

# 2019 ANNUAL SCHOOL REPORT



## St Augustine's Parish Primary School, Narromine



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**Faith, Learning and Transformation in Jesus Christ**



## ABOUT THIS REPORT

St Augustine's Parish Primary School, Narromine is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### Principal's Message

St Augustine's Parish School has had a year of joy and challenges. Some of our longstanding staff endured significant health issues that impacted our staffing in the later part of the year. It's due to the strength of our community and team that the learning and emotional growth of our students remained the core of our work. Our students have continued to improve and this is a testament to our school community. Our school community is currently journeying through its second year of a significant pedagogical and cultural change of team teaching. Supporting our teachers within a stage teaching partnership undoubtedly supports our students, as they have the experience and wisdom of two teachers rather than one as a traditional method of teaching provides. I am very proud of our team and the wonderful students we have here at St Augustine's.

### Parent Body Message

We would first like to thank all of our lovely volunteers for their help this year. We couldn't have done it without you all. We had a successful year with many fun things for students and families to be involved with. We hosted Grandparents day and had our first ever Colour Run, a whole school disco and Easter Frolic, the Spring Fete and our family outdoor movie night to finish out the year. We hope to have many fun things planned for next year.

*Krista Morrissey and Hollie Cusack  
P&F Presidents*

### Student Body Message

I have always and ever loved St Augustines Primary School. I have had an amazing eight years here. Our school isn't a massive one, we are just our own little community with so many kind and caring students and teachers. Being a school captain at St Augustine's has been such an awesome experience. When I was in Kinder I always looked up to the captains and knowing that those little kids look up to you is just so special. I'm going to miss St Augustine's so, so much but I will still have those amazing memories to cherish forever! My favorite memory from the past seven years of school would definitely be the Stage 3 Excursion to Canberra. Even though it was really recent it was so much fun because all my friends were there and I really enjoyed myself. What I have enjoyed about being a school captain at St Augustine's would definitely be laying the ANZAC day wreath, it was an honourable time. I am thankful for all the opportunities that the school has given me.

*Jossi Ward and Hugh Bevan  
School Captains*

## SECTION TWO: SCHOOL FEATURES

St Augustine's Parish Primary School is a Catholic systemic co-educational school located in Narromine. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 115 students.

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.

In 2019 Stage 1, 2 and 3 were provided with a joint class teacher allocation. This meant that each stage team had two class teachers working with the students in their classes. This has created support for teachers to begin to implement High Yield Strategies. We created a Teacher Learning Classroom (TLC) where we centralised resources (Parameter 9) so teachers could work together with a Data Wall, resources to support their planning and away from our staff room so we could host staff meetings/professional learning. This space is 'adequate' but it doesn't support all the elements we would like to have in a staff learning space as there are noise, storage and space needs we haven't been able to manage as we would like.

Team teaching provides teachers with collegial support, a knowledgeable other, a sounding board, a resource for programming and someone who is working side by side. Team teaching has allowed class teachers to make adjustments in their classrooms for students with additional needs who previous to stage teaching impacted the learning of all students. Behavioural issues in team taught classrooms are rare and this is undoubtedly because of the classrooms staffed by two teachers. Classrooms have had flexible classroom furniture purchased, used small offices for break out/intervention learning and embraced rich tasks for learning with a focus on hands-on learning.

Re-purposing our library into a Stage 2 classroom has transformed and shifted some re-thinking of what learning should look like. Parents, parish and staff have walked in the staged classrooms with a mixture of responses. The long for some for the traditional classroom of pre 2017 has certainly had an impact on our school staff and student population. This has created many challenges with a sense of loss of what was in a time of redefining what education means for our students in 2019.

Why do we push on? Because our students love learning in these new spaces and deserve a contemporary education for their future. A recent student survey revealed that 95% of our children feel safe at our school. 90% of our students like coming to school. The majority of our students enjoy the learning tasks they are given.

We are still on the journey and there are many aspects of team teaching we need to continue with - assessment being highlighted from staff and parent feedback as a high priority for 2020. The team teaching relationship will continue to need support.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
62	58	0	109

\* Language Background Other than English

### Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 90.7%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.6%
Year 1	91.3%
Year 2	90.8%
Year 3	90.3%
Year 4	93.5%
Year 5	87.3%
Year 6	91.3%

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff, as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- ❖ providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the school community;
- ❖ maintaining accurate records of student attendance;
- ❖ recognising and rewarding excellent and improved student attendance; and
- ❖ implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- ❖ parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- ❖ all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- ❖ documented plans are developed to address the needs of students whose attendance is identified as being of concern; and
- ❖ the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

### Staffing Profile

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	8	20

\* This number includes 10 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	10%
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### Teacher Standards

