

St Augustine's Primary School Keilor

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Cathy 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

21/05/2021

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

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

School Overview

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 school consists of 11 classrooms and is situated on the western edge of the Parish, approximately 10 km from our parish of St. Christopher's and on the opposite side of the Calder Freeway.

Over the last four years 2017-2020 as a school community, we have been aiming to achieve the following goals:

- To make our Catholic identity visible through the authentic, explicit expression of Catholic faith
- To embed leadership for learning that is skilled, strategic and empowering for all
- To develop high-performing teachers who take risks and develop new skills and strategies to develop every student
- To build positive parent partnerships which impact on student learning.

Principal's Report

2020 proved to be a challenging and unpredictable year. With COVID19 restrictions and lock downs occurring at the end of term one, this resulted in the school drawing on all our personnel, physical and emotional resources. The unknown territory that we were now needing to navigate presented many unplanned demands and changes and greatly drew on our resilience, perseverance, communication skills and collaboration with the whole St Augustine's community. Staff reaction was quick and responsive while continually adapting to the ongoing changes in learning and teaching and responding to student and family needs.

The plans for 2020 were soon modified or cancelled with face-to-face events such as grandparent's day, twilight sports, and the school production cancelled and rescheduled for the following year. However, cancellation of much anticipated events did not prevent teachers from organising other online activities such as a footy kicking competition or a staff dance and song recorded for all families to watch online.

Our main concern for the year was to ensure that students continued to receive rich learning and teaching while focusing on connection and the wellbeing of all. The school was able to provide onsite learning for children of emergency workers and for children at risk. The teachers and staff rallied and created an online learning platform that continued to cater for all students while also incorporating many wellbeing aspects such as touching base with families, initiation of small online teaching groups and a continued provision of online intervention sessions for children identified as requiring extra assistance. Teachers found unique ways to engage with students including an online St Augustine's day celebration. Student leaders also demonstrated great initiative by organising online activities such as recording student awards each week for all the community to view at home.

Working on devices and having access to the internet was a major concern for the school. Cyber safety became an issue that was robustly discussed with a cyber safe online evening organised for parents to participate in.

As the lock-down continued through term two, it was evident that the wellbeing of all was of prime concern. 'Wellbeing Wednesday' was introduced where the Wellbeing Leader organised sessions and activities to encourage children and families to focus on their health for the day. Children were encouraged to switch off devices and choose activities that were physical or social emotionally focused. Parents responded with overwhelming positivity about these days as it also enabled them to complete their own work commitments without the sustained supervision of their child's schoolwork.

A survey was also sent home requesting feedback on the ongoing online learning process. Many families responded with an overwhelming response of congratulations and positivity at the way the school had responded to online learning and how they were continuing to focus on the students and their wellbeing while endeavouring to stay connected and provide rich and relevant learning experiences for the children.

The Education Board continued to meet online which proved a positive experience for all. While many fundraising activities organised by the Parents Auxiliary were cancelled it did not stop them from wanting to organise events that focused on bringing the community together and staying connected. The Trivia Night and an evening online with a child psychologist were well attended and a great success.

2020 was also our Review year. We had the option to postpone until the following year, however we decided to forge ahead as the leadership team had spent many hours preparing for the review. All interviews, meetings and feedback were presented online. It was an unusual experience but also a very positive one. The online review process provided us a chance to reflect, celebrate the past four years and to then contemplate and design our priorities for the next four years.

Although the year presented as a year of challenges, constant changes and uncertainty it also proved to be one of creativity, resilience and adaptability. The St Augustine's community must be congratulated on their flexibility and commitment to our students. The challenges became hurdles to creatively overcome: Yr. 6 Graduation was filmed with families attending the Coburg Drive In to view the film and say their goodbyes to the school and each other, prep orientation was organised in small groups which proved fruitful by allowing staff to spend valuable individual time with children, Confirmation became an intimate affair with numbers greatly limited.

