

ST AUGUSTINE'S PARISH SCHOOL NARROMINE

ANNUAL SCHOOL REPORT 2015



Address:	10 Dandaloo St, Narromine
Phone:	68891083
Fax:	68891973
Email:	principal.narromine@wf.catholic.edu.au

ABOUT THIS REPORT

St Augustine's School, Narromine, is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

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

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

On behalf of our school community, I am happy to present the 2015 Annual Report. I firmly believe that St Augustine's is a wonderful school and our school vision statement is evident in all aspects of school life.

Our school has a strong culture with a focus on learning and living out the gospel values. I commend all the staff, parents and students for their efforts and hard work during 2015. As well as the innovative and contemporary learning and teaching practices in the classroom, there were many additional and valuable extra-curricular activities and programs that took place in 2015. I am thankful to the staff and parents who coordinated and organised them. 2015 has been a very exciting year. I commend the Parents and Friends Association and the School Committee for their hard work and dedication in supporting our school and the teaching and support staff for their professionalism, dedication and care and always working together to achieve the best learning outcomes for all students. As Principal, I am thankful to all members of our school community for your support, involvement and hard work.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Mr Luke Wilson

School Committee

The School Committee would like to commend Mr Wilson and all the school staff on their dedication and hard work throughout the year. Their efforts ensure that our children are able to grow and learn in a safe and caring environment.

The committee would like to thank Mr Wilson for his hard work and leadership in his first year at St Augustine's.

The generous hard work of our parents and volunteers has also been particularly notable this year, especially those who gave so much of their time and effort towards the School Fete. It was particularly pleasing to see so many members of the wider community attend the Fete. These combined efforts are the hallmark of a truly strong and vibrant community which we should not take for granted. The School Committee congratulates the P & F Committee for their efforts.

Our P & F combined with the School Committee in applying for a grant from the Cancer Council. This application was successful and allowed for the construction of the \$20 000 Shade Shelter in Sheila's Playground. This shelter represents the completion of combined years of work from

both committees in purchasing the block of land and creating the playground space that our students now enjoy. The Member for Dubbo and Deputy Premier Troy Grant visited the school in December to see how effectively the grant had been utilised, and was impressed both by our students and also the work that had been put into school improvements by the community as a whole. It is particularly pleasing to see the proceeds being used directly to benefit our children. Well Done.

As a parish and school community we were particularly fortunate to have Father Perry, and we appreciate his guidance and support. It is important that we realise how lucky we are to be a country parish which still has a priest to minister to our spiritual and pastoral needs. The School Committee has continued its active role in supporting and guiding decision making in the school through 2015.

Chairman, St Augustine's School Committee

Student Representatives- School Captain

It was an honour and privilege to receive school captain for St Augustine's. The position of School Captain has given us great opportunities and experiences that will have a positive impact on our future.

The year at St Augustine's was full of memorable events through sport such as netball, Rugby League and Rugby Union Gala days. Excursions have always been great since Kinder, with trips to the Taronga Western Plains Zoo, Wambangalang, Bathurst Goldfields and Canberra. Other experiences were our work with Mini Vinnies and our participation in the Dubbo Eisteddfod. Our P & F's work in organising a fete every second year, and two fabulous Art Shows, have meant that they have been able to provide each student with a Chromebook which we used in our classrooms every day in Year 6.

It has been an honour to attend St Augustine's from Kindergarten to Year 6. We would like to thank the friends, teachers and parents who have been involved in our school community, for providing such a wonderful school and the many opportunities we have been given. We hope to do well in high school with the experiences and learning we have enjoyed throughout our primary schooling.

St Augustine's School Captains 2015

SCHOOL FEATURES

Catholic Life and Mission Profile/History

St Augustine's Parish Catholic Primary School is a Catholic Systemic co-educational school located in Narromine. The School caters for students in years Kindergarten to Year Six and has a current enrolment of 141.

