

# St Augustine's Primary School Keilor

## 2022 Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission .....4

School Overview .....5

Principal’s Report .....6

School Advisory Council Report .....8

Catholic Identity and Mission .....9

Learning and Teaching .....10

Student Wellbeing .....13

Child Safe Standards .....16

Leadership .....17

Community Engagement .....20

Future Directions .....22

## Contact Details

ADDRESS	Augustine's Way Keilor VIC 3036
PRINCIPAL	Cathy Steere
TELEPHONE	03 9336 4294
EMAIL	principal@sakeilor.catholic.edu.au
WEBSITE	www.sakeilor.catholic.edu.au
E NUMBER	E1303

## 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

22/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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 building takes advantage of the views and comprises six internal classrooms, a library, multipurpose 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 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.

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

During 2022 we continued with the theme, 'Make A Difference'. After two interrupted years we also added, 'It's A New Day!' As we continue to look at what has the greatest impact in learning and teaching through Evidenced Based Agile Learning and moving forward after our two interrupted years, we have asked the community to 'look forward' with hope and optimism, leaving the fears and uncertainty behind. There have been many challenges these past two years. 'It's A New Day!' evokes hope and optimism. We acknowledge the hardships but know there are many good times ahead.

This year we extended our contract with 'Inform and Empower' a digital safety organisation who increased the lessons with children on online safety & digital citizenship. This was provided at a crucial time for the community after just coming out of online learning and the challenges of online safety that were encountered. We have learnt that there were positive aspects to come from online learning. We have continued to provide parent sacrament nights, parent teacher interviews, parent meetings, Yr 5/6 Family Life/Puberty Education evenings online where families could access the event in the comfort of their own home. Attendance has been high at all of these.

Our intervention programs continued to grow and develop with Reading Recovery, Number intervention, Levelled Literacy Intervention, 3/4 Maths enrichment (critical thinking & problem solving), literacy and maths tutoring and the QUEST (Question, Understand, Explore, Seek, and Think) programs continuing. More social skills intervention programs were also conducted.

The challenges of the past few years has heightened the need to monitor the wellbeing of the children and staff. We wanted to ensure all our students settled well into the school year and were feeling safe, happy and supported.

In addition to our SEL programs (social and emotional learning) all children and staff have participated in daily wellbeing check-ins. Using an online wellbeing app, they were given the opportunity to rate how they were feeling. Key staff were available to check in with the students or staff members if needed.

Welcoming our parents back onsite has been a key action where families have slowly been working in classes, excursions and through the various parent groups. A men's group was started by some fathers who could see that dads had less to do with their children at school and felt this was a way to provide a safe and inclusive environment where dads could come together. The MOSA group (Men Of St Augustine's) is an inclusive group offering male figures in the children's lives the opportunity to connect and come together through friendship, service to the school and an opportunity for personal growth such as guest speakers discussing mental health, parenting etc..

Our building and renovation program commenced in October with six classrooms, toilet block, resource room and staff room being entirely renovated and a new multi purpose room being built. We look forward to its completion in 2023.

We also welcomed some key staff in 2022 including a new Religious Education Leader and Receptionist/Enrolment officer.

The St Augustine's School Advisory Council is an integral forum for parent voice where it meets formally to discuss matters concerning the school. This year the council has been integral in discussing the name change to 'School Advisory Council' from the 'Education Board' and subsequently the induction of new members with information on new School Advisory Council

Terms of Reference and MACS Statement of Mission. The School Advisory Council also met to discuss updates on the renovation and building project, review of MACS Improvement Data particularly in the parent domain, discussion on the new airport runway that will affect the school, discussion on Religious Education at St Augustine's and the ECSI survey, induction of the eleven Child Safe Standards with discussion on suggestions moving forward, explanation of the NCCD process, agreement on a new Building and Maintenance Fee to be introduced to families in 2023 and a presentation of school data including NAPLAN data.

