



Melbourne Archdiocese
Catholic Schools

2024

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

Registration: 1779, E Number: E1303

Principal's Attestation

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 03 Apr 2025

About this report

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](#).

Governing Authority Report

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

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 11 classrooms, offices, a library, multi-purpose facilities, staffroom, a school hall and a small canteen. The school provides extensive and picturesque play areas with a large oval. The synthetic grass running track and play 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.

The following Specialist Learning Programs are provided for students P-6:

Performing Arts, Physical Education, L.O.T.E - Italian & Technologies

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

At St Augustine's we are committed to:

- using a variety of best practice teaching strategies
- providing feedback to students about their learning
- 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

Principal's Report

The 2024 year began with the school in Review. We welcomed our reviewer in term two after many staff meetings to reflect and review our goals, practices, strengths and challenges over the past four years. The reviewer identified strengths that include a forward-looking school improvement agenda that is contemporary, research informed and relevant to the needs of the students and that we have maintained a focus on improving outcomes in literacy and numeracy. The Review is always a welcome process as we look to continual improvement of our school through collaboration with staff, students and families. We have now discussed and designed our goals and priorities for the next four years.

Our theme for 2024 continued to include, 'Make A Difference'. Added to this for 2024 was the inclusion of, 'See A Need'. During the year we were committed to exploring and learning about Saint Mary MacKillop and her impact on education. This culminated with the staff attending a day at the Mary MacKillop Heritage Centre and participating in a guided pilgrimage through the streets of Melbourne as we visited significant sites where she worked or lived.

We continued to identify the improvement areas for the school by participating in the MACS School Improvement Network Meetings - Vision for Instruction. 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, the Mental Health in Primary Schools program, Respectful Relationships program, and Yr 5 Life/Puberty Education evenings.

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

Our building and renovation program, that began in 2021, was completed this year with the handover of our staff room, teacher planning/resource room and offices. Landscaping and pathways were completed behind the school building with raised garden beds included. The Environment and Sustainability group have taken great delight in planting and harvesting vegetables grown in these garden beds.

This year we held our whole school Art Show. The show was titled: 'Marramarra' - 'make, create, do'. Marramarra is a Wiradjuri word meaning 'make, create, do'. The children created many art pieces using a variety of mediums but with sustainability and recycling as a focus. Many amazing pieces were created from recycled bottle tops and other recycled materials. These were displayed in Cooinda, the schools hall, for viewing by family, dignitaries and the school community.

The year culminating in our annual Carols night in December as we came together to celebrate Christmas and our 2024 year. This evening is a coming together of all our community as we celebrate our faith, community, our children and the year we have had together.

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, ratification of 2025 school fees, participation in the school review and participation in MACSSIS surveys. A focus has also been on the communication modes we use between home and school. During these meetings the Advisory Council audited what we currently have with recommendations on how we could streamline these. The staff also underwent this process. This collaboration resulted in a succinct rubric to explain what the communication modes are, what they are used for and how to use them. Families were then given access to and an explanation of this rubric.

Our Parents Auxiliary (PA) have worked diligently this year and organised a number of events and fundraisers with a focus on community and fundraising. Our PA organised the fathers day breakfast with an overwhelming number of fathers venturing out to the school in the early morning to celebrate with other dads and their children. Likewise our Men Of St Augustine's group (MOSA) organised the mothers day breakfast where our mums came along in the morning for a coffee and croissant and received a flower from their child. Money raised contributed to shade sails over an adventure playground and the landscaping/outdoor learning areas. 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, Clare Kheir, Jacinta Fedoruk, Jodie Velardo, Frances Barone and Claire Broadfoot 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 2024.

Cathy Steere

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

St Augustine's proudly expresses and celebrates its Catholic identity by providing diverse experiences and opportunities that support all to grow in their faith journey. We strive to be a living and authentic school that welcomes all. We are committed to knowing and nurturing our Catholic tradition and welcoming families, staff and the worshipping community on this journey. Education in Faith at St Augustine's offers an invitation to be part of a community that reflects our motto "Grow with God." In 2024 we embedded our theme "See a Need..... Make a difference" to complement our motto. We aim within the curriculum to enhance teacher knowledge and skills through effective planning and professional development which enable students to engage, discern and inquire through the curriculum presented to them. Staff and students are given opportunities to reflect on their faith, pray together, celebrate liturgies, the sacraments and be active in social justice actions. Through the daily interactions among all members of the school community we continue to show our belief and commitment to Faith Education within a contemporary world.