St Augustine's was established by the Sisters of Mercy who arrived in Narromine in 1904. In November 1918 Rev Fr Brennan was appointed as Parish Priest. Two natural disasters in the past damaged the church and school in Narromine. The cyclone of 1932 and the floods of 1955 caused much damage and distress in the community.

The 1970's saw great changes in Narromine in terms of staffing (the advent of lay teachers), funding and renovations. The first lay Principal was Mr Ross Lindeman who was appointed in 1976. The Sisters of Mercy eventually left Narromine in 1997 and the Mercy convent opened as the new Centacare office in 2000.

In 2001 new additions to the administration area were opened. The refurbishments included an upgrade of the library and administration areas, a new sick bay and a wet area. Major additions to the school including paving, new toilets, new library and classrooms have taken place between 2009 -2011 thanks to investments of capital from the Australian Government.

In 2012 the school purchased a house next to the Infant's Building in Third Avenue. In the year following, the house was demolished and block was turfed to provide extra playground space for the school. The P & F funded play equipment which was completed in 2014. In 2015 a sun shelter was built over the play equipment. This significant improvement to the school was a combined effort by the School Committee and the P & F.

St Augustine's continues to develop the Catholic tradition established by the Sisters of Mercy over one hundred years ago. Students are made aware of gospel values, taught to think of others, encouraged to pray together, expected to attend Mass and the sacraments, asked to give generously during specific activities such as Lent, missions and Masses for the poor and needy.

Liturgical Life

School Masses are held to celebrate the beginning and ending of the school year. Whole school Masses are also held to celebrate special occasions (eg Induction of School Leaders and Catholic Schools Week) or for specific feast days. Class Masses and celebrations with parishioners and weekend family Masses are also held.

Liturgies are planned for special occasions like Easter and Christmas, and November is dedicated to the Holy Souls. Names are read out at assembly and prayers are offered for these families during the month of November.

The sacramental program at St Augustine's has a strong emphasis and is closely linked to the life of the parish. The following sacraments were offered at St Augustine's in 2015: Confirmation for Year 3, First Reconciliation and First Communion for Year 4.

Parents of children receiving the Sacraments of First Reconciliation, Confirmation and First Communion were invited to attend a workshop with their children leading up to receiving the Sacrament.

Parish Involvement

St. Augustine's Parish celebrated enrolment Masses for the Sacraments of Confirmation, Reconciliation and Communion. During these Masses, prayer cards were given out to parishioners, thus strengthening the relationship between school and parish. Year 6 students visit the local aged care centre as part of their Mini Vinnies work. The parish priest is invited to visit the classrooms to speak to the children particularly at Sacrament time and for some specific units in Sharing Our Story. Parishioners are invited to attend Masses, liturgies and functions which the school organises, in particular, Grandparents Day held in conjunction with Easter liturgies. Important school happenings are also regularly reported in the parish bulletin. At each of the two weekend Masses, 2 – 3 of the students are rostered on to Altar serve, which is appreciated by the Parish Priest and the parishioners.

The Year 6 children are rostered on for church cleaning. This gives them a sense of responsibility and pride in their parish.

Religion Program

St Augustine's follows the diocesan Sharing Our Story program which has units written for teachers in each stage covering the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. Religion lessons are taught for 30 minutes each day.

The Religious Education Co-ordinator plans the Religion program for the year, as well as the class overviews, which are given to staff at the first staff meeting of the year.

Our Achievements

Our students have continued to achieve at high levels in many areas this year including academic, sporting and cultural.

The NAPLAN test for Years 3 and 5 has demonstrated the ability of many of our students. In 2015 we participated in the trial on NAPLAN online and Year 4 RE Testing online.

