



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community

### St Augustine's Primary School



Augustine's Way, KEILOR 3036  
Principal: Catherine Steere  
Web: [www.sakeilor.catholic.edu.au](http://www.sakeilor.catholic.edu.au)  
Registration: 1779, E Number: E1303

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

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## About this report

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St Augustine's Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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

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## School Overview

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St Augustine's is a suburban school in a rural setting. 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.

At St Augustine's we are committed to:

- using a variety of best practice teaching strategies
- engaging in rich discussions with students about their learning- Providing feedback to students
- enabling inquiry-based learners
- targeted teaching -Using data effectively to improve learning
- making learning visible-Clearly articulating Learning Intentions and Success Criteria
- engaging in professional discussions with colleagues around student learning

At St Augustine's our school philosophy, which includes the vision, mission, values and objectives, is central to all our policies, practices and teaching and learning programs. The school's philosophy is published on our school website as well as in our key policies such as our enrolment policy.

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.

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## Principal's Report

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The 2023 year began with a refresh of our school theme, 'Make A Difference'. Over the past years we have focused on our impact as educators, a vibrant school community and the lasting impression we have on each other in this community. We have always added to the theme as a way of refocusing and bringing us together. 'Make A Difference - Let Your Light Shine' was introduced as the theme to permeate all we do at St Augustine's. Our 'catchcry' became, 'Don't let anyone dim your light. Just put on your sunglasses when you need to shine even more brightly!'

We started the year with strong enrolment with a full enrolment of forty two preps. This was the largest intake in recent years as we endeavored to accommodate Keilor baptised Catholics. The first day of school saw The Age newspaper arriving at the school to report on our preps and to take photos. A double page spread was published in the paper that afternoon. A great memento for our prep children and their first day of prep!

We continued to identify the needs and learning of the school with a continuation in the Agile Learning forums. This platform continues to guide us to be strategic and accountable in our work as we embed agile practices. We have also continued our relationship with 'Inform and Empower', a digital safety organisation offering termly lessons with children on online safety & digital citizenship. We have continued to provide parent sacrament nights, parent teacher interviews, parent meetings, and Yr 5 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 past years working with a facilitator in the evidence-based learning area continued as we engaged in effective feedback with a focus on teacher to student feedback. This year we have participated in the Mental Health in Primary Schools program (MHiPS). A nominated staff member has participated in the rigorous training and led staff through identifying early signs of mental health concerns and supporting referrals to community-based mental health services when necessary.

Our MACSSIS data (Melbourne Archdiocese Catholic Schools - School Improvement Surveys) has once again been strong as we see great strength in staff efficacy results, parents feeling that the school climate for learning is very high and students feeling valued at school.

Our building and renovation program, that began in 2021, continued through the year. We



were pleased to move our junior classes into the freshly renovated rooms later in the year and to access a newly built multi-purpose room and student bathrooms.

The year culminated in a joyous Carols night in December as we came together to celebrate Christmas and our 2023 year. This evening is a coming together of all our community as we celebrate our faith, community and our children.

The St Augustine's School Advisory Council is an integral forum for parent voice where it met formally to discuss matters concerning the school. This year the council has been integral in discussing school improvement data, Child Safe Standards, the recently implemented Enterprise Bargaining Agreement for teachers, homework policy and the ratification of the 2024 school fees.

Our Parents Auxiliary have worked diligently this year and organised a number of events and fundraisers with a focus on community and fundraising. A successful Colour 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 (Men of St Augustine's) 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 continued to provide me with ongoing support throughout the year.

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2023.

Cathy Steere

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## Catholic Identity and Mission

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### 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 Key Improvement Strategy in this area was to make explicit the vision, mission and Catholic charism of the school.

Our achievements in this area include:

- promotion of ecological, sustainability stewardship school wide focus - whole school focus to highlight this area.
- Sustainability Leader working with each year level throughout the year making explicit links to Catholic Social Teaching
- staff were rostered to lead prayer at weekly staff meetings
- teachers creating innovative RE units that include relevant use of LI and SC
- RE displays highlighting religious events featuring children's work
- continued focus of the Religious Education Renewed Curriculum Framework Prep to Year 6
- highlighting of RE through the newsletter
- linking RE to Wellbeing themes
- staff level planning to allow professional dialogue and collaboration
- classroom prayer cloths were created to highlight the theme - Make a difference -Let Your Light Shine
- staff faith day- Catholic Identity Focus - "Spirituality and First Nations Understanding" with Helen Christensen MACS
- completion of ECSI Catholic Identity survey by staff, children and selected parents
- teachers across P-6 completed the Religious Education Pedagogy Teacher Survey
- social justice Initiatives were held throughout the year - raising money for Catholic Social Justice agencies, - Caritas, St Vincent De Paul Winter Appeal, Christmas appeal, Mary MacKillop Today, Yawardani Jan-ga – Equine Assisted Learning (EAL)