In 2024 nurturing a culture of prayer was a priority for us as a school community. Many opportunities were provided throughout the year for all to participate in whole school liturgies and prayer services: Whole school Monday morning prayer, Staff Meetings and gatherings, Anzac Day prayer service, Remembrance Day prayer service, Holy week liturgy, St Augustine's Feast Day Mass and our end of year Christmas liturgy.

This year we saw a successful implementation of our theme "See a Need... Make a difference" into the life of the school and a strong wellbeing link with our theme. Throughout the year our Student Social Justice leaders ran several Social Justice initiatives raising money for Catholic Social Justice Agencies such as Caritas and St Vincent DePaul. This

year we saw the introduction of support for the Mary MacKillop agency linking this to the charism of St Mary MacKillop and our theme.

A successful Sacrament Program was conducted in Year Three (Reconciliation), Year Four (Eucharist) and Year Six (Confirmation) with Parent/ Child Sacrament workshops being run to support our families and to strengthen parent partnerships. Students were provided with opportunities for student faith formation, through reflection days for students in Years 4 and 6, focusing on the sacraments First Eucharist and Confirmation. Parent/ Child Sacramental workshops were led by three new speakers to the school.

As a school we continued to establish structures that provided opportunities for deep and meaningful teacher planning through facilitated planning with the Religious Education Leader with focus on units of work, relevance and dialogue. Teachers worked alongside our Religious Education Leader to review units in RE and to promote teacher input into the units to be taught, make changes needed, moving forward.

Staff continued the Accreditation process through the provision of ongoing opportunities for professional learning. Staff attended a Faith /Spirituality Day at the Mary MacKillop Heritage Centre.

Evidence of a strong catholic culture within our school community is reflected through high scores in the variables of the Staff Catholic Culture survey.

Value Added

- Our student Leadership team attended St Patrick's Cathedral for Catholic Education week celebrations.
- Displays were used throughout the school to highlight important events throughout the year eg Sacraments, Feasts, Lent, Easter, Christmas.
- Introduction of Mother's Day whole school prayer service led by students from Year 1/2.
- Introduction of Father's Day whole school prayer service led by students from Year Prep.
- Introduction of prayer led by yr 3/4 to begin Grandparents Day.

- Monday Morning Prayer sessions were led by both assigned classes and school leaders.
- A 'How to pray with your child' workshop was introduced for our Prep parents.
- Re introduction of children singing Christmas carols and prayer for the local retirement village.

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 and strengthening Evidence Based Learning practices. Teachers once again had the opportunity to participate in facilitated planning sessions with curriculum leaders. During these sessions, support was provided to teams in crafting and executing a robust program tailored to address the developmental progress of each student.

Through facilitated planning sessions and professional Learning team meetings teachers and leaders began exploring the new V2.0 curriculum. Teachers spent time looking at the descriptors and unpacking what they meant for each of the year levels. The new V2.0 Maths curriculum was implemented and reported on from Prep - Year 6.

Our Leadership Team members engaged with MACS Flourishing Learners Professional Learning. During planning sessions teachers began exploring the new Ochre resources and rich discussions we had around how we could use some of these resources to further enhance our teaching and support student learning. Student agency continued to be a focus with students reflecting on themselves as learners and providing Peer to Peer feedback to assist with learning. Staff engaged in Professional Learning with Helen Butler to unpack the feedback cycle and explore effective strategies to use in the classrooms. Throughout the year teachers engaged in co-teaching, observation and feedback sessions focused on the areas of Literacy and Maths in order to refine and strengthen their practice.

Student Learning Outcomes

Throughout 2024 teachers continuously used data to inform their teaching. Year 3 & 5 students participated in the NAPLAN assessments with pleasing results. Our Yr 3 results were extremely positive with 86.5% of Grade 3 students achieving strong or exceeding results in Reading, 83.8% in Writing and 81.1% in Numeracy. Grade 5 students also

achieved pleasing results although not as strong as Year 3 with 74.3% achieving strong or exceeding results in Reading, and 70.6% in Writing.

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 continue to be offered, providing support for those students identified as being 'at risk' or requiring enrichment.

