

Annual School Report

2021 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 Diocese of 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 2022 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 2021. 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 2021 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.

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 2020 the school:

- Participated in the community's annual ANZAC Day march and service with many students and staff attending.
- Unfortunately could not be a part of many cultural and community events due to the restrictions in place as a result of COVID-19. Events such as the Eisteddfod, The Coffs Harbour Show, Grandparent's Day, Mother's and Father's Day were cancelled. Our major celebration of the arts, the Firefly Arts Festival, was postponed until 2022.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- The school represented at Polding and Diocesan sporting representation in a wide variety of sports, however many events were curtailed as a result of COVID-19 restrictions.
- Students participated in the NSW Rugby Sevens series.
- We were successful in winning the regional AFL championship.

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

Despite 2021 being another challenging year due to the global Coronavirus pandemic, the St Augustine's Primary School Parent Forum had a productive and fulfilling year. With COVID-19 restrictions initially being relaxed at the beginning of the year, the Parent Forum was able to meet face to face and formalise its membership for the year. Three existing members remained, and five new parents were nominated.

Whilst still retaining its traditional purpose of raising funds to contribute to school improvement, increasingly the Parent Forum is focussed on finding ways to build community and create connections amongst our large and diverse parent body. Another key function of the Forum is to act as an advisory board to school leadership, providing ideas and feedback on school life and learning.

After managing a few face to face meetings in which the new group was able to get to know one another and work on a renewed vision for the Parent Forum, the community was once again plunged into lock down and blended learning. This shifted the focus and priorities of the Forum for the remainder of the year and the meetings (two per term) moved to Zoom. A significant achievement of this time was the establishment of a Facebook group for the parent community. Having a safe and secure online meeting place has been a wonderful way to connect parents and share ideas and information about day-to-day school life. It has been a great success so far and the Forum will continue to build its online community to enhance the face to face opportunities that will return post-restrictions.

The Parent Forum raises a significant amount of money from a variety of events including The Big Banana Water Slide night, Mother's and Father's Day stalls, the Golf Day, Colour-Thon and Fête. Despite the lockdown in Term 3 and varying degrees of restrictions throughout the year, most fund-raising events were able to go ahead in some form or other.

A great deal of thanks must go to the school and its leadership for the flexibility and determination it has shown in trying to keep things as normal as possible and retain the fun events that the children look forward to and love! The ongoing support and contributions from the school community mean that the Forum is able to continue finding new and creative ways to enhance the school and provide a wonderful learning environment for the children. With the ever popular ninja warrior course and new colourful undercover multipurpose area being completed, the Forum is looking ahead to an exciting project at the Albany St entrance in 2022.

Fran Davis
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 108 years of Catholic education.

The parish priest Father Shabas 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:

- Preparation of students for the Sacramental program.



- Assistance with children's liturgy during Sunday Mass.
- Visitations to classrooms by Fr Shabas and Fr Joy.
- Participation in the Parish's weekly Friday morning Mass.

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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 2021	TOTAL 2020
Male	54	48	55	49	46	55	54	361	358
Female	48	52	53	55	52	48	57	365	361
Indigenous *	5	4	3	7	7	8	5	39	45
EALD *	6	6	6	6	3	8	4	39	45

* 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
96.0%	94.0%	95.0%	95.0%	94.0%	94.0%	93.0%	94.4%

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 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 50 teacher(s) accredited with NESAs, 37 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 26 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. 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:

- 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 choir recorded various songs and sent them to local elderly residents.
- The Mini-Vinnies group supported the local refuge 'Pete's Place' with cash donations.
- 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. In 2021 these were mostly held via video conference or on the phone.
- 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. These meetings were held via video conference.



- Small group sessions were held with students to determine issues of importance.

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.
- Literacy and Numeracy are high priority areas for the school. English and Mathematics form the core of the learning program and are embedded in all other subject areas. Student achievement data is regularly assessed and monitored, ensuring a timely and effective response if growth is not at the required level.
- 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 targeted intervention.
- The school enriches learning of high achieving students in two ways. Firstly through an emphasis in all lessons on extension activities. Secondly through identified children participating in classes with a specialist teacher. Students also have opportunities to participate in the Maths Olympiad and the Inter-School Speech Competition.

The school has a continual focus on growth for every child, every day. This is evident across all curriculum areas, not only in English and Mathematics. To create the right conditions for growth, teachers collaboratively create an engaging and rigorous program, catering for a range of abilities. All staff continually reflect on designing the best approach, aiming for a pedagogy that empowers every learner. Students are assessed regularly to track progress and inform staff of student needs. Through regular professional development teachers inquire into how best to cater for the diverse interests and ability within their class.

The school places a high value on the Arts. Music, Dance, Drama and Visual Arts are a key part of the school's approach to education. This is evident in the Firefly Arts Festival and musical productions. The school has three choirs and regularly performs for others, including the local nursing home.

Sport and Physical Education are priority areas for the school throughout the year. Building participation and skills is key with opportunities increasing as the students get older. From Year 3 opportunities abound with representative pathways up to National level for all sports and the chance to try new activities through the elective sports program in Term 3.

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

- The annual Premier's Reading Challenge.
- The Newcastle Permanent Maths Competition.
- The Maths Olympiad and Maths Games Competition Years 4-6.
- Mini Vinnies fundraisers to support families within our local and global communities.
- Polding and Diocesan sporting events representing in a wide variety of sports.
- Local Rugby and Basketball competitions.



- A diverse array of lunchtime special interest clubs such as Yoga, Knitting, Gardening, Table Tennis, Social Justice, Environment and Chess.

