



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Augustine's Parish School

10 Dandaloo St, NARROMINE 2821

Principal: Mrs Renee Matheson

Web: www.wf.catholic.edu.au/schools/narromine/

About this report

St Augustine's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2020 has been a year of resilience and challenge as we journeyed through drought and a pandemic. St Augustine's has proved again that we are up for any challenge with our students, staff and parents responding to challenges with confidence. This report is a true and accurate account of our year.

Strict regulations were placed on our community in regards to sport, parental involvement and extra-curricular activities. Unfortunately, we were not able to attend many events outside of our school. This was difficult for our community as we ordinarily have regular events that involve parents and the community. However, this eventuated in an overall increase of face to face attendance at school. We were able to prioritise our efforts for literacy and numeracy and participate in professional learning on-site from the experts in their fields from our staff. This has built our capacity as a professional learning community.

I am very proud of our community and believe our mission developing students who are engaged, resilient and empowered learners guided by Jesus Christ and our wider community builds each year.

Parent Body Message

Overall this year has been a challenging year due to the restrictions and isolations imposed by COVID 19. Our school seemed to rise to these challenges especially during the homeschooling period in Terms 1 & 2.

Although these restrictions were difficult at times the communication between parents and the school were still well facilitated. We saw the school survey distributed, this identified both the positive and negative aspects of our school. It was also a great opportunity for parents to have their say.

Fortunately, the P&F, school committee and our amazing canteen volunteers were still able to participate in regular meetings and keep our canteen running twice a week. This has allowed the partnership between the parents and school to continue. Although our fundraising opportunities were limited, we did see the success of the cookie dough drive and pie drive.

Our principal has an openness to engage with parents utilising Compass as a valuable communication tool as well as our weekly newsletters, which has kept our community well informed.

Although numbers were limited parents were still able to attend mass, however, we were unable to attend the fortnightly assemblies and sports carnivals. We were all devastated that we were unable to have our yearly speech night but Facebook has been a great medium for highlighting the activities and events happening at school that we were unable to attend.

Our school has come together during unprecedented and challenging times. We look forward to an uninterrupted 2021. We would like to thank our Principal and all our teachers for all their hard work, dedication and support to our students and families in 2020.

On behalf of the School Committee 2020.

Student Body Message

WOW! What a year 2020 has been. Covid 19 has changed many things for us at St Augustine's. It has brought us many memories, disappointments and challenges. One of the biggest challenges was homeschooling and zooming in with our classes. Our parents found it just as hard trying to teach us at home. But we still have good memories of our seven years at St Augustine's like our Year 5/6 Canberra Excursion and other excursions, receiving the Sacraments, awesome teachers and making great friends. Before Covid 19 we participated in the swimming carnival and had the opportunity to go to the Diocesan swimming carnival. After Covid 19 we missed out on Gala days for Union, League and Netball as well as the chance of representing our school in many other sports. This year we have enjoyed many fundraisers for our two sponsored children Derek and Janet as well as for Missions and other causes to help those less fortunate. It was disappointing that we could not do as many leadership roles as School Captains this year, but we were grateful to lead the wonderful children at St Augustine's.

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 20120 Stage 1, 2 and 3 worked in stage teaching teams. 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. Our school is in the early phase of creating a school master plan to refurbish our school learning areas.

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. 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.

Student Profile

Student Enrolment

St Augustine's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
44	59	0	103

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 90.64%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.70	89.40	92.00	90.50	91.00	91.20	88.70

Managing Student Non-Attendance

Regular attendance at St Augustine's Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support 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
- 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 Catholic Education Wilcannia-Forbes Schools 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	18
Number of full time teaching staff	8
Number of part time teaching staff	2
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at St Augustine's Parish 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Office (CEO).

St Augustine's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

Summary of professional learning at this school

Day 1:

- Focus on procedural documentation for staff; Code of Conduct School Community and Staff and a review of the Staff Handbook.

Day 2:

- Formative Assessment.
- Teachers began a two-year Embedding Formative Assessment professional development cycle based on the work of professional educational expert Dylan Wiliams.

Day 3:

- Formative Assessment in Literacy.
- Teachers worked with literacy progressions and student writing

Day 4:

- Religion. All staff participated in professional learning about Sacraments.

Day 5:

- Formative Assessment in Literacy.
- Teachers worked with literacy progressions and student writing

Day 6:

- Wellbeing.
- Mentally Healthy Communities professional development facilitated by Beyou (Beyond Blue).

