's is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Jake Madden
Principal

A Parent Message

Annual Report

It gives me a great deal of pleasure to provide my annual report on the activities of the school's Parents and Friends (P&F) for 2013.

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 as well as their brothers and sisters, parents and grandparents and other family members. P&F events aim to combine fun and friendship for everyone and sometimes these events have a fundraising theme. The annual Golf Day is a great example.

Funds that are raised by P&F activities benefit the school through the purchase of books, educational materials and sporting equipment. A portion of every dollar raised helps fund capital works programmes at the school.

Last year was the School's centenary year and as such many of the P&F events had a centenary theme.

Once again the P&F hosted the annual Golf Tournament at the Coffs Harbour Golf Club. The P&F's thanks goes to Steve Ryan and the Golf Committee as well as the numerous sponsors for their ongoing support.
In the middle of 2013 the P&F were delighted to host the St. Augustine's Centennial Race Day at the Coffs Harbour Race Club, which featured the St. Augustine's Centennial Handicap as one of the feature races of the day. The event coincided with the Race Club's annual family day, which featured a 'turn of the century' children's fashion parade, an appearance by Big Dog and other fun activities for the children. P&F presidents for the past thirty years were invited. Many stories about the school yesterday and today were shared. Perfect weather and a P&F BBQ made for a memorable day.

The Centennial Bowls afternoon took place at the Coffs Harbour Bowling Club late last year and was a great success building on the inaugural event in 2012.

The School Fete in November is always one of the highlights of the school calendar and the 2013 event was a great success.

On the last day of the school term for 2013 the P&F hosted a twilight session on the Big Banana water slides, accompanied by the ubiquitous P&F sausage sizzle.

At the AGM we said a fond farewell to our longstanding P&F Treasurer Alan Bailey. On behalf of the P&F and the school's community I would like to thank Alan for his enormous contribution to the school over many years. The new Treasurer for 2014 is Helen Parr who moves from her prior role as Vice President of the P&F. Congratulations Helen! The new 2014 Vice President is Judy Arragon. Welcome and thank you.

In closing I would like to thank Jake Madden, Leanne Feltis, the P&F executive, school staff, the students and our community.

Stephen Appleton
P&F President
St Augustine’s P&F
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 100 years of Catholic education.

The Parish Priest, Fr Paul Winter is actively 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 sponsorship 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 permeate 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 aims and direction of St Augustine’s is guided by 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 the essence of 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 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>43</td>
<td>44</td>
<td>52</td>
<td>40</td>
<td>53</td>
<td>57</td>
<td>338</td>
<td>328</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>53</td>
<td>52</td>
<td>37</td>
<td>38</td>
<td>52</td>
<td>33</td>
<td>311</td>
<td>313</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>49</td>
<td>55</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 toward developing a 21st Century pedagogy. This pedagogy underpins 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 into 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, 89 students presented for the tests while in Year 5 there were 104 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 are six 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 achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by the 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 information sessions on NAPLAN and SMART 2 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>State</td>
</tr>
<tr>
<td>Reading</td>
<td>27.9</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.0</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>15.3</td>
</tr>
<tr>
<td>Writing</td>
<td>7.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>19.9</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.8</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.8</td>
</tr>
</tbody>
</table>

The results show that students have performed extremely well in 2013. 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 through the increased use of interactive white boards. Students appear to be more engaged with the lesson content and are willing to practise their new found skills using this technology. 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>38</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>38</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>2</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>28</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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum</td>
<td>One</td>
<td>Curriculum Team</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>Two</td>
<td>Curriculum Team</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>Two</td>
<td>Curriculum Team</td>
</tr>
<tr>
<td>Staff Spirituality</td>
<td>Three</td>
<td>Leadership Team</td>
</tr>
</tbody>
</table>

Additionally, staff attended either individually or in groups, a range of professional development opportunities including:

- Running Records and Miscue Analysis
- Persuasive Writing workshops
- Numeracy Continuum workshops
- “More Understanding of Autism” workshop
- Making Jesus Real in-service
- Science & Technology Curriculum workshops
- Andy Hargreaves Professional Capital (Teacher Leadership) workshop
- Bluearth – Fundamental Movement workshop.

The professional learning expenditure has been calculated at $7092.23 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 95.46%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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 2013 was 92%. 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>92%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>97%</td>
<td>83%</td>
</tr>
</tbody>
</table>

School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

Reviewed and Updated

- Internet Access and Acceptable Use (Curriculum)
- Cyber Safety (Other)
- School Counsellor (Welfare)
- Student Wellbeing (WH&S)
- Emergency Procedure - Lockdown (WH&S)
- Emergency Procedure - Evacuation (WH&S)
- Enrolment policy for students with additional needs (Other)
- Learning Support (Curriculum)
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 - administrator, parent, student and teacher - 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. 2013 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:

- build teacher capacity in the use of technology in the classroom;
- employ higher order thinking, creativity and research-based skill development throughout the curriculum;
- analyse the NAPLAN data more closely to inform teaching and learning;
- promote and celebrate the role of community via the school’s Centenary activities;
- develop a teacher feedback process for the cohort learning framework;
- implement the School Review & Development program leading to the formulation of the 2014-2018 Strategic Plan.

**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.
- The 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 children’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 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 2013 is presented below: