

St Augustine's Primary School Keilor

2021

Annual Report to the School Community



Registered School Number: 1779

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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 2021 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 Schools.

04/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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

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 Well-being 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.

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

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

Principal's Report

There were high hopes for the start of the school year as we looked forward to re establishing routines within the school. Unfortunately we were once again faced with lockdowns, even longer than the previous year. However this year we had the advantage of experience in this space and the ability to improve. The main objective was to continue with quality and robust learning & teaching with consideration to the wellbeing of students, staff and families.

While many events were canceled, many were re imagined. The highlight to the year was the performance of the school production. Innovation and creativity abounded as the Performing Arts team thought of clever ways to continue with the production after canceling it the year before. "4 Minutes" became a theater experience for everyone involved as the school hall was transformed into a stage with professional lighting and a professional film crew filming the children. The film was then released to families to watch in the comfort of their home. This performance was a credit to the ingenuity, perseverance and persistence of the whole St Augustine's community and will be talked about in years to come.

The staff at St Augustine's continued to be innovative with their approach to learning and teaching and strengthening connections with their students and families. They must all be recognised for their commitment, passion and concern for all their students' learning and wellbeing, while devising new ways to interact with their children online. They also continued to participate in professional learning online. Agile Leadership, Grammar in Context and Exploring Mathematical Sequences of Connected, Cumulative and Challenging Tasks (EMC3) were a few of these.

While the parent community was not able to access onsite they again adapted to the online world. Education Board meetings, Parents Auxiliary meetings, family sacrament meetings and special events were conducted online with great success and excellent attendance. The advantage of meeting online meant accessibility by everyone from the comfort of their own home. We continue to look at the positives and ways to implement these in the future.

The children returned to school in term 4 with a newly renovated outdoor learning and play space. This provided an outdoor area for students to sit in and as another space for teachers to integrate into their learning spaces. The yr 5/6 children were elated that they were able to attend camp as the previous year it had been canceled. Unfortunately this was not the same for our year 3/4 camp. However the teachers organised a 'carnival' day for them in term 4.

The whole school athletics day was a highlight for the children as for some it was their first time on a bus for eighteen months, albeit without parent spectators. It provided a unifying day for the school after coming out of the first lockdown.

Value added included the use of an OHS portal where staff completed modules online, at their own pace and where a depository of policies are stored with easier access for all.

Throughout the year I engaged with architects and MACS to work on our renovation and building project. The year saw us back and forth with designs and then approvals with the tender process going out at the end of the year.

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 maneuvering 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 2021.

Cathy Steere

School Advisory Council Report

2021 saw the School Education Board meet in a combination of in person and virtual meetings. Unfortunately, due to lockdowns we needed to meet more virtually than in-person, however this did not prevent a lot of work being done and important decisions being made.

The school's theme for 2021 was 'Make a Difference - It's In Our Hands' which was presented to the Board. Board members drew their hands on paper and cut them out to be added to the 'Our Hands' display outside the library.

The board reviewed and discussed the following policies during 2021:

- External Providers Policy
- Pastoral Care Policy

These policies were based on the Melbourne Archdiocese of Catholic Schools (MACS) policy and contextualised for St Augustine's. The Board also discussed the Code of Conduct and Child Safety Policy as well as the Child Information Sharing scheme (CIS) and Family Violence Information Sharing scheme. The MACS School Advisory Council Terms of Reference were also presented and discussed. These Terms of Reference have been developed to ensure consistency of all school's education boards which will be renamed as a School Advisory Council as well as documenting the roles and responsibilities of the members of the School Advisory Council.

The plans for the renovation and building project were presented. The renovation of 6 internal classrooms within the main building and the creation of a multipurpose room. The renovation project is due to commence in 2022. The new North/South proposed runway at Tullamarine Airport and the potential effects on the school was discussed. A working party was organised to attend any meetings during the consultation phase of the project.

The Board was presented with an overview of the student testing data as well as the NAPLAN results. The Parents Auxiliary reports were presented to the Board keeping us up to date with their activities. Unfortunately, lockdowns and COVID protocols restricted some of the fund-raising activities which were planned during the year.

Finally, the schools Business Manager discussed current and future finances of the school and the school fees for 2022 were discussed and ratified. I would like to thank all the 2021 Education Board members for their commitment, participation and support of the school in what was another challenging year.

Andrew Collins

Education Board Chair

Education in Faith

Goals & Intended Outcomes

Goal: To enliven the Catholic identity of the school

- That the Catholic identity of the school permeates all spheres.
- That our Catholic Identity inspires and defines who we are.

Achievements

The COVID pandemic had a significant impact on the many programs and strategies we implement to develop our faith as a school community. Even so, the initiatives we implemented throughout 2021 ensured our faith development remained a priority.

Our Achievements include:

- revisiting our Vision and Mission statements - visual posters of School Vision and school prayer were created to be placed around the school
- revisiting policies to ensure a Catholic Lense is present. All new MACS now issues all policies now contain a Catholic lense
- using Horizons Of Hope documents were used during facilitated RE planning sessions
- Unpacking the ECSI and CEMSI Pedagogy tool data.- These tools were unpacked in light of Priority 1 Goal and all Teachers completed the RE Pedagogy tool to help guide us as to where to move to next
- recognising and celebrating Indigenous events throughout the year. Reconciliation week was integrated in Y3/4 Sacrament of Reconciliation. School Leaders worked together to create the whole school 'Acknowledgement of Country' statement and Acknowledgment of country signs put up around school and in each classroom- making it visible throughout the school
- classes held morning prayer services online at the beginning of their remote learning sessions each day
- although our sacramental program was affected, opportunities were still provided in varying forms for our families and students to develop a greater awareness of the significance of Reconciliation, Eucharist or Confirmation

VALUE ADDED

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

Learning & Teaching

Goals & Intended Outcomes

Goal: To animate our learners.

- That students are equipped to reflect on themselves as learners and take action based on explicit feedback.

Achievements

The COVID pandemic meant that we did not get to achieve everything we hoped to during 2021. Even so we continued to have many successes under such trying conditions. The learning and teaching sphere continues to focus on developing high performing learners.

Our Achievements in this area include:

- providing opportunities for staff to lead Professional Learning Team meetings - Different teachers are being asked to share strategies being implemented during PLTs or feedback from Professional Learning sessions attended
- revisiting Learning Dispositions -we have continued with our whole school focus on these important dispositions. Visual displays have been put up around the school including the Library and hallways. Weekly awards continue to focus on dispositions and reporting achievement comments are now including dispositional language. Dispositions are being incorporated into Learning Intentions and Success Criteria during planning sessions.
- continuing to unpack the EBL Framework (Animated Learner) There has been a strong focus on ensuring consistency in use of Learning Intentions & Success Criteria throughout the school. This year there has been a Maths focus ensuring that LI and SC are being used at the beginning of each lesson (Teachers made these visible via slides during remote learning) Teachers are also focusing on referring to them during the sessions and revisiting them at the end of the session.
- providing Professional Learning for staff- An Evidence Based Learning closure day was held with Helen Butler. Helens presentation focused on the effective use of LI and SC to make learning more visible. EBL staff meetings were also allocated throughout the year to continue the journey with the effective writing of LI & SC.
- focusing on detailed analysis of data -We have continued our use of Data walls to track student growth and we began the set up of the SPA Analysis System to assist with data analysis across the school.

STUDENT LEARNING OUTCOMES

Throughout 2021 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, PAT R (Reading) and PATM (Math) 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.

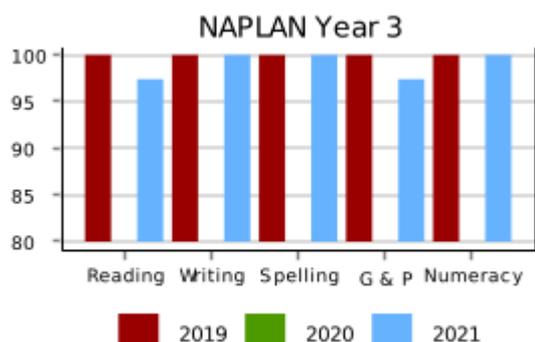
A number of students accessed the Tutoring program during Term 2 & 3.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	97.4	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	97.4	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.9	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	97.2	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	95.2	-	-	100.0	-

* 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

Goal: To animate our learners.

- That students are equipped to reflect on themselves as learners and take action based on explicit feedback.

Achievements

At St Augustine's we continue to promote a school culture where children's physical, intellectual, moral, social and emotional needs are addressed. The COVID pandemic had an impact on the programs and strategies we wanted to implement however we continued to ensure the wellbeing of our school community remained a priority. Our Student Wellbeing took on a very important role during remote learning. It was decided that the wellbeing of our students and families needed to be a priority at all times. Regular 'check ins' occurred with our students and more frequently with those we considered at risk emotionally, socially and engaging with the curriculum.

Our Achievements include:

- embedding Respectful relationships program into our weekly planner from PREP-6. Teachers were provided with PL each term regarding RR
- building relationships with our students and establishing safe and welcoming classrooms- School focus the first three weeks -
- introducing Wellbeing Themes each term as a whole school approach. Wellbeing themes were discussed on regular occasions each week. Kindness Tree put up in school foyer to acknowledge acts of kindness displayed by the students
- introducing Student Code of conduct to the school community. School leaders created this and shared information through a video they created. All classes displayed and signed copy.
- implementation of Wellbeing Wednesdays - These were introduced during Remote Learning periods. This initiative was introduced during the Covid Pandemic lockdown to support the wellbeing of children, caregivers, & teachers
- celebrating 'No Bullying week' - '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 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
- allocating SEL sessions to weekly planners. Planning time was allocated for preparing for 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

- introduction of Social skills sessions - These were run in Term 1 and 4 focusing on friendship, problem solving skills

- developing a shared language of Learning Dispositions - These are being displayed in all classrooms and amongst the school community i.e. I am a flexible Flynn
- promoting School values- these have been displayed outside our assembly area. Learning disposition puppets and visuals are being displayed in classrooms and throughout the school
- collecting evidence of adjustments for NCCD over a 10 week period is well embedded within the school. Both teachers and LSOs document the adjustments required for students to access learning and participate in all areas of school life.

VALUE ADDED

Swimming Program Yrs 3-6, 100 Days of School, Virtual Incursions/Excursions, Sacramental Celebrations - Reconciliation, Eucharist and Confirmation (Modified) St Augustine's Feast Day- conducted online due to Covid-19 restrictions, Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion, Monday Morning Prayer- provided online during lockdown periods, 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 (These continued online during Remote Learning periods), Counseling services, Modified Kinder Transition Program sessions, Assessments and support in speech pathology, occupational therapy and psychology services, Fortnightly Parenting newsletters, Respectful Relationships Program, Wellbeing Wednesdays, Weekly SEL sessions, Family Challenges, Counseling services, Modified Kinder Transition Program sessions, Assessments and support in speech pathology, occupational therapy and psychology services, Fortnightly Parenting newsletters, Respectful Relationships Program, Family Challenges & Wellbeing Wednesday introduced during Covid Lockdown periods, Weekly SEL sessions, Morning Google Meets, Targeted Teaching sessions online, Wellbeing Check Ins.

STUDENT SATISFACTION

Overall Strengths identified on MACSIS Student Survey 2021: Rigorous Expectations, Catholic Identity, Teacher -Student Relationships. Students feel that teachers encourage them to do their best and seem excited to be teaching the class.

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.

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.

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	94.9%
Y02	93.7%
Y03	94.8%
Y04	93.0%
Y05	95.0%
Y06	95.5%
Overall average attendance	94.5%

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

St Augustine's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy. We acknowledge that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community. Throughout 2021, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

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
- publication of MACS Child safe policy on school website
- communication of the Code of conduct - A copy was sent out to school community via the newsletter and website
- reinforcement of Professional boundaries with all staff members and volunteers, in line with new obligations regarding the protection and reporting of allegations or disclosures of abuse.
- reviewing of Child safe policies and procedures- these were regularly reviewed and updated and shared with staff and school community
- mandatory reporting elearning module were completed by all staff
- school leaders and students created a video discussing the value of a student Code of conduct. Each class was presented with a copy to display in the classroom. All students signed a class copy and a video was shared with families via the newsletter
- participation by all teaching & non teaching staff members in annual Child Safety Standards 'refresher training' All staff members are required to read and sign the school's Child Safety Code of Conduct annually

- regular briefings are held with Volunteers on acceptable behaviours. All volunteers are required to read and sign the school's Child Safety Code of Conduct before entering the school site

Leadership & Management

Goals & Intended Outcomes

Goal: To strengthen and embed a culture of improvement

- That feedback is evidence based and embedded in our practice.
- That a performance and Development culture is evident in our school.

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:

- professional Conversations -COVID meant we needed to be very creative leading the school. Many recordings were made to keep staff updated about the latest regulations and requirements. Expectations were also shared with staff as well as ensuring their wellbeing was a priority at all times. Leaders supported the teachers by overseeing planning sessions, facilitating level meetings with a focus on wellbeing as well as answering any questions particularly when there was a lot of uncertainty about remote learning
- professional Development was provided online to ensure all staff was kept updated about best teaching practices
- when planning Curriculum Leaders ensured there was a focus on discussing and planning the best online teaching practices ensuring continual student progress.
- our Student Leaders continued to have an input into various aspects of School life and ran many school wide events online during Remote learning to keep everyone connected
- investigating the different Performance & Development Frameworks. An audit of our current P & D Practices was undertaken. The Leadership team completed performance and Development in Catholic Schools Rubric. Feedback was an area that was highlighted which is in line with our recent review recommendations.
- engaging with experts for Professional Learning. Our school Leaders engaged with the Agile Leadership program with Simon Breakespeare.
- evidence Based Learning has continued to be a priority. Helen Butler worked with the staff in order to expand and strengthen their professional learning in this area. The day focused on the use of Learning Intentions and Success Criteria. Conversations in Planning were focussed and strategic when setting LI & SC
- further developing Quest Enrichment Program -We applied for and received funding for STEM aviation project.
- ongoing participation in EMC3 Maths Project P-2
- creating student leadership roles- Audio/Visual Monitors started strongly with most web site news posts created by students - The plan is to continue to extend students with interest and talent.

- provision of Professional Learning for Staff to explore possibilities of using I pads- PD day, Planning essentials
- ensuring Digital user responsibility is explicit and known by all school wide. School contracts and parental agreements were revisited and updated.
- participation in Grammar in Context Professional Learning- This PL was provided for Year 3-6 teachers. Thankfully we were able to pivot to continue this PL online during the lockdown periods.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Weekly Staff Learning Meetings and Professional Learning Team Meetings- focus on Literacy, Numeracy, Evidence Based Learning
- NCCD - Adjustments to support student learning
- Literacy - Phonics and Grammar in Context, Words in Context CEM
- Facilitated Planning with Literacy, Numeracy and RE Leaders
- Network Meetings focussing on - Literacy, Numeracy Learning and Teaching
- First Aid
- Emergency Management
- Anaphylaxis Training
- Cyber Safety
- Maths - Monash Research Project (P-2)
- Online Webinars and Zoom Network Meetings

Number of teachers who participated in PL in 2021

25

Average expenditure per teacher for PL

\$800

TEACHER SATISFACTION

Overall Strengths identified on MACSIS Staff Survey 2021: Collective Efficacy, Staff Leadership Relationships, School Climate. Staff survey results showed that relationships are collegial between staff members and staff are respectful to students. There is a positive working environment and they feel comfortable approaching leaders for support. Staff feel that leaders are respectful towards them.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	19.0%
Graduate	28.6%
Graduate Certificate	4.8%
Bachelor Degree	85.7%
Advanced Diploma	42.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	22.1
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	11.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To enliven the Catholic identity of the school

- That the Catholic identity of the school permeates all spheres.
- That our Catholic Identity inspires and defines who we are.

Achievements

During COVID it was vital that we worked in partnership with our parents and school community. As a staff we worked together to provide positive experiences for our students and to support our families.

- regular updates were sent to parents to keep them informed about the latest restrictions, learning expectations and well-being information.
- we tried to maintain our special events by providing online opportunities for the school community to come together. An online family trivia night was held.
- whole School Performance '4 Minutes'
- parent Partnerships continued to be a focus with parents being invited to attend online webinars hosted by experts
- the School Advisory Committee and the Education Board continued to support the school as it aims to meet all the goals set in the Annual Action Plan. These meetings continued to be held remotely via Google Meet during the lockdown periods

PARENT SATISFACTION

Overall Strengths identified on MACSIS Parent Survey 2021: School Climate, Communication, School Fit. Parents feel welcomed and feel that the staff are approachable. Parents also indicated that they feel that children have respect for the staff at St Augustine's.

Future Directions

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

Priority 1 Goal: To enliven the Catholic identity of the school.

Priority 2 Goal: To strengthen and embed a culture of improvement.

Priority 3 Goal: To animate our learners.