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Augustine's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

In accordance with Catholic Education Strategic Priorities for 2020, the school set aside adequate time and resources for the implementation of the new RE curriculum.

Our school began our official first year of Educating in Christ. Our Religious Education Coordinator designed and prepared to learn spaces and timetables for Religious Education within our school. From Term 4 onwards our school had one designated space to support all students and teachers. The Wilcannia Forbes Education officer ensures that all staff members received appropriate support in understanding the new methodology with afternoon meetings, on-site lesson modelling and a Pupil Free Day in Term 3 for all staff. Time was assigned at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum. This pedagogical change at St Augustine's has been embraced with enthusiasm and wonder and continues to be a change will need support during the initial years.

We had a very busy Term 4 with all three sacraments offered, prepared and completed for Year 3, 4 and 6 children.

From Term 4 onwards we supported parents in their responsibility for the faith formation of their children by including them in weekly Mass. 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 specific topics on Catholic Faith and Tradition. We continue to fundraise for two Ugandan children to attend school through Life Charity. Our school also held our first Day For Daniel day to raise awareness of child protection.

Our school held the first Bishop Columba-Green Sports Day in Term 2 with COVID19 regulations. This will now be an annual event. It was a day focussed on sportsmanship and teamwork. We are very proud to be the first school that was able to name our diocesan Bishop as our patron for Sport.

Curriculum, Learning and Teaching

St Augustine's Parish School provides an 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Augustine's Parish 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.

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 aims to meet the needs of every student. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

At St Augustine's there has been a continued focus on staff working collaboratively in both Stage teams and as a whole school team for the improvement of professional practice and student learning. Professional conversations, stage meetings and shared programming have continued and with the Assessment for learning strategies adopted through our work with Dylan Williams there has been a more laser-like focus on needs of individual students, stages and the school as a whole.

Due to covid-19, there was a disrupted period that changed how we worked for a while. During the second half of the year, there has been a lot of collaborative work that focussed on the use of Learning Progression and the Syllabus to identify where students are within the progressions and plan for learning. This process has been used to further develop teachers' understanding and use of Learning Progressions while improving student learning. This process also honours Lyn Sharratt's parameter 1 (Shared belief and responsibility).

The parameter states that each student can achieve to a high standard given the right time and the right support. Each teacher can teach to high standards given the right assistance. High expectations and early and ongoing intervention are essential. Teacher's need to be able to articulate what they do and why they teach the way they do.

The two areas of focus have been Writing and Number. Teachers collected current writing samples from all students, moderated this work in relation to the learning progressions and used this information to develop a writing data wall. The data has been used to plan targeted learning focused on student needs.

Collaborative teams were also used to analyse students' Number data and plotted this data for analysis. This data has been used to plan targeted learning experiences that match the needs of individuals and groups of students across the school.

Staff at St Augustine's have worked tirelessly to improve the learning of every student as a valued individual across all facets of the curriculum. The skills gained by teachers through the targeted approach targeting writing and Number this year can be transferred to all areas of the curriculum.

Student Performance in Tests and Examinations

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). 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.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

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. Unfortunately this year our school hasn't been able to invite our parents and friends to many of our events due to COVID10 restrictions Year 6 are all school leaders with some students elected as sport and school captains. We fundraise for two Ugandan children so they can attend school through the charity Life Charity Focus. Our school is visited by a psychologist

once a week who conducts sessions with individual students. The psychologist has worked closely with our parents and additional needs teacher to support the wellbeing needs of our school.

School Improvement

The focus for St Augustine's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Augustine's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2020:

Documentation should incorporate continual reference back to the primary catechetical goal:

“...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)

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.

Reason for priority 1:

- A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in-depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.

- Ensure that all staff members receive appropriate support in understanding the new methodology.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Our school now has one designated learning space and timetable for Religious Education within our school. From Term 4 this designated space has provided teachers with an improvement in resource management and lesson planning. A professional learning day at the end of Term 3 for all staff built capacity for all. This priority will continue in 2021 as we embed the curriculum.

Annual School Priority Two for 2020:

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 (Clarity PD, Lyn Sharratt, November 2019)

Reason for priority 2:

- Learning walks, class programme supervision and assessment plans for each class reveal that formative assessment is being used in some classes but not consistently. Concerns regarding the consistent grading between classes and teacher judgment were highlighted during the review process. It was an opportunity for teaching teams to moderate work samples, collaborate with knowledgeable others and other teachers is not evident through all the grades.