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 NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes 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.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Compliance Workplace Stronger Smarter
Term 2	Science Curriculum - NSW Science Curriculum Professional Learning
Term 3	Religious Education - Educating in Christ professional learning
Term 4	Compliance and Religious Education

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2019 includes:

- Royal Far West Module: Supporting Resilience in School Aged Children
- Royal Far West Module: Understanding the Importance of Resilience in School Aged Children
- Royal Far West Module: Using Mindfulness to Support Resilience in the Classroom
- Royal Far West: Anxiety in Children and Adolescents: Identification and Support in the School Setting
- Sue Larkey Autism Spectrum Teaching Strategies for School & Home:
- Clarity - Dr Lyn Sharratt
- School based Professional Learning - moderating writing, student conferences, play in schools.
- THRIVE training
- Learning Progressions
- Dr Ann Gervasoni: Extending Mathematical Understanding (EMU) training
- Wilcannia Forbes CEO Additional Needs training



## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

### **Prayer, Liturgical Life and Faith Experiences**

Throughout the year, St Augustine's Parish school has supported parents in their responsibility for faith formation of their children by including them in weekly Mass. Parents are always invited to our whole school and class Masses which are held on special feast days and/or every Friday at 10:30am. Students are asked to sit with their parents during the Mass which has had a significant impact on student and parent engagement within the church. It allows parents to be part of our mass and school community.

Throughout the year the weekly school newsletter included information to parents regarding a specific topic on Catholic Faith and Tradition. Parents and the wider community were included in celebrations such as Naidoc Day where we held a whole school liturgy.

During the preparation of sacraments this year (First Reconciliation and First Holy Communion) a Parent Information Evening was run by Dr Gerard O'Shea with the children and parents participating in a hands on workshop. Father Manoj also attended this workshop.

### **Parish Partnerships**

Working together with the Parish, St Augustine's Parish School this year ran Sacramental Programs for First Reconciliation and First Holy Communion. Parishioners were invited to our 'building day' where we constructed resources with the help of the CEO Mission and Religious Education (MRE) team for our new religious curriculum next year.

Approximately four times each term, the school organised masses for the whole school and St Augustine's parishioners. Each class was responsible to organise and run at least one mass per semester. Parents were invited through the school newsletter and social media, Parishioners were invited through the weekly Parish Bulletin.

Father Manoj was regularly invited and attended classrooms to visit students and also joined staff for lunch in the staffroom. The Religious Education Coordinator (REC) and Principal were in regular contact with Father to discuss school matters and for planning purposes.

The REC attended quarterly Parish Council meetings held throughout the year.

## Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	19.3
Year 6	19.4

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NESA syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

To ensure that St Augustine's has a whole school approach to implementing quality teaching and learning to meet the needs of each student, the staff have continued to work collaboratively in Stages and as a whole school team to improve consistency in expectations through professional conversations, learning walks, stage programming, moderating of student work, case management meetings and reflective practice. Lyn Sharratt's 14 Parameters have continued to be our guide to ensure that we are making improvements that are designed to improve student learning across the whole school.

1. Shared beliefs and understandings:
  - a. *Each student can achieve high standards given the right time and the right support*
  - b. *Each teacher can teach to high standards given the right assistance*
  - c. *High expectations and early and ongoing intervention are essential*
  - d. *Teachers and administrators need to be able to articulate what they do and why they teach the way they do (adapted from Hill & Crévola, 1999)*
2. Embedded literacy/instructional coaches.
3. Daily, sustained focus on literacy instruction.
4. Principal instructional leadership.
5. Early and ongoing intervention.
6. Case management approach: Data walls, case-by- case meetings.
7. Professional learning at school staff meetings.
8. In-school grade/subject meetings: Collaborative Marking of student work.
9. Centralised resources.
10. Commitment of district and school budgets for literacy learning and resources.
11. Action research/collaborative inquiry.
12. Parental and community involvement.
13. Cross-curricular literacy connections in each subject area.
14. Shared responsibility and accountability.

Collaboratively analysing data and a commitment to ongoing professional learning in Literacy and Numeracy have supported teachers to plan learning that focuses on what students need to learn. Training two more staff in the Extending Mathematical Understanding (EMU) approach, aims to provide extra support for the continued growth of individual students.

During the second Semester the executive team became more laser like in their focus on school improvement. Professional development during staff meetings have been planned over 50 days (one Term). The two focuses were; student feedback, with an emphasis on conferencing and using rich tasks Mathematics which allows for greater differentiate of learning.

## SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

### National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2019. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	96.2%	96.5 %	49.9%	76.8%
	Reading	100%	97.8 %	57.7 %	75.7 %
	Writing	100%	95.4%	56.0%	66.3 %
	Spelling	100 %	95.4%	42.3 %	74.5%
	Numeracy	96.2 %	98.8%	53.9%	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	77.8%	93.2 %	38.9%	62.2%
	Reading	83.3%	95.7%	55.6%	68.2%
	Writing	88.9%	94.5%	33.3%	51.7 %
	Spelling	88.9 %	88.0%	38.9%	67.2 %
	Numeracy	83.3%	97.1%	33.4%	60.8 %

The majority of our Year 3 and Year 5 Naplan results had children falling in the middle bands. This is pleasing for all involved as our students are meeting National Minimum Standards. The Reading, Spelling and Grammar & Punctuation results for Year 5 students fall within below, at or proficient which shows the diverse learning needs amongst this cohort of children. At St Augustine's we feel it is important to focus on the individual results of each student in each year as the trend data for growth over time is not assessment reliant with huge discrepancies between the number of students sitting the test each year. Our Year 3 students had pleasing results in all aspects of Reading, Writing and Spelling.

## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings.

### **Student Welfare Policy**

Student Welfare or Pastoral Care is at the forefront of all policies at St Augustine's Parish School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

### **Behaviour Management and Student Discipline Policy**

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

### **Anti-Bullying Policy**

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed. No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed St Augustine's Behaviour Approaches Policy which includes Behaviour Management, Anti-Bullying and Restorative Practices. This document provides details that support and explain behaviour approaches and procedures at St. Augustine's Parish Primary School. All facets of behaviour management are based on the rights and responsibilities of the members of the community. All behaviour expectations are documented and recorded.

### **Complaints and Grievances Policy**

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

## **Initiatives Promoting Respect and Responsibility**

The values of respect and responsibility are reflected across all dimensions of school life.

Our school participates in weekly parish Masses with many students participating by altar serving and reading to support our parish. We have a fortnightly assembly where all parents are welcome to come and witness news from our school and celebrate achievements. Year 6 are all school leaders with some students elected as sport and school captains. Stage 3 are Restorative Practice leaders who support students on the playground to resolve concerns between students. We fundraise for two Ugandan children so they can attend school through Life Charity. Our school has a Mini-Vinnies group that meets fortnightly. Our school is visited by a psychologist once a fortnight who meets with individuals and facilitates a Seasons for Growth programme. Our school hosts a termly Lunch on the Lawn where parents and friends can come to school and share lunch with their children. This has a very healthy attendance from parents.



## SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, "Christo et Doctrinae – For Christ and Learning". The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

### Annual School Priorities for 2019

<b>Priority 1</b>	<p>To build and support our team to embrace high expectation relationships within a trusting environment. Stronger Smarter Leadership Challenge</p> <p>Build a community of 'knowledgeable others' and spaces to support all students and staff.</p>
<b>Reason for priority 1</b>	<p>The Stronger Smarter Leadership Program is designed to challenge and support leadership at all levels of education to improve outcomes for Indigenous students. "We are stronger than we believe and smarter than we know" <i>Professor Chris Sarra</i>.</p>
<b>Steps taken to achieve priority 1</b>  Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> <li>• Workplace Stronger Smarter professional learning for all staff of St Augustine's.</li> <li>• Weekly 'check ins' with our staff team.</li> <li>• Embed school agreed Non-Negotiables.</li> <li>• Weekly digital memos delivered for all staff to keep people in the loop.</li> <li>• Student centred collaboration.</li> <li>• Fortnightly teacher assistant meetings with an agenda and professional learning.</li> </ul>
<b>Status of priority 1</b>	<p>Building a trust relationship within our school community continues to be an important feature for us. The professional learning two day conference was affirming and challenging of what current practices we had to ensure there was open communication between all staff members. Stronger Smarter strategies for our school will continue to be on the agenda in 2020.</p>

<b>Priority 2</b>	<p>To develop a consistent K-6 approach to build a community of 'balanced readers and writers' and improve student data by a minimum of at least one year's growth for each child.</p> <p>To develop a consistent K-6 approach to teaching numeracy skills. Use open ended tasks to teach all mathematical concepts</p>
<b>Reason for priority 2</b>	<p>Every student of St Augustine's deserves a year of academic growth for literacy.</p> <p>Every student of St Augustine's deserves a year of academic numeracy growth. Teachers to feel more confident in programming mathematics with outcomes.</p>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Embed schools agreed Non-Negotiables.</li> <li>• Be guided by CEO Wilcannia-Forbes Non-Negotiables for Catholic Schools and the Catholic Education Office in the Diocese of Wilcannia-Forbes.</li> <li>• Embed our English Agreed practices as the planning tool for our programming of English.</li> <li>• For teaching staff to become familiar with the learning progressions.</li> <li>• Assessment release timetabled for all stages each week for student conferencing.</li> <li>• Foster a love of reading at St Augustine's with a Home Reading Programme and Awards system.</li> <li>• Whole School yearly writing sample moderated in Term 4 (compared with 2018 writing sample).</li> <li>• Learning Walks with term focus from the data wall.</li> </ul>
<b>Status of priority 2</b>	<p>Our school is in its second year of pedagogical change using High Yield Strategies. The programming of rich tasks for mathematics is a strong feature in all learning programmes. Our next step is to use assessment data more formatively to make a difference for each child. We will continue professional development in learning progressions with a focus on using progressions to drive the teaching in each and every classroom. . A whole school yearly writing sample was moderated and for the majority of children our students did make a year's growth in writing. Teachers were released to conduct student conferencing. We will continue student conferences in 2020 as an important facet of daily teaching.</p>