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

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	414	54%
	Year 5	499	71%
Numeracy	Year 3	429	81%
	Year 5	500	71%
Reading	Year 3	439	87%
	Year 5	492	77%
Spelling	Year 3	400	60%
	Year 5	474	71%
Writing	Year 3	421	84%
	Year 5	474	73%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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.

As a school we have continued to focus on building relationships with our students and establishing safe and welcoming classrooms. The Respectful Relationships program was embedded into weekly planning from PREP-6. In order to enhance their teaching practices teachers engaged in professional learning each term focusing on respectful relationships.

A Peaceful Kids wellbeing program was introduced into the school. Our Wellbeing leader ran small group sessions over a term to help students reduce anxiety. The Student Wellbeing leader was provided with training in this area.

Wellbeing themes were embedded each term as a whole school approach. Our SRC students worked with the Wellbeing Leader to promote these themes at whole school assemblies, celebrating student successes and positive behaviours.

'No Bullying' week was celebrated where students from mixed levels presented information each morning to the school community about '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. Students watched short videos each morning regarding creating a safe school culture and learnt strategies to help deal with bullying.

SEL sessions were allocated to weekly planners. Planning time was also allocated for preparing for this. Staff meetings were allocated to SEL and Student Wellbeing each term and student awards were presented to students at weekly assemblies based on SEL.

Social skills sessions were once again run each term focusing on developing friendships, problem solving skills, getting along with others, regulating emotions

EiPulse wellbeing check ins online tool was used for our Grade 3-6 students for teachers and wellbeing leader to monitor how students are going and provide support when needed.

Our Mental Health leader worked with staff to provide further support for the wellbeing of students. Ongoing PL and training was also provided for this role throughout the year at Melbourne University. Staff meetings/PL were allocated to Mental health in Primary schools - this is ongoing.

A Life/Puberty Education online family night was once again provided for grade 5-6 students and their families. This evening was well attended and the parent feedback was extremely positive.

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. Individualised support for families provided by the Wellbeing and Learning Diversity Leader. Program Support Group (PSG) meetings were held with parents for students with identified needs.

Staff were regularly notified of any Child Safe updates at weekly staff meetings. Professional learning was provided for staff and advisory board around the new 11 Child Safe standards. Staff engaged in professional learning focusing on Child Safety including the PROTECT Protocol (Victorian Government) and Reportable Conduct. Policies and procedures updated to reflect the new standards. Regular updates and Child Safe reminders were placed on the staff desktop and staff meeting agenda. Child safe policies and procedures were regularly reviewed and updated and shared with staff and school community.

Mandatory reporting eLearning modules were completed by all staff. All staff also completed the annual Child Safety refresher training.

A volunteer induction session was held with all new volunteers which outlined the key responsibilities and acceptable behaviours - All volunteers are required to read and sign the school's Child Safety Code of Conduct before entering the school site

First Aid training, including CPR and Anaphylaxis training was provided for all staff. All staff maintain Level 2 First Aid qualifications.

Value Added

- Counseling services
- Kinder transition program sessions
- Assessments and support in speech pathology, occupational therapy and psychology services
- Fortnightly parenting newsletters
- Weekly SEL sessions
- Social skills sessions
- Wellbeing Ei Pulse check ins
- PSG Meetings
- Transition Program

Student Satisfaction

Students in Years 4 - 6 students completed the MACSSIS survey. Key strength areas identified on the 2024 student survey were:

- Rigorous Expectations- 83%
- Catholic Identity - 77%
- Learning Dispositions - 75%
- School teacher/student relationships - 73%

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	86.9
Y02	84.1
Y03	88.7
Y04	86.1
Y05	81.3
Y06	80.3
Overall average attendance	84.6

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

In the area of Leadership and Management our focus was on continuing to build a culture of shared responsibility. We continued to focus on establishing strong observation and feedback practices throughout the school.

An audit tool was used in order to reflect on Performance and Development across the school. All staff engaged in Professional Learning with Helen Butler with a focus on the use of feedback for learning. Teachers were provided with time to reflect on current 'Feedback' practices and to set individual and team goals.

As a school we participated actively in the School Review process. Our school ensured strict adherence to VRQA and Child Safety requirements. Alongside this, we developed a comprehensive School Improvement Plan which will span from 2025 to 2028.

Throughout the year Leaders participated in the MACS Vision for Instruction professional learning days to explore how our practices align with the new research surrounding effective and impactful teaching strategies.