Culturally, the students have had the opportunity to participate in the Dubbo Eisteddfod, where we had great success, to attend community events such as the Anzac Day March, NAIDOC week activities, Remembrance Day and to contribute to the Narromine Show. Visitors to our school included a show on bullying, and a number of area development representatives to run clinics in a variety of sports. We have participated in Catholic Schools Week, Science Fairs and Challenges and Narromine Shire Council's School NetWaste Resource. Children in all classes have participated in a variety of excursions this year.

On the sporting arena, the students have participated this year in a variety of sports, including swimming, cross country, netball, soccer, rugby league, rugby union, athletics and cricket. This is in addition to the skills learnt in PE and Sport lessons.

A number of children have progressed through the carnivals and trials to reach Cluster, Diocesan and Inter-diocesan (Polding) level in athletics and swimming. Our senior students have had success in rugby league, rugby union and netball, advancing in each sport to higher levels. One of our Year 6 students represented NSW at the National Primary Schools Hockey Championships in Perth.

Significant Programs

Aboriginal Education

For each class at St Augustine's, Aboriginal studies units are taught in HSIE and an aboriginal perspective is evident in other Key Learning Areas, such as Religion, English and Mathematics. With the introduction of the new NSW syllabus, Aboriginal and Torres Strait Islander histories and cultures are one of the Cross-curriculum priorities used for programming and planning.

The units taught in HSIE are based on the current NSW HSIE Syllabus, with particular emphasis placed on Aboriginal perspectives. We are well resourced in Aboriginal education, and the staff regularly consults the Aboriginal Education Worker (AEW) to enhance and extend the units. The AEW has a good knowledge of local aboriginal history, sites and people in the community, who are often invited to visit the school and participate in the activities.

As well as assisting Indigenous students with literacy and numeracy, the AEW works with these children on their confidence and social skills. The addition of another Indigenous classroom support and maintenance worker has enhanced the cultural awareness of our students.

Sorry Day and NAIDOC Week are celebrated annually, highlighted by a liturgy and a day of activities involving Indigenous parents and community members.

The AEW constantly seeks out and attends professional development opportunities.

Over the last 2 years we have been implementing the Personalised Learning Plan process. The success of the 5 way meetings held with parent, child, teacher, AEW and PLP Focus teacher, has been evident through the achievement of many students reaching their goals.

Student Welfare and Pastoral Care

At our school we are guided by the Catholic Education Office policy on Workplace Health and Safety and other relevant policies, procedures and guidelines that are located on CEO Intranet. These include:

Policies

- Student-Pastoral Care, Restorative Practices, Use of Student Images, Child Protection, Behaviour Management, Enrolment, Enrolment of Students with Special Needs, Use of Personal Mobile Devices, Suspension and Expulsion
- Staff-Critical Incidents, Gender and Equity, Flexible Working Arrangements, No Smoking, Professional Learning, Workplace Performance/Assessment of Staff with Special Needs
- Community- Pastoral Care, Restorative Practices

Procedures and Guidelines

- Student-Anaphylaxis, Special Education, Student Attendance, Student Code of Conduct, Complaints and Grievances
- Staff-Child Protection PowerPoint, School Uniform, Complaints and Grievances, Managing Students with Violent Behaviour, Critical Incident Management Plan
- Community-Brochures on Attendance, Brochures on Child Protection, Brochures for Volunteers, Code of Conduct

We have our own policies and procedures that refer to:

- personnel responsible for pastoral care, including use of and access to counselling;
- health and the distribution and monitoring of medication; and
- response to serious incidents and emergencies.

These policies include Pastoral Care Policy, Student Security Procedures, Emergency Procedures, Excursion Policy, Supervision of Students Policy, Sunsmart Policy, Medication Policy, Road Safety Policy, Complaints Procedure and Enrolment Policy.

Reference is made to these policies and procedures in various school documents such as the Staff Handbook. They can be found in their entirety in the School Registration Manual available at the school office.

IT

St Augustine's has projectors and boards in all classrooms, plus additional ones in the Library and Special Education room. Year 1 to Year 6 students have access to their own personal Chromebook which is used throughout the day. Kindergarten has access to Notebooks, and a class set of iPads.

