

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Augustine's Parish Primary School
Creswick

2016



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Contact Details

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Minimum Standards Attestation

I, Terry Brennan, attest that St Augustine's Creswick 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

Vision Statement

St. Augustine's is a Catholic Parish Primary School in which children feel a real sense of belonging. Our Catholic School is supportive of and involves parents, parishioners, Canonical Administrator, children and staff.

We provide for the:

Spiritual
Emotional
Social
Academic
Physical
Creative

needs of all children across all of the levels of primary schooling.



School Overview

St Augustine's has a current enrolment of 99 students in Grades P – 6. We provide a contemporary learning environment for students in our care.

Our students are housed in the main school building in classrooms incorporating wide screen televisions linked through apple tv's and all can access a bank of 30 laptops, 30 iPads and a small bank of Apple Laptops. Our Grade 5 and 6 children have their own area which offers a large space for children to engage in personalised learning. This space is equipped with an interactive whiteboard and laptop computers. Teachers collaborate to plan effectively to meet the needs of all in their care.

This year our 4 classes are Prep - Mrs. Maria Grawich (Teacher), Year 1 Miss Miranda Findlay (Teacher), Year Two - Mrs. Melissa Willey (Teacher), and Sarah Prendergast (Teacher), Years 3/4 – Mr. Paul Johns (Teacher) and Year 5/6 Mrs. Celly Csorba (Teacher). Other teaching staff are Mr. Terry Brennan (Principal) and Yuki McCaskill (Japanese Teacher), Warren McCaskill (Visual Arts and Physical Education Support Teacher). Our Integration Aides are Mrs. Nicolle Miller, Mrs. Ginny Crilly, Miss Eloise Lund. The school administration officer is Mrs. Mandy Simpson. Fr. Gary Jones is our Canonical Administrator and Parish Priest.

We offer the following programs to support our students' learning needs:

- Inquiry based learning which includes Science, Civics and Citizenship, Geography, History and The Arts. Our Inquiry also had a focus in 2016 on the themes of Community, Change, Necessity and Curiosity.
- Physical Education
- Visual Arts
- LOTE – Japanese.

Our learning community is supported by various outside agencies including Hepburn Council, local kindergartens, Creswick Arts council, local, our Parish and many other community agencies. We work on developing partnerships, that will benefit our children and our community. We work hard to ensure that students leave St Augustine's well equipped to be 21st century citizens and they are able to work within a variety of paradigms from a strong perspective of faith and values.

Principal's Report

The 2016 school year has been another time of growth for our community.

PARISH - SCHOOL

Fr. Gary Jones, our Parish Priest, has continued his role as a very visible reminder of the person of Jesus to all our students. He is very much a part of our staff, his support, guidance and ministry to the staff and students is very much appreciated. So thank you Fr. Gary for your wonderful support of our school.

STAFF

I wish to acknowledge the tremendous dedication of all staff at St. Augustines who so willingly and ably fulfill their numerous vocational roles. The staff is to be congratulated on their many achievements helping our school to strive to fulfill its mission. The staff's outstanding dedication to the school, to your children and to Catholic education in general is a privilege to witness and to be a part of.

EDUCATIONAL

Our educational testing program has again shown that we are directing our efforts on the right path with all students at St Augustine's making significant progress according to the results undertaken from our testing processes. All staff should be very proud of these achievements, with very pleasing results across all areas.

In 2016, we continued the journey by extending our oral language teaching and learning. Also in 2016 our ICT consultant worked with staff and students for one day a week introducing the new Technology component of the Victorian Curriculum. Our Religious Education program has continued to develop further with teaching staff becoming more comfortable utilising a contemporary pedagogical approach to teaching and learning.

CONCLUSION

As we complete the year we are moving another wonderful group of students ready to face the challenges and joys of starting secondary education, confident that the good name of St Augustines will continue to be realised in these graduating students. The feedback from the various feeder schools has been extremely positive over the years. This gives us the confidence here at St Augustines to keep delivering the quality programs we do. Finally, to all parents, for their support and involvement in the school, thank you very much. As I have previously mentioned we are very fortunate to have such dedicated and positive support from our parent body. I would also like to especially thank your children, for their many unique and special gifts they bring and share in our school.

Governing Authority's Report

It is with a great deal of pride and pleasure, that I present you this report for the 2016 school year.

Our school community forms an integral part of the Parish of St Augustine's Creswick, and to many people it presents the face of the Church on a daily basis. Some families see themselves as very much part of the Catholic School Community, but may not experience the same feeling of acceptance in the wider Parish Community. In this aspect, the school community provides an evangelical role for our Church.

St Augustine's School is a vibrant learning community thanks to the leadership of Terry, assisted by his Deputy, Celly and the Religious Education Co-ordinator, Maria. Our students are so fortunate to be nurtured and supported by wonderful parents and teachers. The Catholic Identity is evident in all that happens within the school and underpins each of the key learning areas. Although my knowledge of curriculum is a little outdated, I feel very comfortable in making comment on the Religious Education Program of the school. In the preparation and the celebration of the Sacrament of Eucharist and Confirmation within the Parish, we are very adequately supported by the school.

The Senior Reconciliation Program, celebrated by the Year Six students in coming weeks, bore evidence of young people with a sound understanding of what it means to live the Catholic faith.

One aspect of my role as Parish Priest which I enjoy immensely, is my involvement in the School Communities. As a member of the School Advisory Board, celebrating Liturgies, visiting classrooms or liaising with staff and parents, gives me great satisfaction and fulfilment in my priestly life.

I thank Terry and the entire school community, students, parents and staff, for their support throughout 2016 and for continuing our mission of forming our young people in the Catholic Faith.

Fr. Gary Jones – Parish Priest

School Advisory Council Report

In my first year as a member of the School Board, I have learned a great deal about the activities and operation within St Augustine's Parish Primary School (PPS). Starting the year, it was very pleasing to see the increased enrolments. This is reward and recognition of the effort put in by school staff, carers and parents. The higher intake also provides greater resourcing to the school.

In 2016 the school invested close to \$50,000 on technology upgrades. This was an important step to help us stay abreast of Information Technology (IT). Students now have greater access to the latest IT equipment to broaden their learning environment. Staff gained access to better equipment which will enhance teaching techniques. The cloud platform also provides increased benefits of knowledge sharing, unified records and an informed environment. A noticeable change in the school grounds was the removal of the aged cypress trees in the rear carpark. This area was complimented with gravel to improve all weather access and new lighting. The changes have greatly improved safety and security.

Recent legislative changes have created the *Victorian Child Safe Standards*. This required St Augustine's PPS to review school policy and existing procedures on child safety. To comply with these changes, new policy and procedures have now been put in place. I believe the school has always demonstrated a safe and respectful environment for our children, but these changes will ensure the best possible environment going forward.

To ensure school fees balance both the needs of the school and accommodate family budgets, the increase in fees for 2017 have been kept to a minimum. As such, an increase in both the Family Fee and the Capital Fee will be necessary for 2017. In my short time on the board, I have gained a valuable insight into how our school operates. I warmly welcome any suggestions from parents/carers or staff on what changes or improvements should be considered for the future.

The Parents and Friends committee have shown great dedication to the cause this year, with a variety of activities and events. A stand out event was the trivia night which was an enjoyable night and well attended by parents/carers, staff and the wider community. The committee also acknowledged the school as it reached the grand milestone of 160 years. It was a wonderful day of celebrations and enjoyed by all. Thank you to Sarah Evans and her team for their hard work and success in holding such events, this fundraising for the school will be put to good use.

All the staff must be commended on their dedicated teaching throughout the year. Not only that, but the effort at school camp, school excursions, school sports and the swim program is fantastic. This is what makes our school so much more. On that note, the Melbourne Zoo excursion (set for next month) is a great inclusion into the event calendar (special thanks to Seona Martin for assisting with the costs of this event from the tuck shop fundraising).

