

Annual School Report

2019 School Year

St Augustine's Primary School, Coffs Harbour



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www.cofhplism.catholic.edu.au

About this report

St Augustine's Primary School is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

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 6652 1204 or by visiting the website at www.cofhplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Augustine's 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 Primary School offers students a quality 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 students 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 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Augustine's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Received numerous distinctions and credits in the International Competitions and Assessments for Schools in English, Mathematics, Spelling, Writing, Science and Computer Skills.
- Participated in the annual Premier's Reading Challenge.
- Received outstanding results in the Newcastle Permanent Mathematics competition with students awarded numerous high distinctions.
- Participated in the Maths Olympiad competition.
- Achieved success as runners-up in the local Chess 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. In 2019 the school:

- Celebrated the Firefly Arts Festival at school, highlighting the creative talents of students in all grades (1000+ attendees).
- Competed in the Coffs Harbour Eisteddfod in a number of sections including Recorder, School Band, Percussion Ensemble, String Ensemble, Drama and Choirs, winning Best Overall Choir in the region.
- Participated in the community's annual ANZAC Day march and service with a large number of students and staff attending.
- Presented a number of items for the Coffs Harbour Show display.
- Hosted a Grandparents' Day celebration where a large number of extended family members visited our school (400+ attendees).

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- The school represented at Polding and Diocesan sporting representation in a wide variety of sports.
- We participated in the NSW Catholic Schools Netball Championships.
- Students participated in the NSW Rugby Sevens series.
- We participated in the Barney Barselaar Cup for football.



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 Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Peter Watts
Principal

1.2 A Parent Message

It is a pleasure to provide the 2019 Parent Forum Annual Report. The Parent Forum meets once a term to discuss school issues and set direction for projects, events and parent education. All parents and carers are welcome and are encouraged to attend the meetings.

The aim of the Parent Forum is to bring our school community together to celebrate the education of our children. With a clear vision and the efforts of a collaborative task force, the St Augustine's Parent Forum delivered many results and outcomes in 2019. The group's success this year can be measured by the parent engagement seen at many of our events, as well as the students enjoying the ever changing playground.

This year we bid farewell to our Treasurer Helen Parr. Helen was involved with the Parent Forum for six years. We are extremely thankful to Helen for her enormous contribution and wish her well.

The focus of fundraising across the past two years has been to continue works on an adventure playground and landscaped grounds. This year the play pod was completed and the Ninja Course is well underway. This is a challenging course which caters for Years 3-6 students.

The first major Parent Forum event of 2019 was the Annual Golf Tournament at the Coffs Harbour Golf Club. Once again, this event was well supported by many members of the school and wider community. Prizes and speeches finished off a fun day. Thank you to the Golf Committee for the huge effort in putting the event together. Again we secured fantastic support from our corporate and individual sponsors.

The Colourthon was a great success with students. This year's event was made even more exciting by being held on the beach! All funds raised will continue to go towards the playground construction.

The School Fete was held on the last Friday in November. Again it was an enormous success with families and community members enjoying the fun, entertainment and yummy food.

I would like to thank our Principal Peter Watts and Assistant Principals Naomi Loader and Michelle Scott who embraced our ideas and helped to make them a reality. It was an honour working with them. Thank you to our 2019 Parent Forum Executive Committee, Peter Buckey (Vice President), Pat Crocket (Treasurer) and Nicola Holmes (Secretary) and to the school staff, students and our community for actively supporting and encouraging all our efforts over the past year.

Belinda Musgrave
President
St Augustine's Parent Forum



2.0 This Catholic School

2.1 The School Community

St Augustine's Primary School 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, Lowanna, Korora, Sapphire Beach, Moonee Beach., from which the school families are drawn.

Last year the school celebrated 106 years of Catholic education.

The parish priest Father Peter Padsungay is involved in the life of the school.

St Augustine's Primary School 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 activities such as:

- Assistance with children's liturgy.
- Support for the Parish based Sacramental programs.
- Visitations to classroom by Fr Peter Padsungay.
- Participation in the Parish's weekly Friday morning Mass.
- 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 two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Augustine's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2019	TOTAL 2018
Male	56	50	46	51	47	58	56	364	355
Female	50	50	54	49	54	49	49	355	355
Indigenous *	4	8	6	6	5	5	2	36	35
EALD *	10	15	16	18	23	22	16	120	63

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.



2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. 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 the leave request.

The average student attendance rate for the school during 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
94.9%	94.8%	94.7%	95.1%	93.6%	93.8%	93.0%	93.7%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teachers; Provisional 120 teachers; Proficient 1635 teachers; Highly Accomplished 1 teachers; Lead 0 teachers. Teacher status at individual schools can be sourced directly from the School.

At this school there are 45 teachers accredited with NESAs, 45 teachers with recognised qualifications to teach Religious Education, 1 Indigenous staff and 27 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.8%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- During 2019 students were involved in a range of outreach activities, including visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contributed generously to social justice appeals, including St Vincent de Paul and Caritas. Citizenship awards were presented at our whole school assemblies, while



outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the RSL and QUOTA Clubs.

