



ANNUAL REPORT TO THE SCHOOL COMMUNITY

2018



St Augustine's Primary School, Keilor

Registered School Number: 1779

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Minimum Standards Attestation

Contact Details

ADDRESS	Augustine's Way, Keilor, Victoria 3036
PRINCIPAL	Mrs Catherine Steere
PARISH PRIEST	Fr. Peter Hoang
SCHOOL BOARD CHAIR	Mrs Rachael Egan
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E NUMBER	E1303

Minimum Standards Attestation

I, Catherine Steere, attest that St Augustine's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Our School Vision

A welcoming learning community:

United in Catholic faith

Inspired by St Augustine and the Gospel values

Empowering animated life-long learners

Enabling responsible global citizens

Nurturing the potential of all

Grow with God

School Overview

The Marist Sisters opened St Augustine's Primary School, Keilor in 1979. It was built as the second school by the Parish of St. Christopher's, Airport West, to service the needs of the Keilor area. The school is situated on the western edge of the Parish, approximately 10 km from St. Christopher's and on the opposite side of the Calder Freeway.

St Augustine's is a suburban school in a rural setting. It overlooks the gum trees along Taylor's Creek, which abuts the school oval. The building takes advantage of the views and comprises six internal classrooms, a library, multi-purpose facilities and a small canteen. Four classes are housed in portables. The school provides extensive and picturesque play areas including basketball, netball and volleyball courts. The synthetic grass area is popular with the students for play and physical education lessons.

As a Catholic School we are committed to working with parents in a partnership to continue the faith development of our students. Through instruction and prayer we aim to develop in our students a deeply personal relationship with God that is life giving and purposeful.

Through student leaders we focus on building a positive culture of responsibility and care. We challenge our students to contribute to the life of the school as a model of good citizenship. We empower our students to look beyond the school fence and explore their world and the difference that they can make. Students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner.

Our Wellbeing programs provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. We encourage the active engagement of parents in their child's learning so a collaborative partnership can be developed.

Principal Report

St Augustine's continues to be a primary school with strong partnerships between families and community, a school with dedicated and passionate staff and students who are eager and engaged. It is rewarding to look back on the 2018-year and what we have achieved as a whole community.

2018 saw the timely revision and exploration of the school's Vision and Mission in line with the St Augustine's beliefs and values. The consultation process was far reaching with staff, students, families and parish engaging in discussions and co constructing the Vision. The Vision expresses our aspirational beliefs for our students and our community with our faith and Gospel Values as the cornerstone. This process has proven a galvanising action for the community as visible and authentic learning continues at St Augustine's.

There have been many changes in personnel over the past few years including a new Principal and Deputy Principal. Term four we welcomed Trish Walsh, the new Deputy Principal, to St Augustine's. Trish was given the warm St Augustine's welcome with our choir and uke group performing. We look forward to working with Trish and the wealth of knowledge and experience she brings with her. In 2018 we have seen a pedagogical shift with classroom practice focusing on Learning Sprints, intervention, a greater focus on student data and collaborative discussions on all children and how we can all assist in their growth, improvement and wellbeing. Our established and ongoing programs continue to strengthen with our STEM program broadening with a 3D printing station and Virtual Reality technology. The school has undergone a mini makeover with bright shade sails erected over the playground and downball courts. The classrooms were recarpeted, reverse cycle split systems and blind coverings installed providing a bright and welcoming physical environment for the children.

The school has engaged with architects to create a master plan for the redevelopment of the school oval. Other architects were engaged to develop a building and maintenance masterplan. Again this has been a collaborative process for the school community with staff, students, families and parish discussing ideas and providing valuable input on need and designs. We look forward to news on the success of a grant applied for in the final term of the year.

Our success at St Augustine's continues with our extracurricular activities in the STEM area. The children have been inquiring through STEM (Science, Technology, Engineering, Maths) this term. Year 3-6 children were selected to represent St Augustine's with their final projects at a 'Stem Mad Showcase' where a number of other schools were presenting. Our Yr 3/4 team took out honours by winning the 'Best Innovation For the Environment' award. The children were well rewarded for their efforts. Our Yr 5/6 team also represented the school admirably with their presentation filmed for inclusion on the facilitators website. A great achievement by all.

During 2018 we have continued to consolidate the work undertaken across the five spheres of learning. Our three year roll out of THRASS continues with junior and middle teachers all skilled in the process. All year levels are now working with THRASS. The whole school has

been involved in the OLSEL years P-2 (Oral Language Support in Early Literacy) and HRLTP years 3-6 (High Reliability Literacy Teaching Procedure) during the second half of the year. Staff have been supported by Catholic Education Melbourne personnel and attended extensive professional learning days. Collaborative planning in literacy focuses on rolling out these extension programs.

Staff have undertaken a wide variety of professional learning opportunities to improve the learning and teaching process. With the implementation of the 2017 Memorandum of Understanding between the Catholic Education Commission of Victoria and the Independent Education Union, during 2018 Professional Practice Time was introduced with staff nominating time to focus on improved delivery of high quality teaching and learning in line with the school's Annual Action Plan.

As a faith filled community we continue to live the Gospel Values. Family masses have been introduced at the St Augustine's church with families nominating a monthly mass to attend and participate in. We continue to work side by side with the children on social justice issues driven by our Social Justice Leaders. We continue to have a solid community focus with a strong relationship with The Loaves and Fishes food bank. The children have organised a number of awareness and fundraising events including a successful Leukemia Foundation fundraiser supporting a student at the school.

The St Augustine's Education Board is an integral forum for parent voice where it meets formally to discuss matters concerning the school. This year the Board has been integral in discussing and recommending uniform changes, school fees, school masterplan and other school improvements. During the year the Education Board made recommendations for improvements and changes to the school uniform. This has been a time for robust discussion with changes debated resulting in the introduction of a vivid blue to the existing uniform of brown and gold. Other changes include modifying some designs and ensuring consistency in colour and insignia. It has indeed created a more contemporary uniform.

Our Parents Auxiliary have worked diligently this year and organised a number of social events and fundraisers. The St Augustine's Twilight Market was our major event for the year with the playground transformed into a vibrant fair ground. The school community banded together to run stalls and rides. This was an event where all families were needed to volunteer and attend. It was a testament to the support offered by families at St Augustine's. I thank both the Education Board, Parent's Auxiliary and all the parent community for their continued support and commitment.

Thank you to all the staff for their commitment, passion and care of our children. Thank you to the leadership team, Trish Walsh, Jacinta Fedoruk, Jodie Velardo, Vanessa Dal Santo, Maree McBean and Jacqui Crane who have worked tirelessly and as a support to myself and all the staff and families at St Augustine's. Finally, thank you to Fr Peter Hoang who has entrusted me with the privilege of leading the St Augustine's school community and who has continued to provide me with ongoing support throughout the year

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2018.

Cathy Steere

St Augustine's, Keilor

School Education Board Report

2018 consisted of the discussion and implementation of aspects that arose from both ideas discussed in reference to the school vision and the capital works plan. This led to the implementation of the new school uniform in consultation with the school community and the newly appointed uniform supplier. Further to this a plan for new classrooms, along with re-arranging the existing spaces was discussed and investigated with a plan put forth for the discussion of the community. As per 2017, the implementation of many new initiatives related to teaching and learning, student welfare, increased community engagement and spiritual growth were also discussed, suggested and celebrated.

The intended strategic goals for the next four years were discussed in relation to planning their implementation. One of these was the school vision, which was then completed and presented. In line with many of the aspects of the school vision and in conjunction with the fundraising committee who initiated the idea, discussions and planning to implement a Twilight Market continued through most part of the year and came to fruition. This was a great success and involved bringing many members from throughout the school and wider community together to celebrate St Augustine's and showcase all that the school represents.

Some other initiatives discussed and implemented included the continued teacher professional learning along with parent education regarding the THRASS program, the development of 'sprints' for students who were not showing the growth that they should, the IT programs with a strong link to STEM, both the extension programs for students who require it in all areas of the curriculum along with the implementation of Respectful Relationship programs. Alongside this saw the continued links made to the community and opportunities this gave the students in many areas including the continued visits to the retirement village, the involvement of the choir and ukulele groups performing within the wider community, sporting competitions and the opportunities the student leaders had been given both within the school and outside of it.

The board also continued to support and assist the fundraising committee and their tireless commitment to the school. Aside from the Twilight Market, fundraisers this year consisting of the Mother's and Father's Day stalls, the Christmas and Easter Raffles, the Bunnings BBQ, school disco, food and drinks at both the sports carnival and Christmas carols and the lunch orders. Plans for the 40th anniversary celebrations for 2019 were also discussed with the intentions to link to the past and present community.

Our links to the St. Augustine's Parish continue to grow, with the continued involvement of family masses, the involvement of Father Peter, liturgies and class masses, the sacraments and the Easter Bonnet Parade, along with the selling of raffle tickets for the parish Christmas and Easter raffles to help raise funds for the church, and the assistance of the school community at parish working bees throughout the year.

Congratulations to all for their involvement and dedication to the school throughout 2018.

Rachael Egan,

Board Chairperson.

St Augustine's, Keilor

Education in Faith

Goals & Intended Outcomes

To continue to integrate faith and life that is inspired by Christ and his teachings.

- That knowledge and understanding of Catholic scripture, tradition and liturgy is connected more fully to our daily lives.

Achievements

As a school we continue to strengthen our Catholic Identity with a strong focus on scripture, prayer and social action. Our achievements in this area include:

- Creating a Sacred Space for all the access. An unused multipurpose space has been redesigned as a Prayer Room. Within the space there is now an altar and large crucifix hanging on the wall. Hanging on the wall and over the altar are cloths representing the colour of the liturgical calendar. Upon the altar is the school candle and a smaller crucifix. One corner of the room is dedicated to St. Augustine with information about the saint. Another corner is dedicated to the Blessed Mary with a prayer and picture frame. As a mark of respect to indigenous a 'Welcome to Country' passage is also displayed. High on one wall is a large quote written by St. Augustine. Staff and students visit the room to prayer, reflect and meditate. They are encouraged to use it often. Floor cushions have been stored in the room to ensure comfort whilst using the space.
- Classroom Prayer Spaces and Kits created. Each classroom was given a prayer table, crucifix, candle and liturgically coloured cloths. Each class has a nominated prayer table space where the table, cloth and religious items remain on display. At prayer times throughout the day, the table and items are used as a focal point.
- School Liturgies -The school continues to celebrate Eucharistic and non-Eucharistic liturgies throughout the year, with a few slight changes. The altar is now placed in front of the windows overlooking the gully. Seating has been divided by a central aisle. Students with a job during the liturgy are seated together marked by floor signs to ensure efficiency and order. Staff seating is now strategically placed around the students so that teachers have better access to students and can move or speak to student when necessary.
- Planning. One staff meeting each term has been allocated to RE. During this meeting the staff are given the opportunity to explore the unit theme that they are focusing on in their year level. The classroom teachers refer to the RE Curriculum, discussing how to achieve the Standards and Learning Descriptors in light of a Catholic Perspective and their theme. During this time the teachers brainstorm their ideas and identify relevant scripture.

- RE Planning Tool -Units of work are recorded on Google Slides, which are produced collaboratively during facilitated planning. Learning Intentions and Success Criteria are developed for each unit of work, directly reflecting the Achievement Standards of the Curriculum. A sequence of activities are recorded on the slides to be used in the class during RE lessons.
- Staff Faith Reflection Day - Once again in 2018 the services of Fr Elio Capra were utilised for the staff reflection day. Elio shared interesting information about the Gospel authors and the historical perspective of the Bible at the time at which the Gospels were written.



VALUE ADDED

- *School Masses, Liturgies*
- *Sacramental Celebrations – Reconciliation, Eucharist and Confirmation*
- *Parent /Child Faith Nights (Eucharist, Reconciliation, Confirmation)*
- *St Augustine’s feast day celebrations*
- *Confirmation Reflection Day*
- *Social Justice Initiatives –raising money for Catholic Social Justice Agencies including Project Compassion, St Vincent de Paul, Loaves & Fishes*

Learning & Teaching

Goals & Intended Outcomes

To build a culture of deep learning.

- That students' learning growth in literacy and numeracy is improved.
- That student engagement is increased through purposeful teaching and deep learning.

Achievements

The learning and teaching sphere is focused on developing high performing learners. This year's achievements include the following:

- Provision of Professional Learning for staff on data analysis and differentiation
- Implementation of strategies to promote effective differentiated curriculum through the use of learning intentions to personalise learning
- Continued use of standardised testing in PAT Maths and PAT Reading from Year 1 to 6 and analysis of the data
- Professional Learning opportunities provided through facilitated planning and professional learning team meetings to revise the way learning Intentions and success criteria are being created and implemented across all levels of the school
- Close monitoring of the direction of learning and teaching within the school was led by the learning and teaching team with priorities set from NAPLAN and other assessment data
- Use of effect size data and other forms of growth data were used to set whole school and individual growth targets (Reading and Numeracy) and to inform learning & teaching across the school
- Implementation of learning Sprints across all classes focusing on Reading Comprehension
- Continued review of the teaching of Phonics - Handwriting, Reading and Spelling at P - 4 level through Professional Learning around the THRASS pedagogy
- Literacy Leader working with all teams during facilitated planning meetings focusing on Targeted /explicit teaching of reading strategies

- Personalised and differentiated support provided for students identified as 'at risk' in the classroom, such as the Reading Recovery program for students in Year 1 and the ERIK (Early Reading Intervention) program for students in Years 2 and 3
- Teachers continuing to explore the way Learning Intentions and Success Criteria are created and implemented more effectively for Literacy and Numeracy
- Student growth in Reading being closely monitored through the use of a Data Wall
- Regular professional learning team meetings were held in the area of Literacy and Numeracy identifying student needs from a range of data, and addressing these needs through focused, targeted teaching
- Formulation of a mental computation scope and sequence. Sessions in Mathematics now begin with a dedicated ten to fifteen minutes on mental strategies used in the four processes
- MathaMagic program continues to be used to assess and correctly level P-2 children on the counting and number structure spectrum for home tasks.
- Numeracy units are being planned using pre assessment data, key ideas, and the Victorian Curriculum.
- Our Maths Leader continues to build teachers Mathematical content knowledge and pedagogical content knowledge.
- During PLTs teachers have further explored and built teacher knowledge on the Maths proficiencies.
- During planning the Maths leader continues to build teacher confidence to plan and cater for high/low performing students through exploration of extending/enabling prompts and investigations
- Catholic Education Office Number intervention has continued to be offered to students throughout the year for 'at risk' individuals in year 1 to 4.
- Numeracy data obtained from online Progressive Attainment Tests and Essential Assessment is being used to plan for maximum growth and to set individual targets for each child in Mathematics
- Facilitated Maths planning and PLT sessions have continued to provide a platform for exploration and implementation of strategies to enhance teacher skill in the teaching of Mathematics

Student Learning Outcomes

The overview of the NAPLAN data for 2018 demonstrates significant improvement over the last 3 years in numeracy outcomes for students in both Year 3 & 5. Improvement is also evident in Year 5 Reading and Spelling outcomes when comparing results across 2016, 2017 and 2018. The data indicates that we need to continue to investigate the growth patterns for all students in the area of Reading and Grammar and Punctuation.



Extra Curricular programs and events: X factor, Interschool Sport, Robotics, Athletics Carnival, Robocup Competition, Twilight Market, Camps, Incursions and Excursions, 100 days of school, Choir, Super Uke, STEM Mad Day, Keyboard/Guitar lessons, Maths Olympiad, GATEways, Lunchtime Clubs – computer, games, music and robotics.

Student Wellbeing

Goals & Intended Outcomes

To provide a learning environment that is inclusive, nurturing and engaging.

- That students will be more engaged, connected, confident, self-motivated and resilient learners.

At St Augustine's we aim to promote a school culture where children's physical, intellectual, moral, social and emotional needs are addressed. This year's achievements include:

- Provision of Professional Learning for staff around SEL & Respectful Relationships Program
- Exploring different ways to communicate SEL and RR to Parents (community conversations, newsletter, online SeeSaw App, Flexibuzz,)
- PL for staff regarding school wide Behaviour Management processes including Restorative Practices
- Promotion of agreed school wide Behaviour Management processes to whole school community
- Providing opportunities for students to have a voice in their learning and school life i.e. lunchtime basketball, SRC
- Development of School Values
- Weekly Social skills sessions run by the wellbeing leader
- Implementation and PL for staff based on the Resilience, Rights and Respectful Relationships program was provided in order to build teacher confidence
- Professional learning for staff to develop a better understanding of the introduction of NCCD funding, in particular the levels of adjustment and evidence documentation
- Professional learning on the development of Personal Learning Plans and SMART goals for individual students

Student Attendance. The school closely monitors student attendance. Parents are responsible for ensuring they contact the school by 9.00am if their child is going to be absent. Parents are to access the Flexibuzz app and fill in the online absence form providing all required details to inform the school of their child's absence.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a SMS with a request made for an immediate response to explain the child's absence.

VALUE ADDED

- Parent Forums
- Counselling services
- Transition Program for children in Prep and Year 6
- Assessments and support in speech pathology, occupational therapy and psychology services
- Fortnightly Parenting newsletters
- Active Student Leaders -SRC, Social Justice, Sports Leaders
- Social skills sessions
- Respectful Relationships Program
- Buddy program
- SEL sessions weekly

STUDENT SATISFACTION – Insightsrc data, 2018

Top school strengths identified by students (based on actual scores relative to other Australian Primary Schools)

- **Teacher Empathy-***Students believe that teachers provide help and support when it is needed and really want to help students learn. There is a strong belief that teachers help students to do their best and listen to what students have to say.*
- **Student Morale-** *Students are positive about school. They feel happy and are energised about their learning.*
- **Student Motivation-** *doing well at school is very important to students and continuing or completing their education is important to them. Students try very hard and are keen to do very well at school.*

Child Safe Standards

Goals and Intended Outcomes

- To implement the child safe standards into the school community.
- To update child safe policies.
- To enforce child safe strategies to ensure the safety of all children.

Achievements

Outlined below are our achievements in the ongoing implementation and review of the Child Safe Standards and the steps we have taken to bring about cultural change in the school community.

- The implementation of all seven standards into the school community
- Mandatory Reporting E-learning module completed by all staff
- The embedding of Child safe policies and commitments into every day practice
- Training of teachers, non-teaching staff and volunteers in the area of child safe
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' as well as PD for staff in this area
- Promoting Student participation and empowerment strategies
- Implementation of Strategies addressing the principle of inclusion
- Engagement of Families and communities in promoting child safety
- Child safety – Risk Management practices streamlined i.e. signing in process, code of conduct
- Implementation of weekly Respectful Relationship sessions which focuses on standard seven
- Ongoing PL for staff in the area of Child Safety

Leadership & Management

Goals & Intended Outcomes

To build a culture of shared responsibility where all are empowered.

- That all members of the school community collaborate to improve students' engagement and achievement.

Achievements

This year's achievements in the Leadership and Management sphere include:

- Investigation by Leadership Team into possible processes for teacher - teacher feedback
- Clarification of expectations of ALL in the role of providing and receiving feedback
- Exploration into protocols & processes for teacher feedback with selected classroom teachers and leaders
- Professional Practice Time introduced
- New partnership formed with independent Psychologist-Maria Sulieman
- Master Plan created
- Uniform Review

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

THRASS Training, Phonics in Context, OLSEL Extension Project, Student Led Inquiry, Child Safe Standards, First Aid, SEL, Emergency Management, Behaviour Management- School Wide Behaviours, Data analysis, Unpacking the Renewed Curriculum, Policy Renewal, NCCD Moderation, Respectful Relationships.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

All staff

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,920

TEACHER SATISFACTION -Insightsrc Data, 2018 *Top school strengths identified by staff (based on actual scores relative to other Australian Primary Schools)*

- **School Improvement Focus** - *Staff in this school try to improve the way they do their job and always try to improve the quality of their teaching. Staff always set and achieve high standards in all aspects of their work and are always focused on school improvement.*
- **Supportive Leadership** - *Staff feels there is support from the leaders in this school and the leaders in this school can be relied upon when things get tough. Staffs feel they are able to approach the school's leaders to discuss issues.*
- **Teacher Confidence** - *Staff strongly believe they can make a difference to students' learning and believe they can make a difference to the wellbeing of our students. Staff strongly believe they can effectively engage students in learning and can optimise students' opportunities*

St Augustine's, Keilor

School Community

Goals & Intended Outcomes

To continue to work in partnership to improve student learning.

- That student learning is strengthened through engagement with parents and the local and global community.

Achievements

Our focus in the School Community sphere has been on building effective, sustainable partnerships with families and the wider school community so that students are supported in their learning. This year's achievements include:

- Provision of Professional Learning for parents on ways to engage in their child's learning (Assisting with Reading-Classroom Helper Program, Cybersafety Information Evening, STEM/Technology Workshop)
- Twilight Market- encouraged community involvement beyond the school community, to the wider community
- Parent Helpers supporting in P/1 classrooms during Literacy / Numeracy sessions
- Reading Army -Volunteer parents spent time listening to students reading
- Year 2 /3 students participation in the Seeds from Schools Program planting seedlings to regenerate local Parramatta Grasslands
- Year 5 students took on an active role assisting at Loaves & Fishes - Social Justice Focus
- Participation in Local Keilor Gift Events
- Ongoing support for parents - Fortnightly Newsletter Articles
- Student Leaders attended Keilor Remembrance Day ceremony and morning tea with local Historical society
- STEM Community Projects - Students in Years 3-6 working with Melbourne Zoo and AKORN.
- Student Teams attended CEM STEM Showcase - Our Year 3 /4 students won the Environmental Award at the showcase.
- Weekly Toddler Time sessions were held

- Wider use was made of the 'SeeSaw App' providing parents with a convenient way to stay connected to the school and their child's learning
- Crazy Hair Day-Fundraising for Cancer Council



PARENT SATISFACTION -Insightsrc Data, 2018 *Top school strengths identified by staff (based on actual scores relative to other Australian Primary Schools)*

- **Teacher Morale**-*Parents feel that teachers are very enthusiastic and very passionate about teaching. Teachers are very energised and have a lot of pride in their work.*
- **Approachability**-*There is good two-way communication between the staff and parents at my child's school and parents feel comfortable about approaching staff with any concerns they might have. Parents feel that teachers understand their point of view and take parents' concerns seriously.*
- **Stimulating Learning**-*Parents feel that teachers are very good at making learning fun and are very good at encouraging children to learn. Parents feel that teachers motivate students to want to learn and encourages students to persist with their learning when it is difficult.*

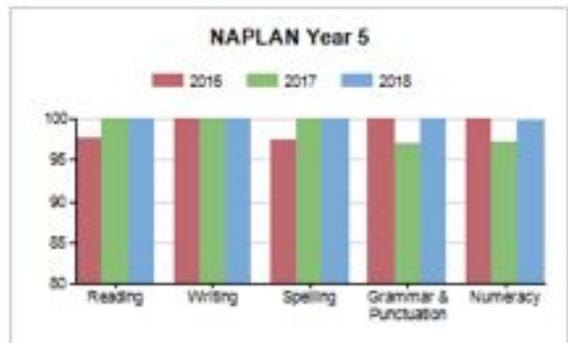
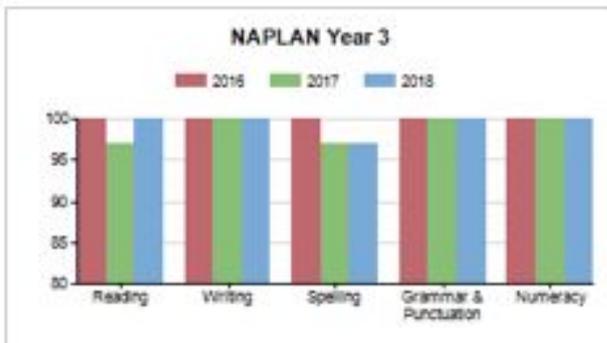
School Performance Data Summary

E1303
St Augustine's Primary School, Keilor.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	97.0	-3.0	100.0	3.0
YR 03 Spelling	100.0	97.0	-3.0	96.9	-0.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.0	-3.0	100.0	3.0
YR 05 Numeracy	100.0	97.1	-2.9	100.0	2.9
YR 05 Reading	97.6	100.0	2.4	100.0	0.0
YR 05 Spelling	97.5	100.0	2.5	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



St Augustine's, Keilor

STAFF RETENTION RATE	
Staff Retention Rate	88.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	87.5%
Advanced Diploma	45.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	26.0
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	6.2
Indigenous Teaching Staff (Headcount)	0

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	92.1
Y03	92.0
Y04	92.1
Y05	91.8
Y06	93.0
Overall average attendance	92.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.9%

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

St Augustine's, Keilor

Future Directions

Education in Faith

To continue to integrate faith and life that is inspired by Christ and his teachings.

- That knowledge and understanding of Catholic scripture, tradition and liturgy is connected more fully to our daily lives.

Learning & Teaching

To build a culture of deep learning.

- That students' learning growth in literacy and numeracy is improved.
- That student engagement is increased through purposeful teaching and deep learning.

Student Wellbeing

To provide a learning environment that is inclusive, nurturing and engaging.

- That students will be more engaged, connected, confident, self-motivated and resilient learners.

Leadership & Management

To build a culture of shared responsibility where all are empowered.

- That all members of the school community collaborate to improve students' engagement and achievement.

School Community

To continue to work in partnership to improve student learning.

- That student learning is strengthened through engagement with parents and the local and global community.

St Augustine's, Keilor