



CATHOLIC EDUCATION
WILCANNIA-FORBES

2021

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

2021 has been a year of hope, patience and connection. St Augustine's has proved again that we are up for any challenge with our students, staff, and parents responding to challenges with confidence.

Fortunately, we were able to provide our students with opportunities for sport and culture before strict regulations were placed on our community in regards to sport, parental involvement, and extra-curricular activities after the first semester of learning. The stage 3 excursion was a highlight of our year for our Year 5 and 6 students.

St Augustine's is a wonderful learning community centred on each individual child. Our students are fantastic, kind, and smart. I am truly blessed to be the leader of this amazing school.

We don't remember days we remember moments. I hope 2021 will hold special memories for you and your family for years to come

Parent Body Message

The last 12months has continued to provide its challenges to the school and the wider community, however, this has been handled with resilience and resolve which has seen some lasting highlights shine through. Further, the school has continued to articulate some longer-term plans around improvements to facilities, parent engagement and continuous improvement to learning outcomes.

The start of the year saw the state revert back to lockdowns which meant learning from home for the students. The school was able to adjust to this fluidly with the use of existing student resources making the transition to again learning from home a lot simpler. Students were able to engage in real-time lessons on their own laptops provided by the school allowing teachers to continue to supervise learning outcomes in real-time, the real benefit of this coming through for families with multiple children at the school. Whilst these lockdowns have become an unfortunate reality in recent years, the school has continued to be dynamic and innovative in its approach to learning.

For the first time in the school 2021 saw the implementation of 3 way conferences held between parents, students and teachers regarding learning at the school. This has been engaging for parents and has provided a channel for students to provide feedback to teachers on how they see their progress and an opportunity to share positive and negative aspects of the challenges they face in the learning environment, as opposed to the more

traditional report and subsequent parent-teacher interview process where the student is normally excluded from the dialogue.

Highlights for the leadership group of the school in conjunction with the school committee is the development of a master plan for the improvement and update of school buildings into the future. Some of the buildings are in need of repair and an update, and the school now has a much clearer plan for what buildings are a priority for improvement, the cost involved and the timeframes for implementation. This provides the school community with clear goals around fundraising and is also of benefit on an internal school level in terms of allocation of funding into the future. The master plan for the school is available for review at the school office for those interested in reviewing building and floor plans at a more granular level.

The PnF continued to be a frontline contributor of parent support for the school in terms of fundraising and assistance on the ground for various events. In the last 12 months, the PnF has contributed funding for the Stage 3 excursion to Tea Gardens as well as contributing funding to additional literacy resources for the school. The PnF continues to be a great way for parents to support the school on a day to day basis, whether that be in the school canteen, helping out at school carnivals or being involved in fundraising events such as comedy night PnF facilitated. The support the school receives from volunteers is integral and never goes unnoticed.

Behind the scenes, the teaching body continues to be well-led, and often it goes unnoticed how much work the staff do behind the scenes to improve on teaching methods and delivery of learning outcomes to students. The emphasis amongst the teachers around continuous improvement, implementation of innovative teaching methods and subtle changes to the delivery of learning is as continuous as it is dynamic. The consistency placed on this by the teaching staff is enlightening to an outsider and enhances the schools' ability to handle challenges as they arise.

The school is in great shape to handle the forthcoming year and as a whole, we look towards implementing key longer-term goals particularly associated with the school's building improvement plan.

Student Body Message

This year has been a unique year for all of us. We were the first three school captain leaders. At our school, we celebrate three sacraments every year. In Year 2 we receive the sacrament of Reconciliation which did not happen this year due to COVID. Year 3 will receive the sacrament of First Holy Communion and in Year 6 we received the sacrament of Confirmation.

Despite home learning, we have been able to advance in our learning. Stage 3 managed to visit the Great Aussie Bush Camp which was lots of fun. Everyone had a go at everything,

including the teachers. We learnt a lot from this experience and we are thankful for the opportunity.

St Augustine's provides many opportunities for us to compete in the sport. The trials that our schools allows us to compete in are touch, league, union, soccer, netball, cricket and hockey. The school also compete in netball and football gala days. We were able to compete at our school swimming, cross country and athletics carnivals. We even made it to Cluster, Diocesan and Polding levels in swimming and cross country. The week before our Diocesan athletics carnival was to be held we were forced into lockdown.

Year 6 have raised a lot of money with our genius fundraiser ideas. As a school, we acknowledge Day for Daniel with teaches us about child safety and bullying. We all wore red to remember Daniel.

Everyone is blessed with great opportunities at our fantastic school Everyone is blessed to be at this school.

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.

Our school has had a master plan completed of refurbishment works to be completed in the near future. The first phase will be our administration, team meeting and executive office. Our school community supports this refurbishment and we look forward to being able to ensure our school has a safe and inviting space to welcome our parents and visitors.

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 2021:

Girls	Boys	LBOTE*	Total Students
54	76	0	130

* 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 2021 was 91.23%. 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
89.90	93.20	90.60	93.60	90.50	90.00	92.20

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 2021:

Total number of staff	15
Number of full time teaching staff	6
Number of part time teaching staff	2
Number of non-teaching staff	7

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 5 teachers
- Provisional 28 teachers
- Proficient 217 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

Our whole school focus for 2021 was the work of Dylan Wiliams. The most important people of our school are our students and as a professional learning community (PLC) it is of utmost importance that our conversations and effort must be in making sure our children are learning each and every day. It is very evident that we are working very hard to improve our teaching and learning. The two-year professional development cycle from Dylan Wiliams provides techniques for implementing formative assessment within a supportive environment for teachers. This supportive environment helps us to continue to use formative assessment more effectively in designing learning sequences through consistent and collaborative teaching approaches.

We had 5 Pupil Free Days which focused on the work of Peter Sullivan, Compliance, ensuring all staff were compliant with CPR and school organisational procedures.

Teachers with extra responsibilities and skills presented professional learning on Smiling Minds, Religious Education, Scope and Sequences, Early Literacy Project, 3 Way conferences, transition for additional needs students and formative assessment. Teachers met regularly to moderate the writing samples of our students. Our Literacy Focus Teacher visited a nearby school to support and guide their staff with the moderating process.

St Augustine's staff are encouraged to participate in further formal study. The Assistant Principal is part of the Pathways to School Leadership Program. The Principal is studying psychology.

Our professional learning is reviewed each term as a staff. We use a 50-day review to reflect on our learning and our teaching.

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 2021, the school set aside adequate time and resources for the implementation of the new RE curriculum. 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 real attempt to incorporate learning from body to the heart to mind. Hence, normally, every encounter in religious education will have:

- Something concrete
- Something affective
- Something for the mind

Staff members received professional training around each of the works that needed to be introduced in the year. Onsite visits by our Education Officer were a valued professional learning experience for all staff and students.

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 the 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.

This year students have been involved in a number of Liturgical Life experiences. 2021 has been a very busy year at St Augustine's Parish School! The year began with the induction of the Year 6 leaders into the school at a Mass. Year 6 parents attended this leadership event with each child receiving a leadership badge.

The Sacramental program began in June with Confirmation. The Sacramental lessons were held at school coordinated by the class teacher and Religious Education Coordinator. A retreat day is held for all students of that year. Unfortunately, our Year 2 students were not able to receive the sacrament of Reconciliation which will be done in 2022. 7 Year 3 students made their First Holy Communion in December.

A parish mass is held each Friday with a stage designated to lead the mass. Pre-Covid, families were invited to attend weekly and this was taken up by our parents. Our parish priest enjoys visiting our school and is a great support to our parish community. The principal attends the parish council meetings each term and most staff members attend mass regularly.

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.

St Augustine's provides an education program based on, and taught in accordance with the NESA Syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology (S&T), History, Geography, Creative Arts (CA), and Personal Health and Physical Development (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 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 Wiliams, there has been a continued laser-like focus on the needs of individual students.

Throughout the year our focus has again been on two main areas of Writing and Mathematics. Teachers collated writing samples from all students, moderated this work in relation to the learning progressions and used this information to identify writing needs and create a learning plan. The plan has targeted individual student needs.

The Mathematics focus this year has been to develop teachers skills and knowledge under the direction of Peter Sullivan. The purpose of his professional learning was to improve teacher practice and student outcomes in Mathematics through the planning and presentation of challenging problem-solving tasks. Improving student problem solving, reasoning skills and critical thinking has been a focus as well as student differentiation.

Collaborative teams were also used to analyse students' Number data from MAI testing and analysed this data. This data has been used to plan targeted learning experiences that match the needs of individuals and groups of students across the school. Vulnerable students were identified, withdrawn and given targeted instruction individually and in small groups.