In 2024 the school undertook capital improvement works which included:

Final handover of the staff room and planning/resource room from previous capital works project

- Landscaping and pathways
- Shade sails over an adventure playground
- Increased seating installed around the school
- Lighting upgrades

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>MACS School Improvement Network Meetings - Vision for Instruction.</p> <p>Weekly Staff Learning Meetings and Professional Learning Team Meetings</p> <p>Literacy PL- Participation in the Teach Well Masterclass Series in High Impact instruction.</p> <p>Science of Reading Day for Leaders with Lorraine Hammond. Online Training in Dyslexia and significant Reading Difficulties Course for Intervention Team</p> <p>Evidence Based Learning with Helen Butler</p> <p>Staff Faith Day -Mary MacKillop Heritage Centre</p> <p>Facilitated Planning with Literacy, Numeracy and RE Leaders</p> <p>First Aid Training</p> <p>Mandatory Reporting e-modules</p> <p>Emergency Management Warden Training</p> <p>Anaphylaxis Training</p> <p>Cyber Safety Sessions with Inform & Empower</p> <p>Maths PL- Engaging maths learners and effective teaching practices by Rob Vingerhoets</p> <p>Agile Leadership Program</p> <p>Child Safe Online training modules</p> <p>Network meetings</p> <p>Business administration - ICON training</p>	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

All staff were invited to complete the MACSSIS survey. Key strength areas identified on the 2024 staff survey were:

- Staff /Leadership relationships 98%
- Collective Efficacy 97%
- School Climate 93%

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	6
Graduate Certificate	2
Bachelor Degree	22
Advanced Diploma	9
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	20.43
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	9.72
Indigenous Teaching Staff (Headcount)	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 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.

Throughout the year families were welcomed to be active participants in our school Masses and liturgies. Weekly whole school assemblies allowed us to gather as a community in prayer and for student achievements to be highlighted and celebrated. The high attendance of parents reflects the value they place on these assemblies.

As a school community we gathered under the flagpoles to stop and reflect for Remembrance Day. We had a past student come to play the last post for us with the school then observing a minute's silence. It was a reverent and solemn occasion. Our year 5/6 children wrote poetry about Remembrance Day and how war affects us all.

The Art Show was a highlight of the year, with the combined skills and effort of many people enabling its success. Cooina was transformed into an art gallery where viewers could meander through enjoying the art pieces and live performances.

We celebrated Italian Day. What a 'buonissimo' day it was. The children entered the yard in the morning dressed as the Italian flag, soccer players, Mario brothers, Pinocchio and more. The children all enjoyed the pizza making experience and managed to taste a piece of pizza. Gelato was also provided as a special treat.

As a school we gathered together to celebrate St Augustine's feast day with a Mass led by Fr Peter. After mass our Year 5/6 students prepared and ran tabloid sports activities where all

the children participated in fun games in cross age groupings. 'St Augustine's Got Talent' where students was held in the afternoon session showcasing students musical talents.

Many parents were generous with volunteering their time across the school. This includes helping in the classroom, attending excursions, running events and programs such as the whole school fun run, icypoles, uniform shop and special lunch order days. Our wonderful parents held Mothers Day and Father Day breakfasts and associated stalls to allow children to purchase gifts for their parents.

An Annual Footy Colours Day was held where students were encouraged to wear footy colours or the colours of their favourite sporting team and to bring along a gold coin donation to go towards supporting the 'MacKillop Family Services Equine-Assisted Social and Emotional Learning Centre'.

Our annual Carols by Cooinda evening was once again a huge success. Families brought along a picnic supper or enjoyed the BBQ before settling in to enjoy watching each class perform as they were taken through the Nativity story. On the night families were also invited to donate to the St Vinnies Christmas Appeal on the night by bringing along a new toy to contribute to the toy appeal. The Yr3/4 children also ventured to the local retirement village to sing Christmas carols, hand out handmade Christmas cards and spend time chatting with the residents.

St Augustine's school community has proven to be a welcoming, inclusive school, working to ensure all families are connected and have a strong sense of belonging.

Parent Satisfaction

Randomly selected parents were invited to complete the MACSSIS survey. Key strength areas identified on the 2024 Family survey were:

- School Climate 83%
- School Fit 76%
- Barriers to engagement 76%

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sakeilor.catholic.edu.au