

# Annual School Report



## St Augustine's Parish Primary School, Narromine

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## ABOUT THIS REPORT

St Augustine's Parish Primary School, Narromine is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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 NSW BOSTES 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**

On behalf of our school community, I am happy to present the 2016 Annual Report. I firmly believe that St Augustine's is a wonderful school and our school vision statement is evident in all aspects of school life.

Our school has a strong culture with a focus on learning and living out the gospel values. I commend all the staff, parents and students for their efforts and hard work during 2016. As well as the innovative and contemporary learning and teaching practices in the classroom, there were many additional and valuable extra-curricular activities and programs that took place in 2016. I am thankful to the staff and parents who coordinated and organised them. 2016 has been a very exciting year. I commend the Parents and Friends Association and the School Committee for their hard work and dedication in supporting our school and the teaching and support staff for their professionalism, dedication and care and always working together to achieve the best learning outcomes for all students. As Principal I am thankful to all members of our school community for your support, involvement and hard work.

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

### **Parent Body Message**

The School Committee would like to commend Mr. Wilson and all the school staff on their dedication and hard work throughout the year. Their efforts ensure that our children are able to grow and learn in a safe and caring environment. The committee would like thank Mr Wilson for his hard work and leadership this year at St Augustine's.

The generous hard work of our parents and volunteers has also been particularly notable this year. It was particularly pleasing to see so many members of the wider community attend events such as our swimming and athletics carnival and grandparents day. It is also worth noting that our school canteen continues to be run and staffed by parent volunteers. These combined efforts are the hallmark of

a truly strong and vibrant community which we should not take for granted. The School Committee congratulates the P & F Committee for their efforts.

Our P & F donated a \$10 per child cultural grant to our school community this year which enabled our students to attend two shows, one with a focus on Australian History the other focusing on music.

As a parish and school community we were particularly fortunate to have Father Perry and we appreciate his guidance and support. It is important that we realise how lucky we are, to be a country parish which still has a priest to minister to our spiritual and pastoral needs. The School Committee has continued its active role in supporting and guiding decision making in the school through 2016.

**Chairman, St Augustine's School Committee**

### **Student Body Message**

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

The year at St Augustine's was full of memorable events through sport such as netball, rugby league and rugby union gala days. Excursions have always been great since Kinder with trips to the Taronga Western Plains Zoo, Wambangalang, Bathurst Goldfields and Canberra. Other experiences were our work with Mini Vinnies and our starring roles in our School Concert.

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

**St Augustine's School Captains 2016**

## 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 153.

St Augustine's was established by the Sisters of Mercy who arrived in Narromine in 1904. In November 1918 Rev Fr Brennan was appointed as Parish Priest. Two natural disasters in the past damaged the church and school in Narromine. The cyclone of 1932 and the floods of 1955 caused much damage and distress in the community. The 1970's saw great changes in Narromine in terms of staffing (the advent of lay teachers), funding and renovations. The first lay Principal was Mr Ross Lindeman who was appointed in 1976. The Sisters of Mercy eventually left Narromine in 1997 and the Mercy convent opened as the new Centacare office in 2000.

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

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

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

Our students have continued to achieve at high levels in many areas this year including academic, sporting and cultural. The NAPLAN test for Years 3 and 5 has demonstrated the ability of many of our students.



Culturally, the students have had the opportunity to participate in the CWA Public Speaking, where we had great success, to attend community events such as the Anzac Day March, Community Carols, Remembrance Day and to contribute to the Narromine Show. Our School Concert was enjoyed by students and staff, parents and the wider community. Visitors to our school included a show on bullying and a number of area development representatives to run clinics in a variety of sports. We have participated in Catholic Schools Week, science fairs and challenges and Narromine Shire Council's School NetWaste Resource. Children in all classes have participated in a variety of excursions this year.

On the sporting arena, the students have participated this year in a variety of sports, including swimming, cross country, netball, soccer, league, union, athletics and cricket. This is in addition to the skills learnt in PE and sport lessons. A number of children have progressed through the carnivals and trials to reach Cluster, Diocesan and Inter-diocesan (Polding) level in athletics and swimming. Students from our school competed at Polding level in swimming and rugby union.

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

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

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

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

The AEW constantly seeks out and attends professional development opportunities.

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

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
66	87	0	153

\* 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 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	94%
Year 2	92%
Year 3	91%
Year 4	92%
Year 5	92%
Year 6	91%



## **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 wellbeing 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;
- 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	8	21

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

Percentage of staff who are indigenous	14%
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### 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	History Curriculum
Term 2	Classroom Management – Bill Rogers
Term 3	Staff Spiritual Formation
Term 4	Strategies for effective teaching of Spelling, EMU Maths

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 2016 includes:

- Macqlit Training
- Ongoing EMU (Extending Mathematical Understanding) training
- Writing – the role of phonics and grammar
- Gifted and Talented COGE
- Tournament of Minds Training Day
- Strategies towards the effective use of S.T.E.M
- Teaching spelling using the Soundwaves resource\
- A to E Reporting
- Case Management
- First Steps Writing
- Restorative Practices

## 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**

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

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

The sacramental program at St. Augustine's has a strong emphasis and is closely linked to the life of the parish. The following sacraments were offered at St. Augustine's in 2016: Confirmation for Year 3, First Reconciliation and First Communion for Year 4.

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

### **Parish Partnerships**

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

bulletin. At each of the two weekend Masses, 2 – 3 of the students are rostered on to altar serve, which is appreciated by the Parish Priest and the parishioners

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

### **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.

Year 4 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*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	22.2

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 NSW BOSTES 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).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

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.



## 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 2016. 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 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	93%	96.9%	71%	71.9%
	Reading	100%	96.9%	64%	70.9%
	Writing	100%	98.7%	86%	80.8%
	Spelling	100%	96.8%	71%	76.1%
	Numeracy	100%	96.9%	69%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	71.4%	64.2%
	Reading	100%	94%	64.3%	62.3%
	Writing	100%	94.8%	35.7%	50%
	Spelling	92.8%	94.6%	57.1%	63.6%
	Numeracy	100%	95.8%	57.1%	57.1%

Year 3 students achieved close to or above the national average in reading, writing and grammar and punctuation. Spelling is an area for development in both Year 3 and Year 5 and we have strategies in place to address this area.

While Year 5 was below national averages in writing , spelling and number, student growth from Year 3 to Year 5 was in these areas was pleasing. The growth of the students in the lower bands was especially pleasing. Grammar and punctuation remains a strength in both cohorts. The percentages and trend data were affected by the relatively small size of our Year 3 and Year 5 cohorts in 2016.

## 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 pre-requisite 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 Primary 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 are available from the school.

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

### Policies

Student Pastoral Care, Restorative Practices, Use of Student Images, Child Protection, Behaviour Management, Enrolment, Enrolment of Students with Special Needs, Use of Personal Mobile Devices, Suspension and Expulsion

Staff Critical Incidents, Gender and Equity, Flexible Working Arrangements, No Smoking, Professional Learning, Workplace Performance /Assessment of Staff with Special Needs

Community Pastoral Care, Restorative Practices

At our school we have policies that refer to:

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

Reference is made to these policies and procedures in various school documents such as the Staff Handbook and Information for Casual teachers. They can be found

in their entirety in the School Registration Manual/Compliance Folder and classroom policy folders. The intranet containing all Diocesan policies is also readily accessible to all staff.

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

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

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

## 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 2016

<b>Priority 1</b>	<p><b>Target 1. Enhance teaching and learning through the effective utilisation of high yield strategies; learning intentions and success criteria, instructional walks, data walls and case management</b></p> <p>Strategies to achieve this target include:</p> <ul style="list-style-type: none"> <li>• Using learning intentions and success criteria daily in lessons.</li> <li>• Regular learning walks undertaken by instructional leaders with feedback at weekly staff meetings.</li> <li>• Ongoing discussions around the content of our data walls that informs classroom teaching and learning.</li> </ul> <p>Our success will be measured by:</p> <ul style="list-style-type: none"> <li>• Learning intentions and success criteria becoming part of the vocabulary in our classrooms.</li> <li>• Feedback sessions from learning walks leading to professional collaborations at staff meetings.</li> <li>• At risk and gifted students being clearly identified through data walls that present data in a way that leads to whole school ownership of student achievement levels.</li> </ul>
<b>Reason for priority 1</b>	<p>These high yield strategies are part of a Wilcannia- Forbes Diocesan focus on improving teaching and learning in schools across the system</p>



<p><b>Steps taken to achieve priority 1</b></p> <p>Brief summary from the Annual Improvement Plan</p>	<p>Regular learning walks were undertaken by the Principal to observe the use of Learning Intentions and Success Criteria in classrooms.</p> <p>A data wall based on reading and number was established in the classroom.</p> <p>Case management meetings were held in Term 3 and the beginning of Term 4 to allow class teachers to discuss students in need of extra assistance.</p>
<p><b>Status of priority 1</b></p>	<p>Good progress was made in the implementation of all four high yield strategies but this will remain as an ongoing priority area in 2017.</p>

<p><b>Priority 2</b></p>	<p><b>Target 2. Develop effective literacy strategies with a particular focus on Writing through targeting specific areas such as punctuation, sentence structure, spelling and text structure.</b></p> <p>Strategies to achieve this target include:</p> <ul style="list-style-type: none"> <li>• Professional learning time at staff meetings dedicated to discussion on strategies for teaching writing effectively.</li> <li>• Support teachers allocated to classrooms strategically to assist teachers in focusing on the specific areas of punctuation, sentence structure, spelling and text structure.</li> <li>• Regular formative assessment of these specific areas of writing.</li> <li>• Closely monitor student progress, strategies and approaches will be flexible as the year progresses and data is evaluated.</li> </ul> <p>Our success will be measured by:</p> <ul style="list-style-type: none"> <li>• Curriculum-based assessment of student progress against grade expectations in writing</li> <li>• Improved capability and effectiveness of Literacy teaching.</li> <li>• Feedback from teachers demonstrating improvement in capability and effectiveness of assistance provided by support teachers.</li> <li>• Results of NAPLAN with specific reference to the targeted areas.</li> </ul>
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<b>Reason for priority 2</b>	NAPLAN results in 2015 identified writing as an area for development for St Augustine's.
<b>Steps taken to achieve priority 2</b>	Professional learning sessions were conducted at staff meetings to identify a specific focus on aspects of writing that needed to be targeted. Our Early Stage 1 and Stage 1 teachers attended professional learning on the role of grammar and phonics in writing. Our Literacy/numeracy focus teachers attended professional learning on First Steps writing.
<b>Status of priority 2</b>	NAPLAN and class assessments indicate improvements in writing; our Year 3 results were particularly pleasing. This remains as an ongoing area for development and will remain a priority with a particular emphasis on utilising the SoundWaves and First Steps Writing Resources to enhance outcomes.

<b>Priority 3</b>	<p><b>Target 3. Staff to administer the Emerging Mathematical Understanding (EMU) Maths Assessments Interviews (MAI) and make use of growth points data to improve student learning.</b></p> <p>Strategies to achieve this target include:</p> <ul style="list-style-type: none"> <li>• Assessment interviews to occur early in the year to allow teachers to incorporate relevant EMU strategies into their programming.</li> <li>• MAI data to be considered with placement on numeracy continuum to allow meaningful placement on a Maths data wall.</li> <li>• EMU games and strategies will be a daily part of Maths instruction and evident in teacher programs.</li> <li>• Teachers will continue to participate in professional learning and observe modelling from instructional leaders to consolidate their understanding of EMU strategies.</li> <li>• Vulnerable students will be withdrawn in targeted small group sessions led by our specialist EMU teachers.</li> </ul> <p>Our success will be measured by:</p> <ul style="list-style-type: none"> <li>• Student improvement in growth points when next MAIs are undertaken.</li> <li>• Improvement of vulnerable students who participated in EMU group sessions.</li> </ul>
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<b>Reason for priority 3</b>	The effective implementation of EMU strategies is part of a Wilcannia- Forbes Diocesan focus on improving teaching and learning in Maths across the system.
<b>Steps taken to achieve priority 3</b>	The Principal and Literacy/Numeracy Focus teachers attended professional learning provided by the diocese. Concrete materials were provided in all classrooms. EMU specialist teachers visited classrooms and modelled the use of effective EMU strategies in the classroom as a way of 'teaching the teachers.' EMU groups for vulnerable students were implemented with Stage 1 and Stage 2 students
<b>Status of priority 3</b>	We have seen some pleasing improvements in our targeted students. Teachers are incorporating EMU strategies into the day to day teaching of Maths. This is an ongoing area for development and will remain as a priority as we aim to make EMU strategies an accepted and sustainable approach to the teaching of Maths in all classrooms.

## Projected Priorities for 2017

<p><b>Priority 1</b></p>	<p><b>Target 1. Enhance teaching and learning through the effective utilisation of high yield strategies; learning intentions and success criteria, instructional walks, data walls and case management</b></p> <p>Strategies to achieve this target include:</p> <ul style="list-style-type: none"> <li>• Using learning intentions and success criteria daily in lessons.</li> <li>• Regular learning walks undertaken by instructional leaders with feedback at weekly staff meetings.</li> <li>• Ongoing discussions around the content of our data walls that informs classroom teaching and learning.</li> <li>• Regular and ongoing case management meetings.</li> </ul> <p>Our success will be measured by:</p> <ul style="list-style-type: none"> <li>• Learning intentions and success criteria becoming part of the vocabulary in our classrooms.</li> <li>• Feedback sessions from learning walks leading to professional collaborations at staff meetings.</li> <li>• At risk and gifted students being clearly identified through data walls that present data in a way that leads to whole school ownership of student achievement levels.</li> </ul> <p>Case Management meetings giving teachers the chance to discuss strategies to enhance outcomes for vulnerable students.</p>
<p><b>Reason for priority 1</b></p>	<p>The four high yield strategies positively impact on teaching and learning and remain a system focus. We need a continued focus to allow the high yield strategies to be utilised to their fullest potential in our school.</p>
<p><b>Steps taken to achieve priority 1</b></p>	<p>Regular learning walks to be taken by the school leadership team and discussed at meetings.</p> <p>Case Management meetings to be programmed and held regularly each term.</p> <p>Data Walls display to be fluid and referred to regularly during staff meetings.</p>

<p><b>Priority 2</b></p>	<p><b>Target 2. Develop effective strategies for the effective teaching of writing through targeting specific areas such as punctuation, sentence structure, spelling and text structure.</b></p> <p>Strategies to achieve this target include:  Professional learning time at staff meetings dedicated to discussion on revising the First Steps Writing approach.  Effective utilisation of the Soundwaves spelling resource to support the effective teaching of spelling.  Support teachers allocated to classrooms strategically to assist teachers in focusing on the specific areas of punctuation, sentence structure, spelling and text structure.  Regular formative assessment of these specific areas of writing.  Closely monitor student progress, strategies and approaches will be flexible as the year progresses and data is evaluated.  Our success will be measured by:  Curriculum-based assessment of student progress against grade expectations in writing  Improved capability and effectiveness of Literacy teaching.  Feedback from teachers demonstrating improvement in capability and effectiveness of assistance provided by support teachers.  Results of NAPLAN with specific reference to the targeted areas</p>
<p><b>Reason for priority 2</b></p>	<p>Last year’s focus saw some improvements but Writing and Spelling in context remain as areas for development for our students.  Writing and Spelling NAPLAN results suggest there is need for sustained focus in these areas.</p>
<p><b>Steps taken to achieve priority 2</b></p>	<p>Professional learning time during Term 1 staff meetings will be dedicated to the revision of the First Steps Writing Approach.  The SoundWaves resource will be purchased for students and staff so it is accessible on their Chromebooks. This resource will be used to improve spelling with a particular focus on spelling in context.  Spelling in context will be assessed regularly and represented on data wall.</p>