## Projected Priorities for 2020

<b>Priority 1</b>	<p>To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.</p> <p>Documentation should incorporate continual reference back to the primary catechetical goal:</p> <p>“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)</p>
<b>Reason for priority 1</b>	In accordance with Catholic Education Strategic Priorities for 2020, the school sets aside adequate time and resources for the implementation of the new Religious Education curriculum.
<b>Steps taken to achieve priority</b>	<ul style="list-style-type: none"> <li>• Designate and prepare learning spaces and timetables for Religious Education within our school.</li> <li>• Ensure that all staff members receive appropriate support in understanding the new methodology.</li> <li>• Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.</li> </ul>

<b>Priority 2</b>	For teachers to develop and embed the use of formative assessment in planning learning for all students.
<b>Reason for priority 2</b>	Our school needs to use assessment more effectively to design learning sequences through consistent and collaborative teaching approaches. All students need to understand what it means to be successful ( <i>Clarity PD, Lyn Sharratt, November 2019</i> ).
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• Co-creating writing continuums once a term for data wonderings. (<i>p.166 Clarity Sharratt</i>)</li> <li>• Timetabled release for Professional Learning Cycle within an agreed framework (this process may change with a 50 Day review).</li> <li>• Professional Learning Community research shared/context.</li> <li>• Pupil Free Day - Assessment Focus led by executive staff and education officer early Term 1 (Week 4).</li> <li>• Embedding Formative Assessment Dylan Williams September 2020 - professional learning.</li> <li>• Rich Tasks Pupil Free Day with Peter Sullivan 1 June 2020 for all staff.</li> </ul>

## SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parents are able to provide feedback to our school via the annual survey, parent-teacher interviews, meetings with the principal, in our Parish School committee and Parents and Friends Committee. There have been some families who feel that our contemporary pedagogy will not be the correct environment for their children's education and they have chosen to educate their family in other schools in Narromine or Dubbo. Enrolment numbers have been affected by this and our numbers are considerably down for 2020 compared to previous years. We have support from our Catholic Education Office that our school is prepared to stand by the pedagogical changes. Our parent survey reveals that most parents felt they were welcome at our school and there were many opportunities to be involved. There was a need for parents to be provided with more appropriate information about their child's progress. The formative assessment priority for 2020 should support teachers to be able to do this more consistently throughout the year. Anecdotally, parents report they love the small school setting our school provides and this was shared during 2020 Kinder enrolment interviews between new families and the Principal. Parents feel assured their children attend a safe and supportive environment at St Augustine's.

### **Student Satisfaction**

All students were surveyed early Term 4. This survey revealed that 95% of our children feel safe at our school and 90% of our students like coming to school. The majority of our students enjoy the learning tasks they are given. Our literacy and numeracy results reveal steady growth over a year. Our students are able to articulate why they are learning and how they like to learn. Our behaviour incidents in the classroom and playground compared to 2017 have dramatically decreased.

### **Teacher Satisfaction**

All teachers have the opportunity to share their opinions and ideas in meetings, staff surveys and interviews. Feedback has been sought over the year to ensure that teachers feel their suggestions are incorporated into the annual improvement planning for 2020. Collaboration has been a major focus for our school team with our work with Stronger Smarter at the end of Term 1 revealing we still have work to do to effectively collaborate. Overall our staff are very happy to work at St Augustine's and felt safe and valued as members of our staff.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

<b>RECURRENT AND CAPITAL INCOME</b>	
Commonwealth Recurrent Grants	<i>\$1,961,682.00</i>
Government Capital Grants	<i>\$0.00</i>
State Recurrent Grants	<i>\$552,014.00</i>
Fees and Private Income	<i>\$191,810.00</i>
Other Capital Income	<i>\$47,497.00</i>
Total Income	<i>\$2,753,003.00</i>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<i>\$283,170.00</i>
Salaries and Related Expenses	<i>\$2,124,877.00</i>
Non-Salary Expenses	<i>\$518,645.00</i>
Total Expenditure	<i>\$2,926,692.00</i>