Thank you to Father Gary Jones for supporting the school within the parish life and providing input from the parish community. Thank you to Principal Terry Brennan in directing the school towards further success. Thank you also to Celly Csorba, Narelle Barrett and Sarah Evans in their respective roles on the school board.

To the Grade Six students, thank you for providing guidance to our Foundation class members through the buddy program. I know this experience has enhanced your leadership ability and mentoring skills. As you leave, we wish you all the success in the future.

A final thanks to all of the children who attended St Augustine's PPS this year. It is clear to all that you have enjoyed your time and kept a positive focus on learning. Well done!

Mr Mark Righetti - St. Augustine's School Board President



Catholic School Culture

To renew and enhance the Catholic identity and culture of St. Augustine's School as part of a faith-filled Catholic parish community

Goals & Intended Outcomes

- ❖ *Further build teacher capacity in utilising a contemporary pedagogical approach to learning and teaching in RE*
- ❖ *Provide further opportunities for staff personal faith formation and spiritual development.*

Achievements

- Focus on rich assessment tasks as part of unit planning CEOB support
- Expand the opportunities for students to take action on their learning
- provide opportunities for discussion and P/D in staff meetings
- Examine ECSIP data
- Spiritual development two days for all staff
- provide opportunities for spiritual development in staff meetings

VALUE ADDED

- Class Masses weekly
- Fundraising for Caritas – Project Compassion, Centacare and Catholic Mission
- Year Six Graduation celebrated with a Mass
- Thanksgiving Mass at the end of the school year
- Continuing Professional Development led by REC and CEO Ballarat Staff
- Staff Prayer roster for Staff Meetings
- School Assemblies lead by prayer
- Parish/School Mass for blessing on the new school year and induction of school captains, commitment of school staff
- Religious Education Program – 'Awakenings'
- Celebration of the Sacraments of First Reconciliation, First Eucharist and Confirmation.
- Family evenings for each sacrament, facilitated by Parish Priest and REC.
- Parent workshops have ensured greater participation by families in the preparation of children for sacramental celebrations.
- Academic rigour has been applied to RE lessons.

- Focus on Gospel values which underpin all that we do
- Faith development workshop for all staff
- St Augustine's Feast Day celebrations
- Social action - support of Catholic Mission



Community Engagement

To further strengthen St Augustine's as an inclusive and engaging learning environment that nurtures and sustains strong relationships and partnerships

Goals & Intended Outcomes

- ❖ *When planning inquiry units of work explore ways of making authentic learning links to outside organisations and provide opportunities for students to take action on their learning*

Achievements

- Involve students in the planning process
- Examine the resources available to access through our school community

Parish welcome for new parishioners/school families

Kinder Liaison

Prep Transition Program

Community based links eg. ANZAC , Creswick Arts Group, local experts supporting curriculum etc.

Choral Festivals and other community based performances

Parish Pastoral Council

Fathers' Day Stalls

Mothers' Day Stalls

Parents' and Friends Association and Education Board

Fortnightly Newsletters to all parents.

School Weebly

Parents' and Friends Association newsletter (fortnightly)

PARENT SATISFACTION

The school's parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)

Please find below a sample of student responses to their school experience – the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'My teachers are easy to understand'. Average student response 4.2

'My teachers help me do my best'. Average student response 4.7

'I feel good about being a student at this school'. Average student response 4.7

Please find below a sample of parent responses to their school experience – the scores are on a 1- 7 scale; 1 being a low score – 7 the highest score.

'My child enjoys the learning they do at school'. Average parent response 5.7

'My child is mastering a range of social skills'. Average parent response 5.7

'I feel comfortable about approaching this school with any concerns I might have'. Average parent response 6.3

Leadership & Stewardship

To further develop as a professional learning community which is working cohesively and consistently, towards a shared vision.

Goals & Intended Outcomes

- *Further develop leadership capacity across the school and strengthen the model of distributed leadership aligned with the school's improvement goals*
- *Continue to develop a whole school approach that acknowledges the interrelated areas of wellbeing, learning success and personal growth*

Achievements

- Provided opportunities for staff to work as teams to enhance professional growth and inform planning
- Involved all staff in the development of the next School Improvement Plan and ensure a strategic approach to its implementation through the development of a comprehensive PLT plan *Time allocated through staff meetings*
- Utilised resources of CEOB to build understanding of the role of leadership in driving and monitoring school improvement
 - *Kathie T conducted PLT meetings with a focus on building leadership capacity and mathematics*
- Continued to reflect on the understandings of levels of professional expectation and accountabilities and ensure their implementation
- Provided ongoing professional learning opportunities for staff to share learning from network meetings

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Professional Learning that teachers have been involved with include:
Religious Education – focusing on Planning and moving away from a literal interpretation of scripture.
Technology – Fortnightly PLT's with a focus Robotics and coding
Curriculum – Implementing Unit Hero Program for 21st century learners.
Leadership – Principal, Religious Education Coordinator and the Special Needs Coordinator all attended their various network meetings.
Staff meeting format was modified to allow a professional development session to be presented at each meeting.
Graduate Teacher Program – two staff attended
Japanese conference and program updated
Autism PD
Technology workshops
THRASS PD

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	10
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$800

TEACHER SATISFACTION

The school's annual parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)

Please find below a sample of staff responses to their school experience – the scores are on a 1- 7 scale; 1 being a low score – 7 the highest score.

'Feeling positive at school'. Average staff response 5.4

'Feeling enthusiastic at school'. Average staff response 5.0

The next section the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'Students in this school are encouraged to experience success'. Average staff response 4.5

'Teaching in a Catholic school is very important to me'. Average staff response 4.7

'My personal goals are in agreement with the goals of this school'. Average staff response 4.0

'staff take pride in this school'. Average staff response 3.8



Learning and Teaching

To provide a rigorous contemporary learning environment that challenges and empowers students to grow as passionate and successful learners

To improve student engagement in their learning

To improve student outcomes in Literacy (with a focus on Writing) and Numeracy

Goals & Intended Outcomes

- *Work with CEOB ICT Education Officer to build leadership capacity and staff knowledge of contemporary approaches to learning and teaching around ICT*
- *Embed moderation practices into staff learning opportunities to ensure whole school consistent understanding of student achievement*
- *Strengthen teachers' capacity in the analysis and consistent use of data to inform planning and identify each student's learning point to drive targeted explicit teaching*

Achievements

We have continued to provide a strong focus on using data to inform teaching and learning and this forms the basis of ongoing discussions for staff.

We have also continued to explicitly teach thinking skills in all classes and this has had an immediate effect of children's ability to learn and explore their world more broadly

We will continue to develop this vital area of education.

Professional learning teams have taken a greater focus on personalised learning and using data to inform teaching.

The following initiatives also add depth and variety to our learning and teaching.

Wellbeing Programs:

Resilience Programs

Circle Time Strategy

Student Leadership Program

Senior & Junior School Buddy Program (Better Buddies Program)

Health & Fitness Program:

Athletics Carnival

Swimming Program

Inter School Sports

Senior school Sports Program – Cross Country, Athletics, Swimming

School Camps & Excursions:

School Camp program from Prep to Year Six

Class Excursions Class/School Incursions

Education Programs:

Language Other Than English (LOTE) – Japanese Program

Classroom support initiatives

THRaSS Literacy Program Prep to Year 6

Physical Education Program - Prep to Year-6

Visual Arts Program – Prep to Year 6

Use of Information and Communication Technology (ICT)

Computers in Classrooms

Apple TV's connected to wide screen TV's

30 Laptops – Laptop Trolley

30 Ipads

Student access to email and internet

Wellbeing

To develop confident, responsible, independent and resilient learners equipped to thrive in a contemporary world

Goals & Intended Outcomes

- ❖ *Provide increased opportunities for student decision making in, and ownership of, their learning*
- ❖ *Continue to provide authentic student leadership experiences*

Achievements

- Allocate time before units are taught to add a student voice to the planning process
- Expand the range of involvement that our SRC students have

Student attendance is closely monitored by teaching staff and initial contact with families that are considered excessive are handled by the classroom teachers and those that require further follow are contacted by the school principal in liaison with the school's Canonical Administrator.