## Projected Priorities for 2017 cont'd

<p><b>Priority 3</b></p>	<p><b>Target 3. Staff to administer the Emerging Mathematical Understanding (EMU) Maths Assessments Interviews (MAI) and make use of growth points data to improve student learning.</b></p> <p>Strategies to achieve this target include:</p> <ul style="list-style-type: none"> <li>• Assessment interviews to occur early in the year to allow teachers to incorporate relevant EMU strategies into their programming.</li> <li>• MAI data to be considered with placement on numeracy continuum to allow meaningful placement on a Maths data wall.</li> <li>• EMU games and strategies will be a daily part of Maths instruction and evident in teacher programs.</li> <li>• Teachers will continue to participate in professional learning and observe modelling from instructional leaders to consolidate their understanding of EMU strategies.</li> <li>• Vulnerable students will be withdrawn in targeted small group sessions led by our specialist EMU teachers.</li> </ul> <p>Our success will be measured by:</p> <ul style="list-style-type: none"> <li>• Student improvement in growth points when next MAIs are undertaken.</li> <li>• Improvement of vulnerable students who participated in EMU group sessions.</li> <li>• Teacher programs reflecting the implementation of EMU strategies across the stages.</li> </ul>
<p><b>Reason for priority 3</b></p>	<p>EMU implementation remains as a system focus We need a further year of focus on the effective implementation of EMU strategies to ensure their sustainability into the future.</p>
<p><b>Steps taken to achieve priority 3</b></p>	<p>MAI testing will be undertaken at the beginning of the year to assess growth and improvement from 2016 and set targets for 2017.</p> <p>Vulnerable students will be withdrawn for EMU lessons with specialist teachers.</p> <p>The use of EMU strategies and concrete materials in Maths lessons will be a regular focus of learning walks undertaken by the school leadership team and focus teachers.</p> <p>EMU specialist teachers will regularly 'team teach' maths lessons with classroom teachers and 'teach the teachers'</p>



	<p>effective classroom practice. Teaching programs will be checked for evidence of EMU implementation.</p>
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## 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**

Families at St Augustine's were given the opportunity to complete surveys based on the areas affecting the education of their children and the general functioning of the school. Twenty six 26 families (approximately 28% of all families) responded to the survey.

All families who responded strongly agreed that our school helps develop a knowledge and understanding of Catholic tradition. All families felt that school provides various opportunities for them to become involved in their child's education. A strong majority of families (88%) felt that their child was challenged to reach their full potential. The same amount (88%) felt that our school provided appropriate information about their child's progress.

The great majority of survey respondents felt that the school offered a range of co-curricular activities and that the teachers were interested in the welfare of their child. A greater majority felt that the school provided a safe and supportive environment for their child and that the school effectively communicated information regarding school activities.

### **Student Satisfaction**

Our student leadership team was surveyed at the end of the school year. All surveyed agreed that they were proud of their school, had gained an understanding of their Catholic faith and were encouraged to learn to the best of their ability. They also agreed that were encouraged to work to the best of their ability and had an understanding of their rights and responsibilities at school. All surveyed strongly agreed that they felt safe at school and were given the opportunity to participate in arrange of sporting and cultural activities.

### **Teacher Satisfaction**

All staff surveyed agreed that St Augustine's helps students to develop a knowledge and understanding of the Catholic faith. All staff agreed that students understood their rights and responsibilities and that our school provided a safe a supportive environment for them. All staff agreed that students were challenged to reach their potential and that our school strived to meet individual learning needs of each of our students.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES 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>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$1,658,955</i></b>	Capital Expenditure	<b><i>\$21,832</i></b>
Government Capital Grants	<b><i>\$15,645</i></b>	Salaries and Related Expenses	<b><i>\$2,022,143</i></b>
State Recurrent Grants	<b><i>\$479,964</i></b>	Non-Salary Expenses	<b><i>\$367,013</i></b>
Fees and Private Income	<b><i>\$252,506</i></b>	Total Expenditure	<b><i>\$2,410,988</i></b>
Other Capital Income	<b><i>\$2,000</i></b>		
Total Income	<b><i>\$2,409,070</i></b>		