



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## 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/](http://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

2022 was the first uninterrupted learning year since 2019! St Augustine's Parish School has certainly embraced all the opportunities that were bestowed on us this year. Refurbishing our school administration building has been a process our school committee and I have been on for several years and it was wonderful to see that come to fruition this year. Many thanks to our Catholic Education Office staff for their support during this process. This new space for our school provides a welcoming and safe environment for our entire community. Our professional learning journey with AIS NSW and the Early Literacy Project has made significant contributions to how literacy is taught from Kinder to Stage 3. Our assessment data compliments the hours spent on pedagogy.

Reflecting on 2022 returned me to one word in reflection; Proud. I am very proud of our staff and students this year. I am proud of the individual and class responses to learning in the classroom. I am proud of the flexibility our teacher and teacher assistants exhibit as we respond to the learning, social and emotional needs of our students. I am proud of the school-home relationships we are building as a school community. Our parents will always be the first educators of each child. This relationship is built on mutual respect and time spent at school. I am proud of the connection our school has with our parish. Weekly masses, a supportive Parish Priest and the understanding that St Augustine's Parish School is a Parish School.

I hope our 2023 continues to build on the momentum of 2022. I know that our school community is ready to take on all the challenges and privileges a new school year offers.

### Parent Body Message

Dear School Community,

What a pleasure it has been this year for families to be allowed back into the school grounds and to be a part of the St Augustine's community. It is completely evident that this community values a sense of belonging, connections and relationships and this evidence shows up in the support that is given to the school in so many ways.

This year the P&F has seen strong support from both new and continuing families in a variety of ways. We hosted a pie drive, supported the local Dolly Festival with slushies, popcorn, hairspray and a great raffle, held a social bowls evening and just recently partook in the Narromine Bowling Club's Trivia Night. Furthermore, to these specific events, there is the

ongoing running and staffing of the canteen which is completely voluntary and an asset to our small school.

Over the course of 2022, the P&F have been able to provide new desks to Stage One, revamp the sandpit, purchase a new BBQ for the school and assist with subsidising the cost of the Stage Three excursion to Canberra. In 2023 we look forward to assisting with the refurbishment of the new administration block which may include, window furnishings, paving, and signage as well as subsidising the cost of excursions for our students.

Parent support comes in so many ways, it can be donating time for a shift at the canteen, being a part of the committee and assisting in the organisation of events, allowing your child to use the canteen, donating a slice or cake when required or buying raffle tickets. A huge thanks to the parent body as this support does not go unnoticed and is integral to the school.

A huge thank you must also go to the teaching staff and leaders of the school for 2022. Your passion for the children is evident in the effort that is put in and the achievements that occur both in and out of the classroom and this is a pleasure to witness.

Thank you all for a wonderful year and a vibrant, beautiful school.

### Student Body Message

We acknowledge Father Sabbas and the vital role he plays in our school, always turning up to school masses to teach us the wonders of God. Years 4, 5 and 6 are so thankful for your guidance and support as we undertook the role of altar serving. Your knowledge and compassion allowed us to celebrate First Reconciliation, First Holy Communion and Confirmation in a reverent manner. To Bishop Columba, we appreciate the time you put into being here for the Sacrament of Confirmation. Your sermons always make the Sacrament relevant and meaningful to us in our lives.

St Augustine's appreciates the leadership of our principal. She always takes the time to listen to our ideas and most of the time you allow us to put them into action. Her support is a constant. To our teachers, you always guide and encourage us to be the best we can be. We have never doubted that you all care about us as children, not just students.

St Augustine's P and F is one of the best. We have amazing parents who have actively given their time to make our school a better place. Their fundraising allows us to have new academic resources, sporting equipment, and a great environment within our school grounds. We are especially thankful for their support with our recent excursion to Canberra. We love seeing our parents visit our school and we appreciate all that you do for us.

To our peers, we are so thankful that we got to be your school captains. Each of you is special and brings special gifts that make our school the great place it is. Leading you in Peer Group Support are memories we will take with us and maybe even ensures that we are not

ready to be teachers. Working together on joint school projects such as the butterflies makes all of our days a little better. We built friendships that we take with us into the community as we see each other on weekends.

St Augustine's has given us so many opportunities to develop academically, spiritually and socially. We celebrate Mass each week and have retreat days for Sacraments. Each class has had the opportunity to go on excursions- including the theatre and Canberra. Musicians are given the option to take part in lessons weekly and play at the Dubbo Eisteddfod as a band. Public Speaking, ICAS testing, dance teachers, gymnastics teaching and rugby union coaching are just some of the other opportunities we have experienced. We are given the chance to trial for many Diocesan teams in sport and represent at higher levels as well as taking part in gala days. The Talent Show allows us all to show off our unique talents.

Thank you St Augustine's, for allowing us to be your leaders. It has been a privilege. Thank you to Mrs Matheson and the teachers for their support along the way.

---

## School Features

---

St Augustine's Parish School caters for students from Kindergarten to Year 6. Our class structure aligns with the NSW Education outcomes;

- Early Stage 1 - Kindergarten
- Stage One - Years 1 and 2
- Stage Two - Years 3 and 4
- Stage Three - Years 5 & 6

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 first phase of a master plan of refurbishment (administration, team meeting and executive office) was completed this year. Our school now has a safe and inviting space to welcome our parents and visitors.

St Augustine's has a committed and enthusiastic Parents and Friends committee that fundraises frequently and provides opportunities for parental involvement. Our termly "Lunch on the Lawns" is a beautiful opportunity for our families to come to school.

This year our students participated in a wide range of extra-curricular activities. Chess, Narromine Show, dance, community events, International Competitions and Assessments for Schools (ICAS) and the Dubbo Eisteddfod. Our Stage 3 students were able to attend a four-day excursion to Canberra in Term 4.

Sport is an important feature of St Augustine's with children participating in school-based athletics, gymnastics and swimming coaching this year. Many of our students have represented our school, cluster and diocese this year in athletics, cross country, swimming and football.

---

## 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 2022:

Girls	Boys	LBOTE*	Total Students
39	45	0	84

\* 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 2022 was 87.57%. 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
88.20	88.10	87.90	88.70	87.40	85.60	87.10

## 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 2022:

Total number of staff	17
Number of full time teaching staff	5
Number of part time teaching staff	5
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 9 teachers
- Provisional 15 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

Professional learning opportunities are chosen with the strategic intention for all staff members of St Augustine's. Members of our staff are encouraged to attend and develop learning partnerships with other schools. This year two members of staff were also undertaking formal further study in Psychology and Religious Education.

The following professional opportunities outline some of the pedagogical instruction our staff participated in.

### **Early Literacy Project:**

- Teachers gain knowledge and understanding of explicit instruction and beginning phonics concepts. This will be evident in teaching programs and observation of classroom practice.
- Teachers gain knowledge and understanding of the research behind contemporary best practices of teaching early reading skills. They will become proficient in the use of the ESTA-L screener by assessing students. This will be evident in teaching programs and observation of classroom practice.

### **Early Literacy & Screening:**

- Teachers will gain an understanding of using procedures and measures for assessing the acquisition of literacy skills to implement in their classrooms.

### **Crossing Cultures Hidden Histories:**

- Our Aboriginal Education Workers and Contact Teacher gained knowledge, skills and confidence to participate effectively in the community and the economy by actioning values of Customers first, Ideas into action, Unleashing potential, Being courageous and Empowering people.

### **Religious Education:**

- Teachers and staff viewed the modelled videos of relevant presentations to support their confidence and capacity to implement the 'Educating in Christ' curriculum

### **Formative Assessment - Dylan Williams:**

- Teachers worked together to improve student learning through the consistent use of assessment for learning (AFL) in classrooms. Teachers shared successes and failures and supported each other whilst reviewing their AFL practice and its impact on student learning.

**Pathways to Leadership:**

- one member of our staff developed his knowledge and skills in leadership through access to expert knowledge and implementation of five interrelated phases - Self-reflection, Peer collaboration, Coaching examination of a leadership challenge, Action research and Coaching mentoring.