VALUE ADDED

Some of the extra curricula activities offered to ensure children develop to their full potential are:

Camp program for prep -6
Regular learning opportunities with local community groups
Excursions/Incursions
School assemblies
Active SRC group
Effective community communication
School focus on Physical Education and zone competitions
Walk/ride to school days
Buddy Program
Student Wellbeing focus at staff meetings
Fortnightly class assembly presentations
Chaplaincy Program
Class Meetings
Drug education
Cyber safety

STUDENT SATISFACTION

The school's parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)

Please find below a sample of student responses to their school experience – the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'I feel good about being a student at this school'. Average student response 4.3

'My friends at school really care about me'. Average student response 4.4

'My teachers listen to what I have to say'. Average student response 4.3

'Staff at this school always care about others'. Average student response 4.4



Child Safe Standards

Goals and Intended Outcomes

To create and maintain a child safe organisation we intended to:

1. *Create strategies to embed an organisational culture of child safety, including through effective leadership arrangements*
2. *Create a child safe policy or statement of commitment to child safety*
3. *Create a code of conduct that establishes clear expectations for appropriate behaviour with children*
4. *Embed screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel*
5. *Create processes for responding to and reporting suspected child abuse*
6. *Create strategies to identify and reduce or remove risks of child abuse*
7. *Create strategies to promote the participation and empowerment of children.*

Achievements

In consultation with all cohorts we have achieved all of the above in a written form and will spend 2017 ensuring all are familiar with expectations and all policies and procedures are part of our daily routines.

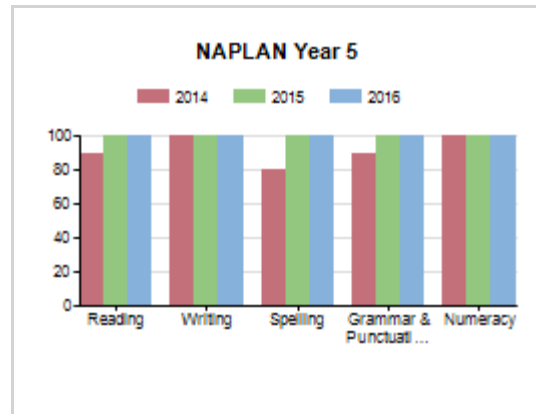
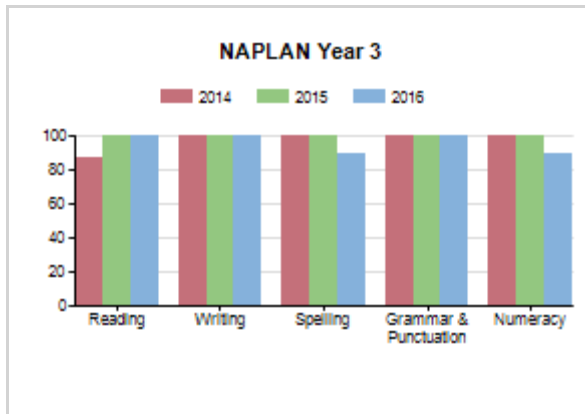
VRQA Compliance Data

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St Augustine's School, Creswick

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	87.5	100.0	12.5	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	90.0	-10.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	90.0	-10.0
YR 05 Reading	90.0	100.0	10.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	80.0	100.0	20.0	100.0	0.0
YR 05 Grammar & Punctuation	90.0	100.0	10.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y03	92.95
Y05	87.07
Y01	91.07
Y06	87.84
Y04	92.72
Y02	94.24
Overall average attendance	90.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.78%

STAFF RETENTION RATE

Staff Retention Rate	87.50%
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TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	0.00%
Certificate Graduate	20.00%
Degree Bachelor	80.00%
Diploma Advanced	40.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	10
FTE Teaching Staff	7.100
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	2.511
Indigenous Teaching Staff	0