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, 103 students presented for the tests while in Year 5 there were 101 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	
	State	School										
Reading	22.0	36.3	22.0	20.6	19.0	26.5	13.0	9.8	8.0	4.9	3.0	0.0
Writing	20.0	20.4	37.0	43.7	23.0	25.2	9.0	5.8	4.0	3.9	2.0	1.0
Spelling	23.0	37.3	23.0	22.3	20.0	22.5	13.0	11.8	7.0	4.9	5.0	1.0
Grammar and Punctuation	22.0	40.2	24.0	25.5	19.0	22.3	10.0	7.8	6.0	3.9	4.0	0.0
Numeracy	14.0	16.4	22.0	21.4	27.0	35.0	19.0	20.4	10.0	5.8	3.0	1.0

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

BAND	8		7		6		5		4		3	
	State	School										
Reading	16.0	24.8	25.0	28.7	27.0	23.8	18.0	11.9	8.0	9.9	3.0	1.0
Writing	8.0	12.9	17.0	23.8	33.0	34.7	27.0	20.8	10.0	7.9	3.0	0.0
Spelling	15.0	18.9	28.0	23.8	24.0	30.7	17.0	20.8	8.0	5.0	4.0	1.0
Grammar and Punctuation	13.0	19.9	21.0	25.7	27.0	23.8	20.0	19.8	9.0	6.9	5.0	4.0
Numeracy	10.0	8.0	21.0	33.0	29.0	31.0	24.0	24.0	10.0	3.0	3.0	1.0

As can be seen from the table the percentage of students in the top three bands in Numeracy in Year 5 is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of numeracy in the early years. The high percentage of students achieving minimum standards, compared to State figures, is 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 2021 were:

Staff Professional Learning Activity	Date	Presenter
First Aid	16/12/2021	St John's First Aid
Curriculum planning in RE	19/04/2021	Dan White
Curriculum and Pedagogy	12/07/2021	Michelle Scott and Rachel Kingston

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

Activity	Staff numbers	Presenter
KEY Student Management	50	Naomi Loader
Professional Coaching	50	Peter Watts
See Saw Introduction	50	Michelle Scott
EMU Maths	50	Various
Aboriginal Culture	50	Troy Robinson
NCCD process and data	50	Danny Rankin

The professional learning expenditure has been calculated at \$3520 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](#). 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 that 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. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
Mission of Jesus Christ <ul style="list-style-type: none">• Deepened staff faith formation.• Improved the quality of teaching and learning in RE, especially in Sacramental lessons.	Mission of Jesus Christ <ul style="list-style-type: none">• Deepen staff faith formation.• Improve the quality of teaching and learning in Religious Education.



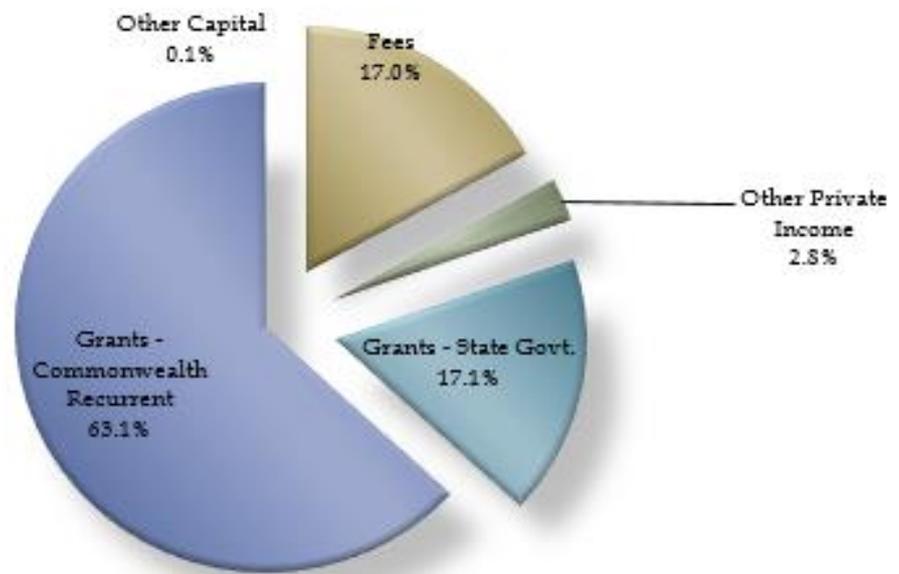
<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Improved teacher practice in the teaching of reading. • Improved teacher practice in the teaching of Mathematics. • Implemented the new PDHPE syllabus. • Improved outcomes for High Potential Learners. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Improve teacher practice in the teaching of reading and writing. • Improve teacher practice in the teaching of Mathematics. • Improve teacher understanding of and practice in using inquiry methodology.
<p>Pastoral Care</p> <ul style="list-style-type: none"> • Developed a clear agreed practice and philosophy of schoolwide Positive Behaviour Support. • Consistently implemented the new policy and procedures. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> • Clarify and embed the philosophy of St Augustine's student behaviour system. • Communicate the new policy effectively to students, staff and parents. • Develop a system of student feedback and implement findings.
<p>Leadership</p> <ul style="list-style-type: none"> • Developed a system of developmental feedback meetings. 	<p>Leadership</p> <ul style="list-style-type: none"> • Develop communication and conflict management skills. • Develop a culture and system of developmental coaching.
<p>Family School Partnership</p> <ul style="list-style-type: none"> • Improved social and support networks among parents. • Improved reach of parental education initiatives. 	<p>Family School Partnership</p> <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 2021 is presented below:

2021 INCOME - St Augustine's Primary School COFFS HARBOUR



2021 EXPENSE - St Augustine's Primary School COFFS HARBOUR