**New K-2 English & Mathematics Syllabus:**

- Our teachers gained knowledge and understanding of the new K-2 Mathematics and English Syllabus over 4 modules in readiness for implementation in 2023.

---

## 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.

We are completing our third year of implementation of the 'Educating in Christ' Program. With that, we have cemented teacher capacity within the Religious Education program through Professional Development and collegial support. We are in the process of facilitating training for any new teacher within our school with the support of CEWF.

The 'Educating in Christ' space has seen a move in location in Semester Two that is more user and child friendly, which allows children to express their knowledge in a variety of ways due to a larger space. We have held 3 successful retreat days in preparation for the sacraments of Reconciliation, Holy Communion and Confirmation.

20 children from Years 2 and 3 made the sacrament of reconciliation with Fr Sabbas on Friday 24th June. 12 children from Year 6 celebrated Confirmation with Bishop Columba on Sunday 14th August. While 9 students from Year 3 celebrated the sacrament of Holy Communion with Fr Sabbas and our local parish on Saturday 29th October.

CEWF Head of Identity & Mission held a staff retreat day on Friday 2nd September at St Augustine's school where the staff of St John's Trangie joined us. This proved to be very timely for staff to reflect, recharge and recalibrate our own personal faith journey. Along with spending some time working through any new works to be presented in Term 4 for the primary program.

Each class has been supported by Fr Sabbas with our weekly class masses along with encouraging and teaching 14 new altar servers from Years 4 and 5. With weekly mass, we have seen an increase in parents joining us each and every week.

---

## 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 Williams, there has been a continued laser-like focus on the needs of individual students.

Throughout the year our focus has again been mainly in the area of Literacy. Teachers started the year with three days of Professional Development to start our Early Literacy and DIBELS Training. This has continued throughout the year with eight two-hour face-to-face modules and eight one-hour online components to complete as well as follow-up practical tasks. This training has changed the way that literacy is assessed and taught at St Augustine's.

The data collection tools that teachers now use include writing moderation, DIBELS and ESTA-L assessments. This data is used to gauge individual student learning needs and then drive student learning. Over the year we have completed each assessment three times and

have seen good student learning growth as a result of this targeted teaching linked to the assessment.

Another aspect of the Early Literacy Project is the way that we teach Literacy. Teachers have adjusted their Literacy teaching times to increase the amount of teaching that is Modelled (I do) and Guided (We do) and less independent students work (You Do). This approach is research-based best practice for students' Literacy development. Teachers have also included Daily Reviews in their daily teaching plans to ensure that learning is consolidated in the days and weeks after a concept has been taught.

Staff at St Augustine's have worked tirelessly to improve the learning of every student as a valued individual in Literacy and across all facets of the curriculum. The skills gained by teachers through the Early Literacy Project training 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 2022 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	54%	52%	15%	12%
	<b>Reading</b>	69%	54%	15%	11%
	<b>Writing</b>	42%	50%	8%	7%
	<b>Spelling</b>	39%	48%	15%	15%
	<b>Numeracy</b>	31%	34%	8%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31%	31%	15%	14%
	Reading	54%	39%	8%	11%
	Writing	18%	25%	18%	18%
	Spelling	23%	37%	23%	14%
	Numeracy	42%	25%	17%	16%



---

## 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 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 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 Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 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 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 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

St Augustine's Parish School strives to embody our school vision in all we do each day. Our vision is "We are engaged, resilient and empowered learners who are always guided by Jesus Christ and the needs of the wider community".

Our school provides a range of initiatives and actions to promote respect and responsibility. Our Year 6 students are all badged as leaders of our school at the beginning of the year with our whole school mass. We invite their parents to promote this shared responsibility between school, student and family.

Peer Support is facilitated by our Year 5 and 6 students annually in Term 2. Under the supervision of teachers, these trained Peer Leaders facilitate sessions from a module with a group of 8-10 younger students. Module activities include skills and strategies for developing connectedness, resilience, a sense of self, and a sense of possibility. Our teachers offer students ongoing training and support throughout the group sessions and afterwards through the implementation of debriefs.