When we talk about 'value added' for 2020 we ask ourselves what we have learnt from this experience: Enjoy the moment, what a busy life we lead, online learning will continue to be an integral way of learning, getting outside for fresh air and exercise is important, we succeeded in working together in a challenging situation and overcame each obstacle as they were presented to us, St Augustine's is and will continue to be a nurturing and connected community. And while we were not prepared for this, we were the best prepared!

Thank you to all our families and students who rallied together to ensure our children continued to thrive during the year. Thank you to the staff for their commitment, passion and care of our children and for always manoeuvring the learning to cater for all children during the year. Thank you to the leadership team, Trish Walsh, Jacinta Fedoruk, Jodie Velardo and Vanessa Dal Santo 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 2020.

Cathy Steere

School Education Board Report

2020 was a year like no other for the most of us and the St Augustine's Education Board was no different.

Despite our first meeting of the 2020 school year occurring in the usual face to face fashion, the Board was soon forced to meet in the virtual space on Zoom to be able to adhere to lockdown and social distancing requirements. Whilst missing the in-person contact, the Zoom platform certainly didn't prevent the Board from continuing to be able to discuss the matters which were relevant to our great school. As they say "crisis breeds opportunity" so moving forward, a combination of in person and virtual meetings will occur which will assist those board members who may not have been able to attend the meeting if an alternative format was not available.

The board discussed at length and as a result were happy to ratify several policies during 2020 including

- Mobile Phone and Devices policy
- School Uniform policy
- Family Assistance policy

These policies serve to keep the school "up to speed" on the advances in our society whilst also providing clear guidance as to what the requirements are of being a student at St Augustine's and what options are available to families who need extra support.

St Augustine's school and the Education Board have always held child safety of paramount importance, so it was important to review and discuss the parent code of conduct as well as view a PROTECT presentation which focused on child safety. The high focus on these areas should help to ensure that each member of the St Augustine's community knows what is required of them and parents can feel satisfied that their child is in a safe place dedicated to helping them become the best learner they can be.

The Parents Auxiliary continue to deliver in helping our school raise funds in fun and creative ways and there was no way a global pandemic was going to prevent this from continuing! The virtual trivia night was a great success with many laughs had and even some new knowledge acquired by all players. The organisation of an online presentation by child psychologist Giuliett Moran was also an event that was very well received and helped to provide some methods to make the situation of lockdown, a bit easier for all our families.

Finally, the Education Board looked at the positives of the online learning experience and what could be done to improve upon this (hopefully not required for a while!) in case it was required in the future.

I would like to thank all the 2020 Education Board members for their commitment, participation and support of the school in a most challenging year and I look forward to the years ahead at St Augustine's knowing the school has great resilience and creativity amongst its Community.

Trevor Goodison

Education Board Chair

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 continued to strengthen our Catholic Identity with a strong focus on scripture, prayer and social action.

Our Achievements include:

- Class message stick (indigenous connection): each class was given a plain message stick to decorate with the class. This message stick represents the 'story' of each class and was brought forward to the altar during our Opening School Mass
- School and Sport House candles: a new school candle and a candle for each sport house was commissioned and received. The candle is used at whole school gatherings, school masses in particular, to emphasize and strengthen our connection to key aspects of our school culture
- Sacraments: students in Year 3 and Year 6 were able to celebrate Reconciliation and Confirmation through modified celebrations
- Sacrament of Reconciliation: the year three students continued to learn about and prepare themselves for Reconciliation during remote learning. During term four, the students celebrated the sacrament on site at school. The students participated in the Second Rite as a group in the classroom and then individually went to speak to Father for Private Absolution
- Sacrament of Confirmation: The Rite of Confirmation (outside the Mass) was celebrated at St. Christopher's Church in late Term 4 by the parish priest, Father Peter Hoang. Students were supported by their parents and their sponsor. Whilst the celebration was quite different to our previous experiences of the sacrament, it was entirely reverent and very personal
- Christmas Liturgy: due to COVID restrictions a pre-recorded liturgy was prepared by the Religious Education Leader. Students from across the school read prayers, scripture and presented reflections. Each class watched the liturgy on the same day and at the same time. a link was shared with families so that it could be viewed at home
- Resources: a purchase of additional 'Catholic Bibles for Children' has enabled each classroom to have an updated bible that uses a child-friendly translation of scripture. Several teacher resources were also purchased to help teachers with background knowledge of scripture, the catechism and key religious people
- St. Augustine Feast Day: a whole school liturgy was held via Google Meet due to COVID lock down which enabled families and students to celebrate St. Augustine's Feast Day. The liturgy was led by the school captains. Teachers then conducted some fun class activities with their students, also via Google Meets

- Formal induction meeting of new staff: a meeting was held in Term 1 to meet with new members of staff to share information about Religious Education, Liturgies and Prayer at St. Augustine's. Attendees were shown the Prayer Room, religious resources and staff meeting prayer protocols were explained
- Two-year cycle of RE units initiated: a two-year cycle of units has been introduced to ensure a range of topics, learning content and the Achievement Standards are covered
- Learning Intentions and Success Criteria: each RE unit is developed with an overarching Learning Intention and includes Success Criteria for each content area; Knowledge and Understanding, Reasoning and Responding, Personal and Communal Engagement. The Learning Intention and Success Criteria are directly derived from the Achievement Standards and the relevant Content Descriptors. These give a clear direction for the unit and for assessment and reporting

VALUE ADDED

Whole School Beginning Year Mass, Sacramental Celebrations - Reconciliation, Eucharist and Confirmation (Modified) St Augustine's Feast Day Liturgy and celebrations- conducted online due to Covid-19 restrictions, Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion, Monday Morning Prayer- continued online during lock down periods

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 continues to focus on developing high performing learners.

Our Achievements include:

- Further development of teacher knowledge and capacity to embed Evidenced Based Learning in the classroom with a focus on Assessment Capable learners
- Our School Wide Learning Dispositions (Persistence, Flexible, Adventurous, Reflective, Curious, Collaborative) were launched across the school
- Professional Learning was provided for staff on the use of controlled Managed Environment System including Cybersafety and appropriate use of computers. Teachers were supported in the use of Technology in their classrooms. Seesaw and Google Classroom were used extensively for communication and sharing between students and teachers during remote learning periods
- Continued involvement in Monash Research Project 2020: Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks (Peter Sullivan). P-2 Teachers are implementing Mathematical Sequences of Connected, Cumulative and Challenging Tasks (Peter Sullivan). This PL continued via online webinars during COVID lockdown periods
- A focus on the development and implementation of an agreed pedagogical knowledge and teaching approaches for Literacy. Literacy Planners have been revised to ensure there is a consistent approach to Literacy across the various levels P-2, 3-4, 5-6
- Implementation of Words in Context across Year 3-6. Staff continued to engage in Professional Learning focusing on Words in Context and Grammar in Context. Literacy Resources have been extended to further enhance classroom teaching in THRASS
- Building teacher capacity in literacy continued (THRASS, Phonics & Words in Context, Grammar in Context through the provision of quality PL for new staff. Teacher Feedback has been very positive. Planning documents are showing challenging tasks are being planned and implemented with children's workbooks showing deeper thinking and connections
- P-2 Literacy planners are following Phonics in Context approach. 3-6 Literacy planners have been introduced and an agreed new planning format is evident. CEM P-2 commenced for new P-2 staff in 'Phonics in Context' pedagogical approach and strategies implemented and

supported through level planning. THRASS Foundation training has been completed by new teaching staff with all teaching staff now trained to Foundation level

- Learning Intentions and Success Criteria are being planned for during facilitated planning sessions for Inquiry, English, Mathematics & RE. Teachers have begun displaying/sharing these with their students
- A School Based QUEST Enrichment program was introduced in Term 1 for students in P-2 and 3-6. Our STEM MAD Challenge teams participated in a virtual CEM STEM MAD showcase where they were successful winners in 4 categories
- Weekly Planners were provided during Remote Learning periods outlining learning tasks for students to complete
- See Saw App was utilised to provide ongoing feedback to students and parents and showcase student learning during remote learning periods
- Daily Google Meets, online video conferences, live drop-in sessions, live demonstrations, small group online teaching groups and feedback in both written and verbal forms were provided in order to support our learners during remote learning periods due to the COVID Pandemic
- A Home Learning Portal was created for parents and students to access and download weekly learning plans and access online learning resources

STUDENT LEARNING OUTCOMES

Throughout 2020 teachers continuously used data to inform their teaching. Formal and informal assessments of students were used to monitor and cater for students' needs. Individual and whole school Literacy and Numeracy targets were set and monitored closely by teachers, Curriculum Leaders and the School Improvement Team. The ongoing analysis of this data provided information regarding individual and school performance.

Formal Assessments such as P-2 Literacy Data, PATR and PATM and Essential Assessment were used to track student growth. Literacy and Numeracy Intervention and Enrichment programs such as Reading Recovery, LLI, Numeracy Intervention and Q.U.E.S.T continued to be offered online during remote learning periods providing support for those students identified as being 'at risk' or requiring enrichment.

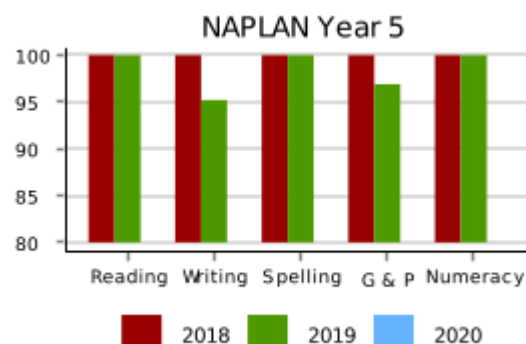
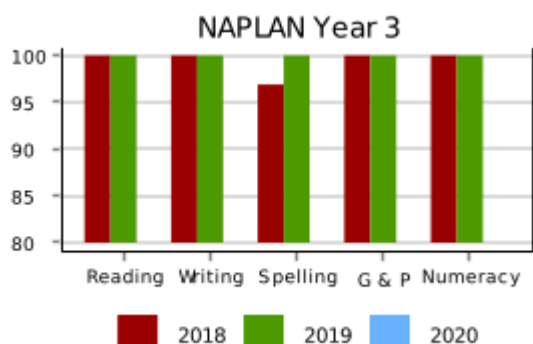
There are no NAPLAN results to report for 2020 due to Covid-19 Pandemic.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	96.9	100.0	3.1		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	96.9	-3.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	95.2	-4.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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

Achievements

At St Augustine's we continue to promote a school culture where children's physical, intellectual, moral, social and emotional needs are addressed.

Our Achievements include:

- Respectful Relationships program embedded into our weekly planner from PREP-6. Teachers were provided with PL each term regarding RR
- 'Thumbs Up' program embedded into SEL program in all year levels
- Wellbeing Themes introduced each term as a whole school approach. Wellbeing themes were discussed on regular occasions each week
- Wellbeing Wednesdays were introduced during Remote Learning periods. This initiative was introduced during the COVID lockdown to support the wellbeing of children, caregivers, & staff
- 'No Bullying' week activities implemented. 'No Bullying' week was celebrated in March where students presented information each morning to the school community. 'No Bullying' posters were displayed in all classrooms and around the school with 'No Bullying' information shared in the newsletter to families. Students shared 'No Bullying' videos with all classes and wore 'No Bullying' bracelets and ribbons to support this
- SEL sessions allocated to weekly planners. Planning time was allocated for preparing this
- Teachers were provided with PL regarding the value of developing relationships with our students. Staff meetings were allocated to SEL and Student Wellbeing each term. Student awards given to students displaying Learning Dispositions
- Social skills sessions were run in Term 1 focusing on friendship, problem-solving skills
- Learning Dispositions are being displayed in all classrooms with a shared language amongst the school community i.e. I am a flexible Flynn
- An external display of the school values has been installed for all the community to view. Learning Disposition puppets and visuals are being displayed in classrooms and throughout the school.

VALUE ADDED

Counselling service, Kinder Transition Program sessions-modified, assessments and support in speech pathology, occupational therapy and psychology services, fortnightly parenting newsletters, online parent webinar, Respectful Relationships Program, Family Challenges & Wellbeing Wednesday introduced during Covid19 restrictions, Weekly SEL sessions, Carnivale, Keilor Gift, Year 6 Fun Day, Swimming Program Yrs 3-6, 100 Days of School-Online, virtual excursions, interschool sport, STEM Mad Online Showcase, choir, Super Uke, Math Olympiad, QUEST Enrichment Program, lunchtime clubs-computer, games, music and robotics, intervention programs-Reading Recovery, LLI and Number Intervention, Online X Factor, Graduation Drive In Movie Night, Family Challenges, Online Family Trivia Night.

STUDENT SATISFACTION

School strengths identified by the Reviewer during the 2020 School Improvement Review process

Students feel welcome and well known. Student behaviour is excellent, there is an orderly learning environment. Student Wellbeing is a strength in the school. Staff students and parents are clear about behaviour expectations and processes for behaviour management with practices being consistent across the school.

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 required to access the school app to fill in the online absence form providing all required details to inform the school of their child's absence.

If 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 Administration Staff will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via an SMS with a request made for an immediate response to explain the child's absence.

Due to Covid-19, student attendance requirements were modified for students learning remotely during lockdown periods. Students learning remotely from home were required to log onto daily class Google Meets where attendance was recorded and monitored closely by classroom teachers. Student attendance for those being supervised onsite was recorded daily online using Nforma Roll by supervising teachers.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.6%
Y02	95.6%
Y03	96.1%
Y04	97.2%
Y05	95.9%
Y06	96.7%
Overall average attendance	96.2%

Child Safe Standards

Goals & 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.

Our Achievements include:

- Child Safe Standards embedded in school culture
- Staff regularly notified of any child safe updates at staff meetings
- Weekly updates and Child Safe reminders placed on staff desktop
- Child Safe policy published on school website
- Code of conduct sent out to school community
- Child Safe Staff meeting Term 1-All staff read and signed a code of conduct in first meeting of the school year
- Child Safe policies and procedures regularly reviewed and updated and shared with staff and school community
- Child Safe posters (PROTECT) displayed around the school
- New staff inducted in the area of Child Safe and the standards
- Mandatory reporting eLearning module completed by all staff
- Education Board regularly discussing Child Safety as an agenda item
- Parish Priest presented with PROTECT information
- Wellbeing Leader currently working with the SRC to devise their own Student Code of Conduct
- Child safe officer attended Professional Learning in this area to keep updated on new policies and guidelines.

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

Outlined below are our achievements in the area of Leadership and Management as we continue to build a culture of shared responsibility.

Our Achievements include:

- Provision of quality Evidence Based Professional Learning (EBL)
- Utilization of experts and quality teaching within the school to improve teacher capacity- *modelling, coaching, feedback*
- Teachers self-reflecting to improve student outcomes. As a staff we are continuing to develop our understanding of teacher impact on student improvement. Teachers are reflecting on practice and are making modifications to teaching and learning

Remote Learning due to Covid 19 Pandemic

- Strong use of technology to engage students during Remote Learning. Seesaw and Google Classroom Platforms were used to plan and share Learning and Teaching programs with students and parents. Staff continued to search for and use new ways to facilitate online learning
- Leaders were assigned to staff groups for regular feedback sessions
- Staff and Leaders collaborated to organise at risk and intervention children to attend school and continue with programs during lock down
- Parent Surveys were conducted during lock down and changes were made to some areas to reflect feedback
- Teachers regularly shared teaching practices and engaged in self-reflection. Teachers reflected on and modified practices during Remote learning periods-Covid19
- Staff displayed great persistence and flexibility in their ability to switch to remote learning and explore new teaching and learning strategies
- Intervention programs continued online during lock down
- Staff modified learning and teaching during lock down periods to include, live teaching, morning Google Meets, online forums and live focus teaching group sessions

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Phonics & Grammar in Context, First Aid, SEL, Emergency Management, Data Analysis, NCCD Moderation and Goal Setting, Child Safe Standards, Respectful Relationships, Mandatory Reporting, Evidence Based Learning, Network Meetings, Anaphylaxis Training, Cyber Safety, School Improvement Review, RE, Monash Mathematics Research Project, Online Webinars and Zoom Network Meetings.

Number of teachers who participated in PL in 2020	28
Average expenditure per teacher for PL	\$800

TEACHER SATISFACTION

School strengths identified by the Reviewer during the 2020 School Improvement Review process

School leaders and teachers bear witness to Gospel values. Staff support each other professionally and personally: The sense of collegiality at St Augustine's is palpable. Teachers are united and supportive in their willingness to improve their professional practice. Evidence from surveys and focus groups indicates staff are very satisfied with their work environment and the expectations placed on them.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	26.1%
Graduate Certificate	4.3%
Bachelor Degree	91.3%
Advanced Diploma	39.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	19.4
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	7.0
Indigenous Teaching Staff (Headcount)	0.0

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.

Our Achievements include:

- Exploration of opportunities for collaboration and partnerships with families and the wider local community. Feedback was sought from parents throughout the year. Feedback survey results were positive regarding the online learning that school provided during Remote Learning periods
- Online Consultation-Education Board and Parent Auxiliary meetings continued online using Google Meets
- Parents informed and made aware of issues and situation during COVID lock down resulting in support and understanding from families
- Online Webinars were provided for parents (Cybersafety, Wellbeing)
- Partnerships developed with Science Works and Melbourne Zoo to improve Science /STEM student learning. Students attended online Zoom workshops during lock down 2.0. STEM Quest students participated in online Virtual Excursions during Remote Learning
- QUEST students participated in virtual STEM Mad showcase, receiving several awards for their entries.
- Staff were available for wellbeing phone meetings/online google meets during lock down periods
- Tech devices and packs were sent home to all families with Dongles made available to families with internet issues
- Emergency services children catered for with onsite learning supervision
- Families engaging with the online learning of their children during remote learning periods

PARENT SATISFACTION

School strengths identified by the Reviewer during the 2020 School Improvement Review process

There is strong support from all stakeholders for the Catholicity of the school. These are lived out in the respectful relationships between and within staff, students and parent groups. Parents feel that there are plenty of opportunities for them to be involved in the life of the school in the faith, learning and social arenas. Communication with parents is outstanding. High levels of trust are apparent across the school community.

During Covid19 lock downs parents were very supportive and appreciative. Parent feedback was sought around things that were 'Working Well' and/or "Challenging" during Remote Learning. We received ongoing feedback from parents that assisted us in planning moving forward. Some of the main feedback included the following:

What's Working Well

- The Google Meets
- Teachers have been quick to respond
- Quality and amount of work
- The family challenges
- Flexible daily schedule
- Easy to understand weekly planners
- The hard work and dedication by teachers
- Planning that has gone into the daily/weekly planner
- The Apps
- Optional extension experiences when needed

Challenges-Even Better If

- Difficulty printing the weekly planner
- Possibly differentiating work tasks
- Not knowing how much parents are supposed to input into the child's work
- More Google Meets needed
- Far too much work being set for the time allocated
- Confused with navigating online learning platform
- Some links on planners not working
- Parents finding it challenging balancing own work and getting schoolwork done

Future Directions

At St Augustine's we are aiming **to empower all to strive for continual improvement.**

Over the next four years our three priority areas are:

- Priority 1** To enliven the Catholic identity of the school
- Priority 2** To strengthen and embed a culture of improvement
- Priority 3** To animate our learners