Annual School Report
2011 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 Education Office (CEO), 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 Education Office. This Report has been approved by the CEO 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 2012 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 2011. 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 Computers saw students in our school received 2 High Distinctions, 30 Distinctions and 86 Credits.
- Our participation in the Maths Olympiad saw one of our students score in the top 10% with three scoring in the top 25% of the State.
- All students who participated in the annual Premier’s Reading Challenge completed the Challenge.
- Fourteen students participated in the annual Tournament of the Minds competition.
- The Primary Research team received 3 credits and 6 merit awards.

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 extended family members participated in our school Grandparents’ Day Celebration.
- Students represented our school at the Coffs Harbour Eisteddfod in a number of sections including Recorder, School Band, Percussion Ensemble, String Ensemble and Choirs.
- The school was invited to perform at the Coffs Harbour Carols by Candlelight.
- A large number of students and staff participated in the community’s annual ANZAC Day march and Service.
- Children exhibited a number of items for the Coffs Harbour Show display.

Students performed well at various sporting events during 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 twelve Polding representatives across AFL, athletics, basketball, cross country, golf, rugby and swimming.
- The Open Rugby team were State finalists in the CPS Ruby 10s and the NSW Rugby 7s. They also won the local Coffs District U/12s competition as well as running third in the State Club's competition.
- Our Senior Netball team won their pool at the NSW Catholic Schools State Netball Championships.
- Participation in the local Saturday morning Schools’ Basketball competition saw 14 teams compete with many 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

President’s Report: P&F AGM

The year was a year of achieving our financial goals as well as enjoying each other’s company as either a family unit or as friends. This year for the first time we were selected to host the BBQ at Bunnings. Another first this year was the Spirit of Rock Music night conducted by our wonderful staff at St Augustine’s. The parents at this school have undertaken another capital works project; funding the new toilet block which will be paid off in four years.

The success of our events would not have eventuated without the help of the parents, grandparents and friends. We have raised much appreciated extra funds as well as meeting and working with fantastic people. The functions that we conducted this year have been made possible by the generous donations of our sponsors. Some of these sponsors have been donating for many years. Please support them whenever you can.

Thanks again for your response to our annual Parent & Friends Satisfaction Survey. This essential data enables the school to allocate its resources to the most needed areas.

I would like to thank Fr Paul Winter, Fr Peter Wood and all the parishioners who help support our school. We have a close relationship with our parish.

To the families who are leaving us this year, a big thank- you for your support during your time with us. You are most welcome to attend our functions in future years.

Thank you to everyone who took part in our fundraisers, particularly the event coordinators. We hope you will continue to participate next year.

We are very proud of our school and the opportunities it provides for our children. We encourage everyone to become involved as much as they are able.

Michael Nolan
President
St Augustine’s Parents’ and 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 98 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:

- supporting the parish-based sacramental programs;
- assisting with children’s liturgy;
- participating in the parish’s weekly Friday morning mass;
- being involved in church cleaning rosters;
- Fr Paul Winter visiting classrooms;
- Fr Paul leading professional learning/faith development at staff meetings.

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 implementation of the Diocesan Daily Prayer guidelines supports 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>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2011</th>
<th>TOTAL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>52</td>
<td>40</td>
<td>51</td>
<td>50</td>
<td>39</td>
<td>51</td>
<td>327</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>39</td>
<td>33</td>
<td>47</td>
<td>34</td>
<td>41</td>
<td>40</td>
<td>285</td>
</tr>
<tr>
<td>Indigenous</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

There are currently 612 students enrolled in 24 classes.

**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 21<sup>st</sup> Century pedagogy. This pedagogy underpins learning across the school, Kindergarten to Year 6. As such our teaching programs are designed to develop 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 emphasis 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, 100 students presented for the tests while in Year 5 there were 83 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 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 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 Education 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>BAND</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2.9</td>
</tr>
<tr>
<td>5</td>
<td>17.8</td>
</tr>
<tr>
<td>4</td>
<td>24.6</td>
</tr>
<tr>
<td>3</td>
<td>27.6</td>
</tr>
<tr>
<td>2</td>
<td>22.6</td>
</tr>
<tr>
<td>1</td>
<td>17.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.6</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>State School</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>15.6</td>
</tr>
<tr>
<td>Writing</td>
<td>9.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.6</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>16.3</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.6</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>15.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15.4</td>
</tr>
</tbody>
</table>

The results show that students have performed extremely well in 2011. 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 the 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>36</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>34</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 2011 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum: Guided Inquiry</td>
<td>One</td>
<td>Lyn Hay</td>
</tr>
<tr>
<td>ICT: Introducing Moodle</td>
<td>Two</td>
<td>Charlie O’Sullivan</td>
</tr>
<tr>
<td>Spirituality Retreat</td>
<td>Three</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>National Curriculum</td>
<td>Four</td>
<td>Catholic Schools Office</td>
</tr>
</tbody>
</table>

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

- Executive Staff Spirituality Retreat
- Dennis Shirley’s *The Mindful Teacher* workshop
- Charles Lovett’s Maths workshop
- Guided Reading/Running Records workshop
- John Hattie’s *Visible Learning* workshop
- *Best Start* workshops
First Aid training
Ross Todd’s Guided Inquiry workshop

The professional learning expenditure has been calculated at $3897.41 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention
The average teacher attendance figure is 95.56%. This figure is provided to the school by the CEO.

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 2011 was 93.1%. 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>93.8%</td>
<td>100%</td>
<td>96.3%</td>
<td>92.5%</td>
<td>92.5%</td>
<td>87.0%</td>
<td>95.0%</td>
<td></td>
</tr>
</tbody>
</table>

School Policies
School policies are reviewed regularly. In 2011 the following policies were reviewed, updated or newly created:

- Staff Dress Code Policy
- Structured Play Policy
- Relief Staff Policy
- Movement Around School Policy
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 of 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, Life Education, Cyber Safety and How to Drug Proof Your Kids.

It is our view that Pastoral Care is an expression of the vision of the school and, as such, underpins the school’s policy and 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. 2011 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:

- support teachers in becoming proficient with Knowledge NET and using it on a daily basis in delivering the curriculum;
- ensure “Environmental Stewardship” is built into learning modules;
- foster community knowledge and understanding of our support for a community school in Tonga;
- develop a St Augustine’s eLearning Strategic Plan 2011-2013;
- create a master plan for refurbishing school facilities not associated with the BER program;
- ensure the new lectionary for the General Instruction of the Roman Missal is implemented.
- provide opportunities for staff to seek and receive professional support from their peers.

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:

- Caught Being Good awards presented at weekly assemblies;
- visits to local aged-care facilities;
- Bounce Back program incorporated into learning programs;
- Student Representative Council special cause fundraising activities.

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 portfolio.
- 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 Education 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 Education Office are audited annually.

The following graphs represent the income and expenditure for the year ending 31 December 2011 as aggregated from the annual report to the Department of Education, Employment and Workplace Relations and reported to the Commonwealth Government for 2011. Additional financial information is available on the MYSchool website.

2011 INCOME - St Augustine's Primary School - COFFS HARBOUR
2011 EXPENSE - St Augustine’s Primary School - COFFS HARBOUR

Capital Expenditure 44%
Other Expenditure 8%
Salary & Related Expenditure 48%