More teachers are now using computer technology for research, publishing and art/craft lessons, as well as the many uses of the interactive boards.

During 2015 teachers attended a training day on the use of Chromebooks in the classroom. Under the guidance of the ICTT, staff have furthered their understanding of ways to use Google Chrome, including creating and sharing Google Docs.

Student Leadership

Students at St Augustine's are given the opportunity to represent their school in leadership roles when they reach Year 6. After completing the RE unit "Servant Leadership" in Year 5, students are asked to write a speech listing their qualities as good leaders and present their speeches to the other students. Students then vote for a boy and girl school captain, three sports captains and SRC leaders. In 2014 a Leadership Day was held for Year 5 incorporating the MJR (Making Jesus Real) program.

Each term, each class from Kinder to Year 5, elects two members of their class to be their class SRC representatives. These children meet with a teacher and the senior SRC members on a regular basis to discuss ways to help the school, for example fundraising and SRC awards.

Year 6 students participate in a two day peer support training program. This enabled them to lead peer support groups throughout Term 2 and Term 3. Year 6 students also develop leadership skills as buddies to Kinder, by running the canteen two days a week and often volunteer themselves to coach younger students in netball or soccer.

Students with Disabilities

St Augustine's provided programs for 5 students with disabilities, who were funded under the SWD or Diocesan programs. These students followed independent education programs which were facilitated by the Special Education teacher, a teacher assistant and the class teacher. Other students who do not reach their stage outcomes are also identified and given special assistance to help reach their goals.

Our K-2 and 3-6 Literacy/Numeracy Focus teachers have continued to work in conjunction with the Special Education teacher and school support staff, to implement programs to assist children with learning difficulties. The Special Education teacher and a member of our support staff also attended a professional learning day on identifying and dealing with speech issues.

The Special Education teacher, along with the classroom teacher, meet with parents of special needs students to prepare individual learning plans. These plans are implemented both in the classroom and with support staff where special programs are needed such as OT or Speech. Reports, observations and recommendations that are received are acted upon using the resources we have available to us.

Further adjustments will need to be made as these children change classes in 2016, and information passed on to inform relevant teachers. In 2015 we had 5 students who received government SWD funding, as well as a number who were targeted under our Special Education Program and Student Intervention Plans (SIPs) or Group Intervention Plans (GIPs).

Respect and Responsibilities

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet. These include:

Policies

- Student-Pastoral Care, Restorative Practices, Use of Student Images, Child Protection, Behaviour Management, Enrolment, Enrolment Of Students with Special Needs, Use of Personal Mobile Devices, Suspension and Expulsion
- Staff-Critical Incidents, Gender and Equity, Flexible Working Arrangements, No Smoking, Professional Learning, Workplace Performance/Assessment of Staff with Special Needs
- Community- Pastoral Care, Restorative Practices
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Procedures and Guidelines

- Student-Anaphylaxis, Special Education, Student Attendance, Student Code of Conduct, Complaints and Grievances
- Staff-Child Protection PowerPoint, School Uniform, Complaints and Grievances, Managing Students with Violent Behaviour, Critical Incident Management Plan
- Community-Brochures on Attendance, Brochures on Child Protection, Brochures for Volunteers, Code of Conduct

At our school we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;
- bullying and harassment;
- the role of our student leadership program and its monitoring;
- the discipline system, that ensures corporal punishment is never administered, and that serious incidents are appropriately managed and reported;
- homework;
- identification of and provision of support for students with special needs.

Reference is made to these policies and procedures in various school documents such as the Staff Handbook and Information for Casual teachers. They can be found in their entirety in the School Registration Manual/Compliance Folder and classroom policy folders. The intranet containing all Diocesan policies is also readily accessible to all staff.