Due to covid-19, there was a disruption to learning during Terms 3 and 4 that changed how we worked for a while. Once students returned to school in early term 4 it was decided that student wellbeing would be a priority. Re-establishing and strengthening students' relationships and incorporating a flexible approach to curriculum requirements while establishing routines became a priority. Our very professional teachers and support staff have worked to ensure that learning was still taking place without the pressure of the usual end of year assessment and data requirements.

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

NAPLAN

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 at St Augustine's Parish School for 2021 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 two bands are reported in the table.

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	89%	54%	0%	11%
	Reading	67%	55%	0%	10%
	Writing	67%	53%	11%	6%
	Spelling	56%	49%	0%	13%
	Numeracy	78%	36%	11%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	24%	35%	29%	14%
	Reading	18%	40%	24%	11%
	Writing	24%	20%	12%	18%
	Spelling	29%	38%	29%	14%
	Numeracy	11%	29%	22%	15%

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 Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 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 ensuing 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 Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 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 Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 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 Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

Our school promotes respect and responsibility by living our school vision with 'engaged, resilient and empowered learners who are always guided by Jesus Christ and the needs of our wider community'.

St Augustine's Parish School promotes a range of school and community initiatives that promote respect and responsibility within our school and our wider community. This year we were impacted by remote learning and Level 3 COVID regulations in community involvement but we were able to participate in some community service activities.

Our school sponsors two Ugandan children, participates annually in 'Day for Daniel' and has a small but loyal Mini-Vinnies group.

The majority of our school students marched for ANZAC day during their school holidays. This annual event was not done in 2020 due to COVID so the large enrolment attending was particularly respectful and showed great responsibility from our families to ensure their children were in attendance.

A week of celebration was held for 2021 NAIDOC Country in Term 4. The NAIDOC 2021 theme – Heal Country! – called all of us to continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction. Milan Dhiyaan coordinated the week. Milan Dhiyaan means "One Family or One Mob". Milan Dhiyaan provides Aboriginal cultural immersion experiences for both Aboriginal and non-Aboriginal people of our Australian and global community.

Our school buddy system promotes responsibility between our Kinder students and Year 5 and 6 leaders. Each year our new Kinder enrolments participate in our Play2Learn orientation weekly sessions. Our Year 5 students show great responsibility by putting their leadership.

In Term 2 our Stage 3 students led our annual Primary Peer Support Program. Each module comprises 8 x 30-minute sessions for Peer Leaders to facilitate with their younger peers, plus support materials.

The programme follows:

- Optimism – Promoting optimism in students, and the ability to use their personal strengths to feel more positive and capable.
- Resilience – Cultivating resilience in students by exploring protective factors and strategies used in new and changing situations.
- Relationships – Exploring the skills and attitudes necessary to maintain friendships and positively interact with others.
- Anti-bullying – Building on students' capacity to prevent and respond to unhelpful and unhealthy behaviours.

Our school participated in our first Peer Support Talk-And-Walk-a-Thon. It was an opportunity to build connectivity between students, and help develop your students' conversational skills and self-confidence. The talking points were a great start for our students to build dialogue between all students.

Our small Catholic school is a welcoming community where each student is known by all staff and students.

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

Improvement One: The new diocesan Religious Education Curriculum continued to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 was to be fully implemented. Stage 3 part 1 will be introduced.

2021 began well with support provided by our Religious Education Coordinator and the diocesan Mission and Religious Education (MRE) officer regularly working together to support our school goal of implementation of the Educating in Christ curriculum. After 2020 being impacted by COVID19 we had planned a year of continuity and embedding. This goal progressed well for the first semester and our work with learning journals was evident in most stages. Unfortunately, we had to reset our plans with our school returning to remote learning for 7 weeks in Term 3 and early Term 4. Our school staff and students showed amazing resilience by returning to school and our goals.

Whilst there were interruptions we have been able to;

Designate and prepare learning spaces and timetables for Religious Education within our school. Our Religious Education room is fantastic. It helps set the scene for our lessons.

Use the Presentation Overview and RE Process documents to unfold the programme in a systematic way across the school

We designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum. Our MRE office provided our teachers with professional support. His work in the classroom was a highlight of his visits.

Every stage is using learning journals and a review of our work showed all staff the importance of early adoption.

Improvement Two: To improve student learning through consistent use of assessment for learning (AFL) in classrooms. Professional development and release time will be provided to support the development of a teacher learning community (TLC) at St Augustine's.