- 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.

2.7 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 meetings engaged parents in conversation on the curriculum framework as it related to their children's learning.
- Parent Forum meetings provided an opportunity to share the changes to the school's learning program and to learn more about the implications for improved student outcomes.
- Parent education goals were set.
- Grade level 'Learning Journeys' were held twice a year, with excellent feedback from parents and carers.
- Formal surveys were conducted through outside consultants, Insight SRC. As a result of this feedback a new model of parent engagement was implemented.
- In addition, plans were made for better feedback from students.
- Feedback was received from parents regarding engagement structures.

3.0 Teaching and Learning

3.1 School Curriculum

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

St Augustine's focus is firmly on growth for every child. This means that regardless of ability, skills, knowledge or background, each child is supported in such a way that they grow and improve in their learning. Students are supported through rigorous and innovative learning experiences which are designed to encourage students to innovate, problem-solve, design, create, communicate and collaborate.

Students are supported through Tier 1 Quality differentiated learning and teaching. Further Literacy support is provided through Multi Lit programs, Reading Doctor and small group intensive reading support. Numeracy is supported through regular MAI intervention, and the opportunity to participate in the Maths Olympiad Years 4-6

Science and Technology and HSIE provide rich learning opportunities for students to explore and understand their world. Students engage as scientists, historians, and explorers to test their knowledge and gain deeper insights into their world.



The school provides specialist teachers in the areas of Physical Education and Music, including an extensive instrumental music program. Specialist drama lessons in the Year 3-6 program supports the school's concentration on fostering confidence in personal expression and presentation. Technology is embedded in the learning and teaching programs.

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.

The school continues to work towards developing and aligning whole school pedagogy in Visual Arts. Teachers have engaged collaboratively with their teams to develop skills and techniques that would deepen student learning and creativity in Visual Arts. In 2019, Scope and Sequences were reviewed and collaboratively reborn. Visual Arts learning and teaching experiences became organic and rich through small group PLT, challenging both students and teachers. As a result students from Kindergarten to Year 6 participated in a 'Mini Archies' art competition with a focus on creating pieces of art rather than simply replicating work. Pieces were a result of learning, inspiring and creating. The 'Mini Archies' was a huge success for all and a launch pad for the 'Firefly Arts Festival'. This festival is a showcase of the Arts at St Augustine's providing an opportunity for the school community to experience a new form of art gallery. The 'Mini Archies' will continue along with the support for staff in developing their skills in this KLA.

The parish primary school offers a strong co-curricular program which includes student participation in:

- International Competitions and Assessments for Schools in English, Maths, Spelling, Writing, Science and Computer Skills.
- The annual Premier's Reading Challenge.
- The Newcastle Permanent Maths Competition.
- The Maths Olympiad and Maths Games competition Years 4-6.
- Local Chess competition.
- Mini Vinnies fundraisers to support families within our local and global communities.
- Diocesan Netball Competition.
- Polding and Diocesan sporting events representing in a wide variety of sports.
- The NSW Catholic Schools Netball Championships.
- The NSW Rugby Sevens series.
- The Barney Barselaar Cup for football.
- The community's annual ANZAC Day march and service with a large number of students and staff attending.
- Hosting a Grandparents' Day celebration where a large number of extended family members visited our school (400+ attendees).
- The Coffs Harbour Show display.
- The Coffs Harbour Eisteddfod in a number of sections including Recorder, School Band, Percussion Ensemble, String Ensemble, Drama and Choirs, winning best overall choir in the region.



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 99 students presented for the tests while in Year 5 there were 103 students.

In Literacy there were four elements tested. These were reading, writing, spelling and 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.

At St Augustine's Primary School, school and student performance are 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 Data Analysis workshops.

The following data indicates the percentage of St Augustine's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	St at e	S ch o ol										
Reading	22.7	41.2	24.5	22.2	19.9	16.2	13.1	11.1	9.0	9.1	2.2	0.0
Writing	19.4	23.0	38.6	52.0	25.5	19.0	11.3	3.0	4.0	3.0	1.2	0.0
Spelling	23.2	30.3	24.8	26.3	20.2	26.3	14.3	12.1	6.6	4.0	4.6	1.0
Grammar and Punctuation	27.9	24.3	21.8	23.2	16.4	10.1	12.9	11.1	6.8	5.1	3.5	3.0
Numeracy	15.3	25.3	23.4	28.3	25.9	25.3	18.6	16.2	9.5	5.1	2.8	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	St at e	S ch o ol	St at e	Sc ho ol								
Reading	15.0	21.3	22.8	24.3	28.2	33.0	18.4	15.5	9.1	2.9	3.8	2.9
Writing	5.6	3.8	13.4	15.4	32.2	38.5	31.9	36.5	10.9	2.9	4.4	2.9
Spelling	13.1	13.6	25.2	20.4	27.0	31.1	20.8	25.2	7.5	7.8	3.5	2.0
Grammar and Punctuation	13.9	10.7	22.0	29.1	21.5	18.4	20.1	33.0	10.9	5.8	5.7	2.9
Numeracy	10.5	7.8	19.3	20.4	28.5	37.9	25.3	25.2	11.0	7.8	2.7	1.0

As can be seen from the data, students achieved at or above expected growth in most areas. A number of initiatives have contributed to these results including the implementation of a range of learning and teaching strategies. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Spelling and Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is a testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Curriculum	14/10/2019	Curriculum Team
Proclaim	30/05/2019	CSO
Curriculum	22/07/2019	Curriculum Team
Building Cultural Capacity	12/04/2019	School Action Team

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

Activity	Staff numbers	Presenter
Operation Art	2	Heidi Windeisen
Lantern Making	3	Claude Teyssier & Margrit Rickenbach
Cohort Workshops: Whole School Approach to Reading	42	Jenna Cheers, Elissa Baker and Michelle Scott
Whole School Approach to Visual Arts	42	Ngairé Robinson & Carolyn Perkins
Learning Modules	42	Rachel Kingston, Bec Goodenough, Michelle Scott
SWPBS - Student Behaviour	42	Naomi Loader and Kyanne Kachel

The professional learning expenditure has been calculated at \$4859 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances and efforts should be made to encourage such enrolments within the



vision of the Bishop of Lismore for the poor. Every new enrolment at St Augustine's Primary School 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. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website or by following this [link](#). There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

4.5 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. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
Mission of Jesus Christ <ul style="list-style-type: none"> • Deepened staff faith formation. • Implemented CSO model of Teaching and Learning in RE lessons. 	Mission of Jesus Christ <ul style="list-style-type: none"> • Deepen staff faith formation. • Improve quality of Teaching and Learning in RE, especially in Sacramental lessons.
Learning and Teaching <ul style="list-style-type: none"> • Improved teacher practice in the teaching of Reading. • Improved teacher practice in the teaching of Maths. • Improved teacher practice in the teaching of Visual Arts. 	Learning and Teaching <ul style="list-style-type: none"> • Improve teacher practice in the teaching of reading. • Improve teacher practice in the teaching of Maths. • Implement the new PDHPE syllabus. • Improve outcomes for High Potential Learners.
Pastoral Care <ul style="list-style-type: none"> • Parents, staff and students developed a shared understanding of positive learning behaviours. • Staff initiated a process of understanding and supporting student behaviour. 	Pastoral Care <ul style="list-style-type: none"> • Develop a clear agreed practice and philosophy of School-wide Positive Behaviour Support (swPBS). • Consistently implement new policy and procedures.
Leadership <ul style="list-style-type: none"> • Parents, staff and students developed a sense of belonging fostered through honest and respectful communication. 	Leadership <ul style="list-style-type: none"> • Develop a system of developmental feedback meetings.
Family School Partnership <ul style="list-style-type: none"> • Embedded the new Parent Forum structure. • Extended reach of Parent Education initiatives. 	Family School Partnership <ul style="list-style-type: none"> • Improve social and support networks among parents. • Improve reach of parental education initiatives.

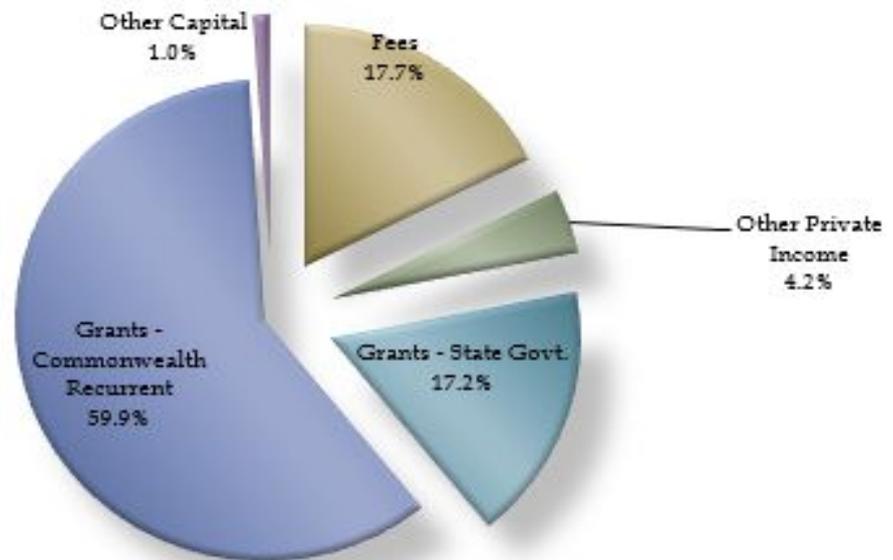
6.0 Financial Information

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 2019 is presented below:



2019 INCOME - St Augustine's Primary School COFFS HARBOUR



2019 EXPENSE - St Augustine's Primary School COFFS HARBOUR