The motto at St Augustine's is 'Faith, Honesty and Responsibility' which is also used in our Vision statement. The students are constantly reminded of the motto, and it is used in commitment prayers for leadership positions.

Respect and responsibility are also taught in Religion units from the 'Sharing Our Story' program.

Teachers have a responsibility to follow guidelines as outlined in Appendix G – "Teacher's Responsibilities", in the Pastoral Care Policy.

Complaints and Grievances

The Diocesan Guidelines and Procedures for Managing Complaints and Grievances (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities.

St Augustine's Catholic Primary School follows these procedures.

In compliance with the *NSW Reform Act 1990*, corporal punishment is banned in all schools within the Diocese of Wilcannia-Forbes.

Other Policies

During the year, as part of the cyclical improvement process, our school community has reviewed the following KLA policies to incorporate the new Australian Curriculum: English and HSIE. Review and development of these policies will be ongoing in 2016.

Access to all policies and guidelines can be obtained by contacting the school office.

School Planning

St Augustine's School Review and Improvement is an ongoing process of self-evaluation. It informs action planning at the school level to identify areas of strength and areas for improvement. In all aspects of improvement and development, St Augustine's Catholic Primary School aims to be learning-centred, constantly striving for excellence. Student learning is our primary focus.

Progress on 2015 Targets

Target 1 - To continue to explicitly assess the learning needs of students especially on entry at Kindergarten (but inclusive of all students K-6, and especially for any student considered at risk.)

- The Best Start program was used to assess Kindergarten students prior to beginning formal lessons.
- All students from K to 6 were assessed in one on one interviews in Mathematics using the Maths Assessment Interview from the *Extending Mathematical Understanding* resource.

- Our Literacy and Numeracy Focus Teachers were actively involved in modelling effective teaching strategies in all classrooms to enhance student learning in literacy and numeracy.
- Post testing of Kindergarten students showed positive progress in literacy and numeracy for the majority of students.

Target 2 - To use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost effectiveness.

- All Mini-Lit students displayed positive progress in their post testing results.
- Vulnerable students from Year 1 and Year 2 who were identified through the Mathematics assessment Interviews showed positive progress in a number of areas, such as place value and addition and subtraction.
- Our Principal and Focus teachers attended a six day course on Extending Mathematical Understanding. Our focus teachers attended a further six days becoming trained as specialist *EMU Teachers*.
- All staff participated in professional learning on EMU strategies and guided reading.

Target 3 - Extend programs that strengthen home, school and community partnerships and support literacy and numeracy. In particular, programs aimed at Kindergarten to Year 2 and at risk students (intervention and extension) in Years 3 to 6.

- Information meetings involving parents and teachers of PLP and IEP students were held throughout the year giving students, teachers and parents the opportunity to discuss areas for development, learning goals and progress.
- The parent community was kept informed of our programs throughout the year via the school newsletter and presentations at Information Evenings.

Targets for 2016

Target 1 - Enhance teaching and learning through the effective utilisation of high yield strategies; Learning Intentions and Success Criteria, Instructional Walks, Data Walls and Case Management.

Strategies to achieve this target include:

- Using Learning Intentions and Success Criteria daily in lessons.
- Regular Learning Walks undertaken by instructional leaders with feedback at weekly staff meetings.
- Ongoing discussions around the content of our Data Walls that informs classroom teaching and learning.

Our success will be measured by:

- Learning Intentions and Success Criteria becoming part of the vocabulary in our classrooms.
- Feedback sessions from Learning Walks leading to professional collaborations at staff meetings.
- At risk and gifted students being clearly identified through data walls that present data in a way that leads to whole school ownership of student achievement levels.

Target 2. Develop effective literacy strategies with a particular focus on Writing through targeting specific areas such as punctuation, sentence structure, spelling and text structure.