Our Parents Auxiliary have worked diligently this year and organised a number of events and fundraisers with a focus on bringing families back to the school. A successful Fun Run was organised in term four with the children enjoying a day of activity and fundraising. I thank the School Advisory Council, Parent's Auxiliary, MOSA 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 and Frances Barone 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 2022.

Cathy Steere



## School Advisory Council Report

2022 saw the School Advisory Council meet in a combination of in person and virtual meetings. This was a change which was initially introduced during COVID lockdowns and has now been adopted as a part of the yearly meeting schedule.

During the year the Advisory Council discussed the following items:

- Introduction of name change to Advisory Council from Education Board
- Induction of new members and information on new Advisory Council Terms of Reference and Melbourne Archdiocese of Catholic Schools (MACS) Statement of

Mission

- Updates on renovation and building project
- Review of MACS Improvement Data particularly in the parent domain.
- Discussion on the new Melbourne Airport North South runway that will affect the

school

- Frances Barone, the new Religious Education Leader, discussed Religious Education at St Augustine's and the Enhancing Catholic School Identity survey results, particularly the parent survey results.
- Jodie Velardo, Wellbeing Leader, went through the 11 Child Safe Standards with

discussion on suggestions moving forward.

- Trish Walsh, Deputy Principal, went through the Nationally Consistent Collection of Data process for students with special needs.
- Discussion and agreement of a new Building and Maintenance Fee to be introduced to families in 2023.
- Jacinta Fedoruk, Learning & Teaching Leader, presented school data including NAPLAN data.

I would like to thank all the 2022 Advisory Council members for their commitment, participation and support of the school throughout the year.

Andrew Collins

Advisory Council Chair

## Catholic Identity and Mission

### Goals & Intended Outcomes

**Goal:** To enliven the Catholic identity of the school

**Intended Outcomes:**

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

### Achievements

Our achievements include:

- Promotion of Vision & Mission to the school community
- Teachers creating innovative RE units that include relevant use of LI and SC
- Continuation to make explicit connection of Well-being with a Catholic Lens
- Recognising and Celebrating specific Indigenous events throughout the year- Sorry Day, National Reconciliation Week
- Staff Faith day with Elio Capra focusing on Catholic Identity
- Sacramental programs conducted for children in Years 3 - 6 (Reconciliation, Eucharist & Confirmation)
- Parent /Child Faith nights were held online with Maria Forde
- Celebrated feast days and liturgy celebrations throughout the year as a school community (outside due COVID restrictions and limited space)
- Working with social justice children's team to promote events

#### VALUE ADDED

Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion and new agency St Vincent De Paul Winter Appeal, Sacramental celebrations - Reconciliation, Eucharist and Confirmation, Monday Morning Whole School Prayer, Whole School Beginning Year Mass, Sacramental Celebrations - Reconciliation, Eucharist and Confirmation (these continued to be modified due to COVID Restrictions) St Augustine's Feast Day, Introduction of Gospel challenge, displays to highlight religious events.

## Learning and Teaching

### Goals & Intended Outcomes

**Goal:** To animate our learners.

**Intended Outcomes:**

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

### Achievements

The learning and teaching sphere continues to focus on developing high performing learners.

Our achievements in this area include:

- Professional learning for staff- An Evidence Based Learning closure day was held with Helen Butler. Helen's presentation focused on the effective use of LI and SC to make learning more visible
- Staff meetings were allocated throughout the year to continue our EBL journey with the effective writing of Learning Intentions & Success Criteria
- Personal learning plans were developed to assist with the monitoring and learning of children with learning disabilities
- Whole school Professional Development on Mathematics pedagogy focusing on games and investigations
- Whole school application of the launch, explore and summarise model in Mathematics
- More consistent use of launch, explore and summarise in most year levels
- PAT Maths results shows growth in all year levels with greater percentages of students showing above expected growth
- Implementation of Maths clinical interview testing of prep students
- Begun working on our school mathematics vision statement
- Maths explorer and enrichment programs have been introduced in Year 3/4 level
- Observation and feedback Maths sessions were introduced in the Year 3-6 Area
- Whole school approach to Writing using Grammar in Context professional learning and Colourful Semantics
- Greater student engagement and progress in the area of writing is evident (student surveys 3-6)
- Reading growth strong in P -2 students as evident in Pre and post Text levels (SPA graphs)
- Teachers committed to Phonics in Context approach continuing in P-2 and Words in Context/ word investigations in 3 -6
- Teachers involved in Literacy Observation and Feedback sessions in P -2 classrooms