- parent/ child sacramental workshops were held online for each of the sacraments, - Confirmation, First Eucharist, Reconciliation parent and child workshops with Maria Forde
- provision of staff professional development enrolment - Australian Catholics, FRG Ministry
- working closely with Social Justice student leaders to promote events throughout the year

### **Value Added**

Parent/ Child Sacramental Workshops, Social Justice Initiatives - raising money for Catholic Social Justice agencies, sacramental celebrations - Reconciliation, Eucharist and Confirmation, Monday Morning Whole School Prayer, Whole School Beginning Year Mass, St Augustine's Feast Day, Family Week Liturgy, Ash Wednesday, classroom prayer celebration, Anzac Day prayer service led by children, Graduation, Remembrance Day Prayer, Christmas and end of year liturgy, Holy Week and Easter Liturgy

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## Learning and Teaching

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### 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 and strengthening Evidence Based Learning practices.

Our achievements in this area include:

- provision of PL for staff focused on the effective use of feedback with students
- teachers and Leaders unpacking data regularly at PLT's and Planning sessions
- teachers providing working writing samples to students
- PL provision focusing on writing (Grammar in Context, Words in Context)
- teachers using enabling and extending prompts in Maths
- use of the Maths Talk strategy for students to explain their Mathematical thinking
- provision of Enrichment for High End Students in the area of Maths -Maths Olympiad / Maths Games/Maths Sport, Yr 3-4 Maths Enrichment Program
- personal learning plans were developed to assist with the monitoring of children with learning needs.
- whole school application of the launch, explore and summarise model in Mathematics observation and feedback sessions in Maths were provided for teachers in the Year 3-6 Area
- teachers involved in Literacy Observation and Feedback sessions in P -2 classrooms
- implementation of the tutoring program to assist students affected by the pandemic
- continued work with the Nationality Consistent Collection of Data (NCCD) to ensure that all students are able to have adjustments made for them in order to access the curriculum
- continuous assessment of all students using varied standardised resources to continue to strengthen our capacity to measure growth

## Student Learning Outcomes

Throughout 2023 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 (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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	396	52%
	Year 5	493	61%
Numeracy	Year 3	407	70%
	Year 5	491	74%
Reading	Year 3	429	74%
	Year 5	515	83%
Spelling	Year 3	397	58%
	Year 5	493	76%
Writing	Year 3	426	86%
	Year 5	490	89%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### 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:

- Respectful Relationships program embedded into 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 (first 3 weeks of the year)
- wellbeing themes each term as a whole school approach -SRC students worked with wellbeing leader to promote themes at assemblies
- celebration of '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 and resources/ information cards given to students
- 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 based on SEL
- social skills sessions run each term focusing on developing friendships, problem solving skills, getting along with others, regulating emotions
- 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
- staff regularly notified of any Child Safe updates at weekly staff meetings

- professional learning provided for staff and advisory board around the new 11 Child Safe standards. Policies and procedures updated to reflect the new standards
- regular updates and Child Safe reminders placed on staff desktop and staff meeting minutes
- reviewing of Child safe policies and procedures- these were regularly reviewed and updated and shared with staff and school community
- mandatory reporting eLearning modules were completed by all staff
- 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
- allocation of a Mental Health leader to further support the wellbeing of students. Ongoing PL and training were provided for this role throughout the year at Melbourne University
- staff meetings/PL allocated to Mental health in Primary schools - this is ongoing
- Life/Puberty Education online family night provided for grade 5-6 students and their families
- Ei Pulse wellbeing check ins online tool provided for our Grade 3-6 students for teachers and wellbeing leader to monitor how students are going and provide support when needed
- Staff professional learning in Child Safety, Mandatory Reporting - including the PROTECT Protocol (Victorian Government) and Reportable Conduct
- First Aid training, including CPR and Anaphylaxis training for all staff
- Individualised support for families provided by the Wellbeing and Learning Diversity Leader
- Program Support Group (PSG) meetings held with parents for students with identified needs
- assessments and support in speech pathology provided by MACS
- continued Kindergarten to Prep and Year 6 to Year 7 transition program

## Value Added

Counseling services, kinder transition program sessions, assessments and support in speech pathology, occupational therapy and psychology services, fortnightly parenting newsletters, Respectful Relationships program, weekly SEL sessions, social skills sessions, wellbeing Ei Pulse check ins



### Student Satisfaction

All Grade 5 and 6 students completed the MACSSIS survey. These groups indicated a high level of student satisfaction. Overall, school positive endorsement for students was at 73%, compared to the MACS average of 64%

Overall strengths identified on the student survey 2023 were:

- Rigorous Expectations -How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance (87% positive)
- Student Teacher Relationships- The strength of the social connection between teachers and students, within and beyond the school (82% positive)
- Catholic Identity -Student perceptions about the Catholic identity of the school (80% positive)

### 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	87.3%
Y02	89.4%
Y03	88.3%
Y04	86.5%
Y05	83.8%
Y06	87.9%
Overall average attendance	87.2%

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## Leadership

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### 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

In the area of Leadership and Management our focus was on continuing to build a culture of shared responsibility.

Our achievements in this area include:

- a focus on Performance & Development & Feedback practices across the school
- formal feedback opportunities provided for teachers to reflect on practice -Writing & Maths focus
- professional learning provision for staff focusing on the importance of feedback facilitated by Helen Butler
- opportunities were provided for staff to Lead PLT's and share best practice
- school building and renovation project
- purchasing of ipads for the junior classes- we now have 1:1 Ipads across the school
- school leaders attended Agile Leadership PL with Simon Breakspear
- leaders working and supporting in classrooms
- curriculum leaders continued to plan collaboratively with teachers during facilitated planning sessions to best meet the learning needs of all students

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Weekly Staff Learning Meetings and Professional Learning Team Meetings</li> <li>• Literacy - Phonics and Grammar in Context, Words in Context PL</li> <li>• Evidence Based Learning PL with Helen Butler</li> <li>• Staff Faith Day</li> <li>• Facilitated Planning with Literacy, Numeracy and RE Leaders</li> <li>• Level 2 First Aid Training</li> <li>• Mandatory Reporting</li> <li>• Emergency Management Warden Training</li> <li>• Anaphylaxis Training</li> <li>• Cyber Safety PL with Inform &amp; Empower</li> <li>• Maths - Monash Research Project (P-2)</li> <li>• Agile Leadership Program</li> </ul>	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$800.00

## Teacher Satisfaction

All staff were invited to complete the MACSSIS survey. Staff data indicated a high level of Staff satisfaction. Overall, school positive endorsement for Staff was at 87%, compared to the MACS average of 67%

Key strength areas identified on the 2023 staff survey were:

**Staff /Leadership Relationships-** Perceptions of the quality of relationships between staff and members of the leadership team (98% positive)

**Collective Efficacy** -Teachers' perceptions that staff at the school have what it takes to improve instruction (98% positive)

**School Climate-** Perceptions of the overall social and learning climate of the school (94% positive)

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	9.1%
Graduate	15.2%
Graduate Certificate	6.1%
Bachelor Degree	42.4%
Advanced Diploma	27.3%
No Qualifications Listed	0.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	19.0
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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 is committed to strengthening parent partnerships. We are committed to promoting active engagement in a range of school activities designed to impact positively on the learning and wellbeing of students and the school as a community centre of learning.

Our achievements in this area include:

- our School Advisory Council and the Parents Auxiliary 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 throughout the year to support students: speech therapists, onphys services, OT Services
- fortnightly newsletters were published to keep parents connected and abreast with key events and information
- whole Schools Masses and Liturgies were reintroduced with a focus on rebuilding community
- whole school Monday morning weekly assemblies were held as a way of gathering and praying together and to recognise and celebrate individual student achievements
- whole school community Carols by Coinda
- Book Week Parade
- sacramental parent/ child workshops were held
- Mother's Day breakfast for our wonderful mums - This was organised by our MOSA dads' group
- Father's Day Breakfast for our amazing dads - This was organised by our Parents Auxiliary
- MOSA community building events were held throughout the year (Family Day, Barefoot Bowls, Paintball, Winery, Golf Day and Country Races)

- PA community building events were held throughout the year (disco, bingo night, colour fun run)

## Parent Satisfaction

Randomly selected parents were invited to complete the MACSSIS survey.

Key strength areas identified on the 2023 Family survey were:

**School Climate:** Families' perceptions of the social and learning climate of the school. (83% positive)

**School Fit:** Families' perceptions of how well a school matches their child's developmental needs. (78% positive)

**Student Safety:** Perceptions of student physical and psychological safety while at school. (72% positive)

**Communication:** The timeliness, frequency, and quality of communication between the school and families. (72% positive)

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.sakeilor.catholic.edu.au](http://www.sakeilor.catholic.edu.au)