In 2023 we were not impacted by restrictions with COVID and were able to participate in many more community and school events. This year our students and staff have participated in National Aboriginal and Indigenous Day of Celebration (NAIDOC), National Sorry Day, Remembrance Day, Anzac Day, the Narromine local Dolly Festival, a school bowls night and many more events. Our school values the community of Narromine. It is important that we engage in community spirit. Our high attendance rate at Anzac Day displays the importance we place on Anzac Day as a community.

Parents are warmly welcome to our school for our weekly mass, fortnightly assembly, Catholic Schools Week and our termly "Lunch on the Lawn" for all our families.

We sponsor two Ugandan children, Dereck and Janet through the charity Life Charity. Our sponsorship equips and empowers these children with an education and opportunities for a better life. Students fundraise with casual clothes day once a term for funding.

Kindergarten raised funds for Jump Rope for Heart this year with their skipping fundraiser. Our students raised over \$2000 for heart cancer.

---

## 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 2022:**

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

#### **Reason for Priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on moral formation and teaching students to pray.

#### **Steps taken to achieve priority 1:**

- staff members received 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" through a professional development day - Moral Formation and Teaching to Pray and beginning the cyclical implementation and revisiting of Level B formation.

#### **Status of Priority 1:**

- Achieved

### **Annual School Priority Two for 2022:**

To engage with the AIS NSW 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.

#### **Reason for Priority 2:**

- to enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed deep pedagogical practices in;
  - How to teach Literacy - explicitly & systematically
  - What to teach in Literacy - the 5 key components of Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension.

#### **Steps taken to achieve priority 2:**

- The NSW English syllabus K-2, which will be used in 2023, 'highlights the importance of strong foundations in the early years across oral language, reading and writing. It supports the development of early literacy knowledge and skills while continuing to acknowledge the importance of learning about and enjoying literature.' These foundations enabled a consistent explicit approach to teaching English from 3-6, which will be apparent when the syllabus is released in 2023.
- The AISNSW Early Literacy Project has been timely for St Augustine's School, as we are well placed to introduce the new syllabus. We have already improved student learning in Reading, by empowering teachers to use systematic, direct and explicit instructional strategies, based on students' needs. This data comes from the administering of the Dibels and EST-L assessments which indicate individuals, and class, progress in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These assessments are administered three times a year. Dr Sarah McDonagh has mentored the teaching staff, to understand the data received, to decide on the next steps for teaching and to provide a framework in which to teach.
- An English Scope and Sequence is being developed, using learnings from the ELP, to ensure that explicit teaching of a continuum of concepts, and skills are taught. A resource blueprint has been created which supports our new learnings. This has allowed us to be able to buy decodable take-home readers, as well as decodable teaching readers, in Early Stage 1 and Stage 1. Stage 2 and Stage 3 are in the process of choosing novels that provide opportunities to explicitly teach concepts from the English Syllabus

#### **Status of Priority 2:**

- Ongoing

## Priority Key Improvements for Next Year

### **2023 Improvement Priority One: Religious Education**

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.

- Continue to build on sacramental retreat days and to build capacity within all staff.
- Introduce a termly Parish School Mass to be attended by school staff, students and parents.
- Religious Education is to be taught for two-hour blocks each week per stage in the Religious Education classroom.
- 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.

Promote and plan for the use of journaling in all classes.

Sacramental Retreat Days

We will;

- 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”
- Prioritise Religious Education across the school with a weekly timetable.
- Attend and plan term Parish School Masses
- Programme supervision and Learning Walks from the Principal and REC
- Professional development day -Dan White
- Record RE PD attainment for everyone in the diocese using the PHRIS system.
- Offer and sponsor Level D formation through the Grad Cert RE.
- All students are to use the new ‘journalling’ procedures to record and reflect on their learning.

### **2023 Improvement Priority Two: Learning**

“The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by how teachers teach than by what they teach.” Dylan Williams

The well-being of our students, teachers, staff and parents will always be our main focus. Our goal is to support all members of St Augustine’s to be the best versions of themselves; emotionally, academically, socially and professionally. St Augustine’s Parish School will continue to embed the most effective way to teach all students to read.

Learnings from the Early Literacy Project will target high-impact, evidence-based teaching strategies to improve reading skills and growth. The learnings from the initial project year will continue to enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed deep pedagogical practices in;

How to teach Literacy - explicitly, systematically and sequentially

What to teach in Literacy - the 5 key components of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

St Augustine's School will embed the assessment processes of learning walks and case management shared through the work of Lyn Sharratt and Dylan Wiliam, to ensure precise planning for student growth by personalising data and providing effective feedback. All students need to understand what it means to be successful (Clarity PD, Lyn Sharratt, November 2019).

Within our school, we want to continue to

- Improve student learning through evidence-based pedagogy that aligns with 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 & DIBELS, MAI) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching, particularly through a professional learning community (PLC) via case/stage meetings.
- Reflect upon and develop our whole-school literacy and numeracy processes, encompassing planning, monitoring and review.
- Peter Sullivan Professional Learning and Lesson demonstrations in Narromine.
- Incorporate the work of Dylan Wiliam into gathering and interpreting data to inform classroom teaching.

We will:

- Strengthen the whole school capacity through the ongoing development of instructional coaching in literacy and numeracy.
- Review and further engage with the content areas of each of the Big Ideas to enrich teachers' understanding of effective, explicit, reading instruction;
- Use the support of the CEWF Literacy & Numeracy Specialist and the Literacy/ Numeracy Instructional Leader to facilitate the transfer of learning to classroom practice;
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) & DIBELS to identify early reading skills students have mastered, and still need to master across K-6;
- Apply the MAI assessment to identify key numeracy skills for students.

- Provide parent workshops to guide parents in supporting their children's emerging reading skills;
- Review the Literacy & Numeracy Block and its agreed practices.
- Fortnightly Case Management Meetings - focus on Numeracy and Literacy assessment data
- Learning Walks weekly - Literacy and Numeracy (NIL/LIL and Principal)



---

## 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 strongly agreed (75%) and agreed (25%) that St Augustine's Parish School helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed or agreed that the school provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 50% of parents strongly agreed with this statement, whilst 33% agreed.

83% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 17% agreed with this statement. A further 91% of parents strongly agreed or agreed that the school provides appropriate information about their child's progress.

100% per cent of parents strongly agreed or agreed that St Augustine's Parish School provides a safe and supportive environment for their children. Over 83% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 17% agreed with this statement.

### Student satisfaction

Ninety-eight per cent of students at St Augustine's school strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 87% of students surveyed were proud of their school.

Ninety-six per cent of students believed that their teacher encouraged them to do their best in school activities, as too understand their rights and responsibilities at school.

Ninety-three per cent of students feel safe and believed that our school offered them a range of sporting and curriculum choices. Most students (92%) understood who they could approach for help if needed at school.

## Teacher satisfaction

Staff at St Augustine's have an opportunity to provide feedback formally and informally each term. Our school participates in a 50-Day review of the school's Annual Improvement Plan (AIP) where we review and reflect on our school goals. This feedback is used to determine what the professional learning priorities will be for the following term.

This continual improvement model ensures all staff have input into our school's professional learning calendar. A cycle of continuous growth is a goal of our school. What we do today should impact our next day of learning. An annual school report survey was shared with all staff of St Augustine's. Overall all staff of St Augustine's felt safe and supported professionally at the school.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for St Augustine's Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,230,159
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$386,093
Fees and Private Income <sup>4</sup>	\$115,643
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$4,980
<b>Total Income</b>	<b>\$1,736,875</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$17,015
Salaries and Related Expenses <sup>7</sup>	\$1,769,429
Non-Salary Expenses <sup>8</sup>	\$389,975
<b>Total Expenditure</b>	<b>\$2,176,419</b>

### 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 2022 REPORT