- PATR Reading Data is showing students performing above expected mean for all levels

### STUDENT LEARNING OUTCOMES

Throughout 2022 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, providing support for those students identified as being 'at risk' or requiring enrichment.

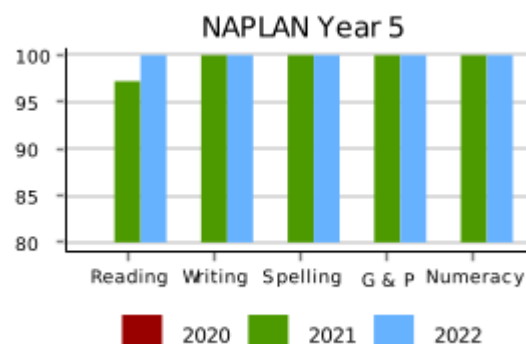
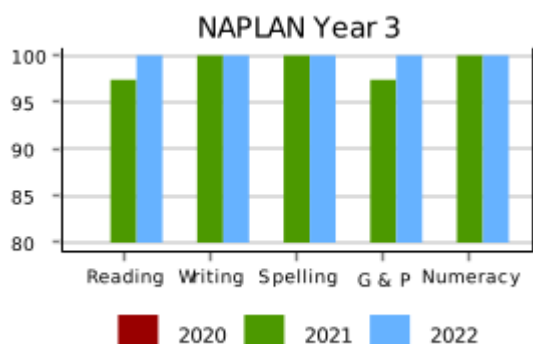
A number of students also accessed the Literacy and Numeracy Tutoring program during Term 2 & 3.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	97.4	-	100.0	2.6
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	97.2	-	100.0	2.8
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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.

**Intended Outcomes:**

- 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.

Our achievements include:

- Parent info night "Things are Changing" for Gr 5 / 6 families was held online in Term 4
- Psychologist working one day a fortnight
- Wellbeing online check ins were introduced to grades 3-6 students at the beginning of the year
- Embedding Respectful relationships program into our weekly planner from PREP-6 - teachers engaged in Professional Learning each term focusing on RR
- Building relationships with our students and establishing safe and welcoming classrooms
- Introduction of Wellbeing themes each term as a whole school approach
- 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 initiative
- Allocation of SEL sessions to weekly planners. Planning time was allocated for preparing for this. Staff meetings were allocated to SEL and Student wellbeing each term.
- Student awards presented to students at weekly assemblies focusing on Learning dispositions
- Social skills sessions run each term focusing on developing friendships, problem solving skills, getting along with others
- 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
- Collecting evidence of adjustments for NCCD over a 10 week period is well embedded within the school- both teachers and LSOs documented the adjustments required for students to access learning and participate in all areas of school life.

## VALUE ADDED

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

All Grade 5 and 6 students completed the MACSSIS survey. These groups indicated a high level of student satisfaction. Overall strengths identified on the student survey 2022 were:

- Rigorous Expectations
- School Teacher- Student Relationships
- Catholic Identity

## 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.3%
Y02	88.2%
Y03	89.7%
Y04	85.5%
Y05	88.9%
Y06	87.4%
Overall average attendance	88.2%



## Child Safe Standards

### Goals & Intended Outcomes

#### 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

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.