Strategies to achieve this target include:

- Professional learning time at staff meetings dedicated to discussion on strategies for teaching writing effectively.
- Support teachers allocated to classrooms strategically to assist teachers in focusing on the specific areas of punctuation, sentence structure, spelling and text structure.
- Regular formative assessment of these specific areas of writing.
- Closely monitor student progress. Strategies and approaches will be flexible as the year progresses and data is evaluated.

Our success will be measured by:

- Curriculum-based assessment of student progress against grade expectations in writing.
- Improved capability and effectiveness of Literacy teaching.
- Feedback from teachers demonstrating improvement in capability and effectiveness of assistance provided by support teachers.
- Results of NAPLAN with specific reference to the targeted areas.

Target 3. Staff to administer the Emerging Mathematical Understanding (EMU) Maths Assessments Interviews (MAI) and make use of growth points data to improve student learning.

Strategies to achieve this target include:

- Assessment interviews to occur early in the year to allow teachers to incorporate relevant EMU strategies into their programming.
- MAI data to be considered with placement on numeracy continuum to allow meaningful placement on a Maths data wall.
- EMU games and strategies will be a daily part of Maths instruction and evident in teacher programs.
- Teachers will continue to participate in professional learning and observe modelling from instructional leaders to consolidate their understanding of EMU strategies.
- Vulnerable students will be withdrawn in targeted small group sessions led by our specialist EMU teachers.

Our success will be measured by:

- Student improvement in growth points when next MAIs are undertaken.
- Improvement of vulnerable students who participated in EMU group sessions.

Client Satisfaction

Families at St Augustine's were given the opportunity to complete surveys based on the areas affecting the education of their children and the general functioning of the school. 29 families (approximately 30% of all families) responded to the survey.

All families who responded strongly agreed that our school helps develop a knowledge and understanding of Catholic tradition.

The great majority of parents (97%) felt that school provides various opportunities for them to become involved in their child's education.

The same amount felt that their child was challenged to reach their full potential. All parents felt that our school provided appropriate information about their child's progress.

The great majority of survey respondents felt that the school offered a range of co-curricular activities and that the teachers were interested in the welfare of their child.

All families felt that the school provided a safe and supportive environment for their child.

Planning for 2016

After the successful introduction of the Extending Mathematical Understanding, teachers will continue to review and develop their programming in Mathematics to ensure the best outcomes for the students.

In 2016 the new History and Geography syllabi will be implemented into class programs and classrooms as teachers develop the skills gained from professional development in 2015 and 2016.

The challenge for 2016 will be building on the successful introduction of the new Dell Chromebooks, using Google Aps, as a teaching and learning tool for all staff and students that occurred in 2015. The improvement of our internet access capabilities should see Chromebooks being fully utilised in a manner that enhances student learning outcomes.

STUDENT INFORMATION

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs (*CEO Intranet*) that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an enrolment meeting with a number of factors, including the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication, the expressed desires of parents and caregivers and the capacity of the school to provide the level of support services required. The enrolment meeting will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling should be considered.

Enrolment Profile

The following information describes the student profile for 2015

Girls	Boys	LBOTE*	Indigenous	Total
57	84		28	141

* Language background other than English

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was 92%. School attendance rates aggregated by year group are shown in the following table.

Attendance rates by Year Group	Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	93.5%	90.5%	94%	92%	92%	90%	91.5%

The attendance rate at St Augustine's is generally good.

Management of Student Non-Attendance

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFF INFORMATION

Staff

In 2015 the staff profile consisted of:

- 3 executive staff
- 12 teaching staff
- 7 support staff
- 3 indigenous staff (One teacher, an AEW and a maintenance worker)

This number includes 7 full-time and 5 part-time teachers.

Staff Qualifications

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
12			12

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 95.14%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Augustine's Parish School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- A. Five whole school development days and involved 19 staff. These days focused on:
 - New Australian History Curriculum
 - Religious Education (Staff Retreat)
 - Chromebook and Google apps
 - Literacy and Numeracy Plan

- B. Other professional learning activities provided:
 - Child Protection – meeting (all staff)
 - Placement of students on literacy and numeracy continuum – 1 twilight session (12 staff)
 - Learning Intentions and Success Criteria & AITSL requirements - 1 twilight session (12 staff)
 - Guided reading - 1 twilight session (12 staff)
 - Principals' Conferences – 8 days (1 staff)
 - Extending Mathematical Understanding professional learning – 6 days (3 staff)
 - Extending Mathematical Understanding Specialist Teacher Training – 6 days (2 staff)
 - REC Meetings – 1 teacher – 1 day
 - Speech Training Day – 1 day (1 staff)
 - Teaching Boys Conference – 2 days – 1 staff

The average expenditure in 2015 by the school on professional learning was \$3000.

STUDENT PERFORMANCE

National Assessment Program in Literacy and Numeracy

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN results

Year 3

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0	8	24	16	24	28	100
	National	4	7	16	23	21	27	
Writing	School	0	4	24	24	44	4	100
	National	3	5	15	29	31	16	
Spelling	School	8	13	21	25	17	17	92
	National	5	10	18	24	21	20	
Grammar & Punctuation	School	0	4	8	29	25	33	100
	National	4	7	14	21	22	30	
Numeracy	School	4	12	20	28	24	12	96
	National	4	11	22	27	20	14	

Year 3 have maintained their strength in Reading, Grammar and Punctuation, however Writing improved after our focus in 2015. We will continue to strive to have more students achieving in the higher two bands. The National Minimum Standard was reached by all students in all areas of Literacy apart from two students in Spelling. To improve the standard of writing for students in 2016, we will continue to focus on writing skills and strategies across all KLA's.

In Numeracy, the bulk of students achieved Bands 3 – 5, the continued use of the Extending Mathematical Understanding resource will help more students to achieve at Band 6 level.

Year 5

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	0	21	16	37	16	11	100
	National	5	13	22	24	19	15	
Writing	School	5	11	42	37	5	0	95
	National	6	12	28	33	15	4	
Spelling	School	5	5	16	47	21	5	95
	National	5	11	22	28	21	12	
Grammar & Punctuation	School	5	11	16	32	32	5	95
	National	5	11	21	25	20	16	
Numeracy	School	0	11	42	37	5	5	100
	National	3	13	27	28	18	10	

For Year 5 students in 2015 the majority were represented in Bands 5 to 7 across all strands, with not as many students achieving at Band 8 as we would like to see. This may be as much reflective of the cohort as it is on learning. There were a large number achieving in Literacy in Bands 5 and 6. Although there were some students in each area who did not meet the National Minimum Standards, these students are receiving special assistance and have shown growth from Year 3. As for Year 3, Writing improved on 2014 results but remains as an area for concern. To improve the standard of writing for students in 2016, we will continue to focus on writing skills and strategies across all KLA's.

In Numeracy, the majority of the students achieved in Bands 5 and 6. While this again reflective of the cohort, the use of Extending Mathematical Understanding strategies in Mathematics will result in improved results in future testing.

FINANCIAL REPORT

The following graphs reflect the aggregated income and expenditure for St Augustine's Catholic Primary School for the year ended 31 December 2015. This data is taken from the 2015 Financial Questionnaire (2014 data) for the Australian Government Department of Education, Employment and Workplace Relations. A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<i>\$417,711</i>	Capital Expenditure	<i>\$25,387</i>
Government Capital Grants	<i>\$0</i>	Salaries and Related Expenses	<i>\$1,710,490</i>
State Recurrent Grants	<i>\$1,460,268</i>	Non-Salary Expenses	<i>\$546,261</i>
Fees and Private Income	<i>\$262,652</i>	Total Expenditure	<i>\$2,282,138</i>
Other Capital Income	<i>\$17,594</i>		
Total Income	<i>\$2,158,225</i>		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.