"When implemented well, formative assessment can double the speed of students' learning"
Dylan Wiliams

2021 brought many opportunities for teachers to explore the use of assessment for learning (AFL) in the classroom through their work with Dylan Wiliams. Teachers also participated in regular writing moderation professional learning conversations with our literacy focus teacher convening to ensure consistency with the process. Professional development and release time was provided to ensure there was time for the work to be done.

Our staff participated and completed the second half of Embedding Formative Assessment from the first year of learning despite having an interruption with teaching onsite with COVID19. . We completed the final four workshops;

- Activating students as instructional resources for one another
- Developing hinge-point questions
- Making formative use of summative/AFL in the early years
- Activating students as owners of their own learning

Feedback from and for students and students was a very important pedagogical feature of our year. This was an obvious trend during our final 3-Way conferences with most children being able to articulate the learning with their teacher/s and parents.

Our final review of learning at the conclusion of the year revealed that staff would like to continue the work of Dylan Wiliams. We will continue into the second half of Embedding Formative Assessment which will link well with the Early Literacy Project for 2022.

Priority Key Improvements for Next Year

Improvement One: To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on the moral formation and teaching to pray.

Formation in Catholic Identity is the central goal of a Catholic Education. It stands above all of the other categories and should be addressed in some way every year. The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on the moral formation and teaching to pray.

Staff members will receive continued professional development to enable them to incorporate the dimensions of moral formation and teaching to pray, using the Religious Education Curriculum "Educating in Christ".

What actions will we take to achieve the goal?

- Professional development day - Moral Formation and Teaching to Pray.
Begin the cyclical implementation and revisiting of Level B formation.
Record RE PD attainment for everyone in the diocese using the PHRIS system.
Offer and sponsor Level D formation through the Grad Certificate

Improvement Two: St Augustine's will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high impact, evidence-based teaching strategies to improve reading skills and growth.

Within our school we want to:

- improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.
- Reflect upon our assessment practices and make changes to motivate/activate our students

What actions will we take to achieve the goal?

We will:

- strengthen whole school capacity through the ongoing development of instructional coaching;
- engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- use consultancy support to facilitate the transfer of learning to classroom practice;
- apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- provide parent workshops to guide parents in supporting their children's emerging reading skills;
- review the Literacy Block and its agreed practices.

- clarify, share, and understand learning intentions and success criteria
- engineer productive discussion and activities that elicit evidence of learning
- provide feedback that moves learners forward
- activate students as learning resources for each other
- motivate students to be owners of their own learning

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

There is an open door policy at our school that provides multiple and varied opportunities for parents to provide feedback on our school. Surveys were collected for the principal appraisal this year and responses to our remote learning platform. From these surveys, parents have been able to provide some direction for learning from home and affirm the principal role as leader of St Augustine's.

Parents were consulted during and after our 3 Way conferences in Semester 2. All parents were given the opportunity to meet with their child/ren and teachers with a focus on learning, their strengths, areas for improvement and the next steps to progress their learning. Parents reflected that these meetings provided individual information for their child and the majority of parents surveyed (85%) preferred this platform over the end of semester reports.

Our Parents and Friends and School Committees are conducted each term. Parents are consulted with policy, fundraising efforts and refurbishment efforts of the school.

Student satisfaction

Stage 3 students were surveyed during the principal 5-year appraisal. All students were proud of St Augustine's particularly all the teachers they have at school because of their care, kindness and hard work.

The students are happy with most of the facilities at school and made mention of our Educating in Christ (Religious Education room) as a good space for learning about Jesus Christ.

Learning walks and talks of our school exhibit classes of engaged students in all classrooms. Our school leadership from Year 6 meet regularly with the principal to plan fundraising and social events for our school.

The school often receives anecdotal feedback regarding our students as wonderful role models in the community.

Teacher satisfaction

Staff were surveyed as part of the principals' five-year appraisal and were part of a term review of St Augustine's Parish School as part of the schools Annual Improvement Plan feedback each term. All 15 members of our staff completed the survey at the end of term 3. Each term all staff participate in our 50 Day review of the term. This review includes our Annual Improvement Goals and a wellbeing reflection.

Every staff member at Augustine's Parish School enjoys working in the school and believed that the school is a safe working environment. 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 NESA requirements, financial income and expenditure for St Augustine's Parish School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$1,701,032
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$488,634
Fees and Private Income ⁴	\$180,455
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$15,725
Total Income	\$2,385,846

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$0
Salaries and Related Expenses ⁷	\$1,716,201
Non-Salary Expenses ⁸	\$506,650
Total Expenditure	\$2,222,852

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 2021 REPORT