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 in this area include:

- Staff regularly notified of any child safe updates at staff meetings
- Introduction of new standards to the school staff through allocated staff meetings allocated and board meeting
- Professional learning provided for staff around the new 11 standards, policies and procedures updated to reflect the new standards
- Child safe standards embedded in school culture
- Regular 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
- Reviewing of Child safe policies and procedures-these were regularly reviewed and Updated and shared with staff and school community
- Mandatory reporting e-learning module were completed by all staff
- Participation by all teaching & non teaching staff members in annual Child Safety Standards
- 'Child Safety refresher training' -All staff members required to read and sign the school's Child Safety Code of Conduct annually
- Briefings 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

### Goals & Intended Outcomes

**Goal:** To strengthen and embed a culture of improvement

**Intended Outcomes:**

- 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:

- Leadership development through Agile Learning online workshops
- Opportunities provided for staff to lead Literacy and Numeracy PLT's
- EBL team members participated in 4 school cluster conference with Daniel Birch over 2 days
- Establishment of classroom observations & feedback process and protocols
- Formal observation and feedback sessions have been introduced focusing on Literacy & Numeracy
- New 'Child Safe' standards were presented to all staff and school community through the Advisory Council
- Employment of Environment/sustainability leader
- Learning Walks introduced with a focus on consistent use of LI & S/C
- Introduction of a Maths Enrichment program into the Year 3/4s area targeting high performing students
- Continued upgrade of playgrounds including sails and passive play/learning area
- Continued grounds maintenance and rectification works
- Commencement of school refurbishment and building works

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Weekly Staff Learning Meetings and Professional Learning Team Meetings
- Literacy - Phonics and Grammar in Context, Words in Context
- Evidence Based Learning PL with Helen Butler
- Staff Faith Day with Elio Capra

- Facilitated Planning with Literacy, Numeracy and RE Leaders
- First Aid Training
- Mandatory Reporting
- Emergency Management
- Anaphylaxis Training
- Cyber Safety
- Maths - Monash Research Project (P-2)
- Online Webinars and Zoom Network Meetings
- Agile Leadership

Number of teachers who participated in PL in 2022	25
Average expenditure per teacher for PL	\$850

**TEACHER SATISFACTION**

All staff were invited to complete the MACSSIS survey. This group indicated a high level of Staff satisfaction. Overall strengths identified on the staff survey 2022 were:

- Staff- Leadership Relationships
- Collective Efficacy
- School Climate

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	83.0%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	81.0%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	26.3%
Graduate Certificate	5.3%
Bachelor Degree	84.2%
Advanced Diploma	42.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	10.8
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

Goal:

To enliven the Catholic identity of the school

Intended Outcomes:

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

### Achievements

- Our School Advisory Committee and the Education Board members continued to support the school as it aims to meet all the goals set in the Annual Action Plan
- Outside agencies / specialists were utilised to support students: Speech Therapists, Onpsych services, OT Services
- Social justice initiatives were led by Year 56 student leaders: St Vincent de Paul fundraising, Project Compassion
- Fortnightly parenting newsletters published to keep parents connected and abreast with key events and information
- Carnivale whole school celebration - students and teachers all dressed in a touch of Italian to celebrate the special day together
- Sacrament parent workshops
- Whole school community Christmas Carols
- Introduction of MOSA - Men Of St Augustine

Value Added - Curricular and Extra Curricular activities

Swimming Program Yrs 3-6, 100 Days of School, Incursions/Excursions, Sacramental Celebrations – Reconciliation, Eucharist and Confirmation, St Augustine's Feast Day, Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion, Monday Morning Prayer, Interschool Sport, Choir, Super Uke, Math Olympiad, QUEST Enrichment Program, Lunchtime Clubs – computer, games, music and robotics, Intervention Programs-Reading Recovery, LLI and Number Intervention, Counseling services, Kinder /Secondary Transition Program, Respectful Relationships Program, Weekly SEL sessions.

### PARENT SATISFACTION

Randomly selected parents were invited to complete the MACSSIS survey. This group indicated a high level of parent satisfaction. Overall strengths identified on the Family survey 2022 were:

- School Climate
- School Fit
- Student Safety & Communication

## 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.