Steps taken to achieve priority 2:

- Co-creating & collaboratively sharing of writing continuums once a term (week 5 Term 3) for data wonderings. (p.166 Clarity Sharratt)
- Timetabled release for Professional Learning Cycle within an agreed framework (this process may change with a 50 Day review).
- Professional Learning Community research shared/context - Dylan Williams
- Pupil Free Day - Assessment Focus led by executive staff and education officer early term 1 (Week 4)
- Pupil Free Day - Week 6 Term 3 Formative Assessment/Writing
- Embedding Formative Assessment Dylan Williams September 2020 - professional learning
- Numeracy and Literacy Progressions

Status of priority 2:

- Formative Assessment is an ongoing pedagogical requirement for all teachers. We have begun a two-year professional development process with Dylan Williams which will continue in 2021.

Priority Key Improvements for Next Year

Projected Priority One:

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, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.

- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Projected Priority Two:

For teachers to develop and embed the use of formative assessment in planning learning for all students.

Reason for priority 2:

- Our school began the first year of Embedding Formative Assessment professional learning from the work of Dylan Williams. This professional learning is a two-year process.
- Unfortunately, we haven't completed the first year of learning due to the impact of remote learning and COVID19. This priority needs to continue in 2021 for our staff and students.
- Throughout 2020 our school team has collected, reviewed and analysed our procedures and assessment. We have used the 50 Day review each term and this provides us with support to continue our journey with A recent review of our work with formative assessment revealed that we are still on the journey of embedding formative assessment. Changing teacher practice is complex and the work of Dylan Williams revealed that our staff team range in our expertise. This year's aim was to create a supportive environment for teachers to develop together. Teacher Learning Plans (TLP's), the Annual Staff Survey and professional and informal staff highlighted that a supportive environment is developing.
- An executive review of our whole school data challenged us to wonder;
 - Capturing the data wall into the school class profiles. Do we need to be more specific in what we are assessing and plotting on the class profiles particularly in writing?

Steps taken to achieve priority 2:

- Regular TLC meetings with the focus on teachers supporting each other as a group.
- Learning Intentions and Success Criteria evident in all classes
- Documented stage meetings with an agenda which includes an agenda, literacy, numeracy and assessment focused.
- Complete the final four workshops from the first year of learning:
 - 1.5 Activating students as instructional resources for one another
 - 1.6 Developing hinge-point questions
 - 1.7 Making formative use of summative/AFL in the early years
 - 1.8 Activating students as owners of their own learning
 - Reviewing the first year of learning

- Writing assessment Embedding the practices we've explored this year and continue the work of moderation.
- Numeracy assessment - Using the numeracy progressions and MAI data to identify strengths in Addition and Subtraction and support teachers to close those gaps
- Wellbeing week each term - supportive environment

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 St Augustine's Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, all respondents agreed that St Augustine's Parish Primary School helped their child to develop knowledge and understanding about Catholic tradition and provide opportunities for students to be involved in school life and activities.

Parents were asked if the staff were genuinely interested in the welfare of their child with all parents agreeing or strongly agreeing with this statement. In meeting the individual needs of students, half the respondents strongly agreed, whilst the remaining respondents agreed.

All families felt that St Augustine's Parish School provided appropriate information about their child's progress, with over three-quarters of the parents surveyed strongly agreeing or agreeing with the procedures in place that inform parents of student progress.

Student satisfaction

All students at our school were given the opportunity to complete a student survey with their parents via a google form. All students felt safe at school the majority or most of the time. A majority of students strongly agreed that they feel safe at school and believed that St John's offered them a wide range of sporting and curriculum choices Sport and Creative Arts were the overwhelmingly favourite subjects offered at St Augustine's. The majority of students enjoyed going to school every day and felt safe in our environment.

Teacher satisfaction

All 17 members of our staff completed our annual school report survey. Every staff member at Augustine's Parish School enjoys working in the School and believed that the school is a safe working environment. 16 members of our staff felt the feedback from the Principal was either very or extremely useful. One member found principal feedback moderately useful. All teachers felt that they collaborated well with each other.

All staff surveyed felt that the school cared about their professional growth and development, with staff agreeing that the school gave the right amount of attention to standardised testing.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Augustine's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,872,256
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$523,603
Fees and Private Income ⁴	\$168,857
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$15,343
Total Income	\$2,580,059

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$116
Salaries and Related Expenses ⁷	\$2,048,890
Non-Salary Expenses ⁸	\$581,331
Total Expenditure	\$2,630,337

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT