



# 2023

## Annual Report to the School Community



### St Augustine's School

119 Napier Street, CRESWICK 3363

Principal: Michael Heenan

Web: [www.sacreswick.catholic.edu.au](http://www.sacreswick.catholic.edu.au)

Registration: 192, E Number: E2012

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## Principal's Attestation

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I, Michael Heenan, attest that St Augustine's 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 09 May 2024

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## About this report

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St Augustine's 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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The Diocese of Ballarat Catholic Education Limited (DOBCEL) governs 52 primary schools, one F – 8 school, and five secondary Colleges, educating around 13,500 students and employing more than 2,200 teachers and staff, from Mildura in the north, Portland in the south, and west to Edenhope and Nhill.

Now in its third year of operation, DOBCEL continues to work diligently to ensure all its schools flourish fully in their mission to provide high-quality, affordable, faith-based education opportunities for students and families in safe, supportive, and secure learning environments, that value diversity and promote cooperation, care, and respect for all.

During 2023, I was fortunate to visit all of our schools as the DOBCEL Board held meetings in different venues across the diocese. The spirit of harmony and sense of community, along with cultures of care for students and staff I experienced, was extremely encouraging. These school visits were also a reminder of the calibre of young people we have in our education system.

The role of school Principal continues to grow in complexity, demanding an increasingly diverse skillset and knowledge base. I am proud and deeply grateful for the exceptional dedication and professionalism of our 58 Principals, who, along with leadership colleagues and staff, work tirelessly to deliver education services for the families and communities they serve.

Enterprise Bargaining Agreement negotiations continued this year, involving staff from schools and human resources teams giving many hours and great effort to the process. Working with the inter-Diocesan bargaining group, DOBCEL continued to support efforts to finalise the Agreement with the Independent Education Union (IEU) as expediently as possible. DOBCEL continues to recognise the extraordinary work of staff in our schools and offices, and the substantial changes to the Agreement are intended to have a positive impact on staff and their workload.

As mandated by the Victorian Registration and Qualifications Authority (VRQA), the development of clear policy and procedural documents continued apace, with schools required to utilise DOBCEL foundational work, yet contextualise documents to suit the specific needs of each school. I express my gratitude to the team at Catholic Education Ballarat, who are both talented and conscientious in delivering this vital work.

During the year we saw the end of an era with the closure of St Brendan's Primary School, Dunnstown. Over 160 years of schooling was celebrated through speeches, laughter, and the sharing of many memories. Pleasingly, we also saw the refurbishment and opening of several new school buildings across the diocese this year.

I continue to be extremely grateful for the ongoing dedication, professionalism, and support of our personnel at Catholic Education Ballarat. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

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## Vision and Mission

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Through Faith, Service, Courage and Compassion we ensure:

- We value our Catholic traditions, symbols and rituals
- A vibrant and inviting learning environment
- We are collaborative and supportive educators

Evidence of student learning impacts on our daily teaching and learning practices

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## School Overview

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St Augustine's is a Catholic co-educational Primary School within the Diocese of Ballarat, located in the historical town of Creswick. The school caters for 124 students from Foundation to Year 6. The school has a proud history of service to the Creswick district dating back over 165 years.

Learning in the context of a Catholic environment is the central purpose of our school. Our school is an integral part of the St Augustine's Parish, and we work very closely with our Parish Priest, Father Justin Driscoll.

Our mission is to ensure a truly Catholic learning community where the integration of faith and life is central to the culture and identity of the school. Our commitment is to engage students in lifelong learning to develop skills of communication, independence and collaborative learning and problem-solving. Regular communication between school and home and shared decision-making in your child's education is valued and encouraged.

The focus of our educational program at St Augustines was to fully implement the body of evidence that underpins The Science of Reading and Science of Learning approach to teaching and learning. There was a deliberate approach to align the teaching and learning with the Science of Learning. Our school programs included the introduction of InitialLit in teaching reading in Prep and the introduction of using the Initialit to teach phonics in Year 1 and 2. A systematic, synthetic approach to the teaching of phonics is used.

The Science of Learning evidence saw each grade from the foundation year to year six begin each lesson with a Daily Review. The Daily Review is one of Barak Rosenshine's Principles of

Instruction used to ensure that knowledge taught is reviewed daily to ensure the information is stored in a student's long term memory. The implementation of Explicit Teaching and using the Science of Reading and Science of Learning as an approach to teaching and learning has had a strong impact on academic achievement across the school.

At St Augustine's you will find a school community with dedicated staff, interested and involved parents, students who are proud of who they are and what they do. I am proud of

the unique educational environment we offer at St Augustine's and our approach with each family is central to our mission.



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## Principal's Report

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This report firstly needs to acknowledge the work and ongoing commitment of the the previous School Principal, Mr. Terry Brennan. Terry has left an immense legacy at St Augustine's, one which fosters a sense of learning, acceptance and compassion. He should be proud of the all his achievements these past years and I wish him all the very best in his retirement.

I am thrilled to present the St Augustine's Creswick Annual Report, highlighting the incredible achievements and milestones of our school community. This year has been filled with remarkable accomplishments, new developments, and a renewed sense of togetherness. It's been somewhat of a whirlwind. Not sure if I am the whirlwind, or just caught in it. It has been an adventure, that's for sure!

We are now beginning to pride ourselves on fostering a culture of academic excellence. Our students have continued to shine brightly, demonstrating their dedication and passion for learning. I am delighted to report that our students have achieved improved academic results across all year levels. Their hard work, perseverance, and the support of our dedicated staff have contributed to this remarkable success.

In line with our commitment to providing a modern and inspiring learning environment, we are excited to share that significant building work has taken place. The new facilities are designed to enhance the educational experience of our students, offering 4 up-to-date new classrooms. These upgrades reflect our ongoing dedication to providing the best possible learning environment for our students.

We have embarked on a journey to transform our curriculum through the Science of Learning pedagogy, with a Social and Emotional Learning approach. This approach combines the latest research in cognitive science, psychology, and education to enhance teaching and learning practices. By integrating evidence-based strategies, we are aim to optimize student engagement, retention, and overall academic performance. We believe that this transformation will empower our students to become lifelong learners and critical thinkers.

We have taken great pride in offering a diverse range of specialist programs to enrich our students' educational journey. Our Art program has encouraged creativity and self-expression, allowing students to explore various artistic mediums and develop their artistic talents. In our new Science program, students engage in hands-on experiments, fostering a love for scientific inquiry and discovery. The Physical Education program promotes a healthy and active lifestyle, instilling lifelong habits of physical well-being. Additionally, our Japanese

language program provides students with the opportunity to develop cultural understanding and language skills.

One of the most heart-warming aspects of this year has been the return of our community to our school site. After a period of distance and separation, we are delighted to have our students, parents, and staff back together, fostering a strong sense of community and belonging. The support and collaboration of our community members have been invaluable in creating a nurturing and inclusive environment for our students. Days such Athletics Carnival, Art Show, St Augustine's Feast Day, Kelly sports, Father's Day Breakfast to name a few have all been terrific experiences.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Strengthen the understanding of the connection between faith and life, to inform and transform our community.

### Achievements

As a school community we prayed and celebrated together at several whole school liturgies throughout the year and weekly at our school assemblies. The prayers at our whole school assemblies were based on the Gospel readings taken from the previous Sunday liturgy. Each class also led assembly once a term and this attendance was linked to the current learning related to the Religious Education investigations that took place at the various class levels.

Formal and informal prayer was used in each classroom. A prayer space is located in each classroom as a central area for prayer. The students also celebrated liturgies of the Word related to their learning in Religious Education, including liturgies that reflected on the events of Holy Week and Easter. As a whole school we celebrated our Feast Day in the form of a liturgy where students were invited to present ideas about what St Augustine's School means to them.

All students displayed a positive attitude towards our school community.

As a staff we prayed together at each staff meeting with all staff members given the opportunity to lead the prayer at these weekly meetings. Sacramental preparation of Reconciliation, Eucharist and Confirmation took place within the classroom/parish program, and all Sacraments were celebrated so that the parents and wider community could be involved in the celebration. At Religious Education staff meetings there was a focus on Catholic Identity, the Sacraments, Social Justice initiatives and the seasons of the Church year.

As a school we are now able to provide regular opportunities to embed consistent and multi-tiered systems of support to enable accessibility of Inquiry Based RE Curriculum. The school now is effectively engaging and participating within the local, School and Parish community, while bridging the gulf between DOBCEL and the School to effectively and collaboratively

achieve success. Developing and empowering our leadership team and their capabilities to lead and support staff in all facets of a Catholic Community. The school is now effectively utilizing 'Awakenings' to enhance the teaching of explicit, engaging and meaningful RE lessons,

## Value Added

The school offers

- Celebrating class liturgies, class Masses and whole school Masses when possible.
- Daily Prayer in the classroom.
- Student led Prayer at weekly whole school assembly.
- School Feast celebration liturgy.
- Year 6 Graduation Mass celebration.
- Praying together as a staff at each staff meeting.
- Staff meetings on Faith Education.
- Opportunities for home and school connections to enhance children's faith and practice Beginning of the Year Picnic
- School Masses
- St Augustine feast day celebration with Parish as a formal whole school/parish community lunch
- Sacramental Program in collaboration with Parish
- Mothers' Day breakfast ,
- Grandparents morning teas,
- Fathers' Day breakfast
- Open Learning morning
- Learning expo's evenings
- Afternoon BBQ's

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## Learning and Teaching

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### Goals & Intended Outcomes

Develop and embed excellence in learning and teaching centred on the student and their academic, social and emotional growth.

### Achievements

Our staff are utilizing a research based methodology in delivering a school wide approach to their teaching to build upon their capability in explicit direct instruction. Staff are now utilizing a 'coach/mentor' approach model. Staff are developing a sense of collaboration in professional relationships with a sense of team approach. Learning and utilizing the highly effective teaching and learning strategies, consistently through F-6, in the Science of Learning pedagogy, utilizing the Shaping Minds Design learning and teaching approaches to align with assessment and evaluation.

Literacy has been the main focus area for improvement and teachers have been supported with ongoing professional learning and a wide variety of evidence-based resources. This has resulted in a shared and consistent understanding amongst staff.

- Evidence-based teaching & learning strategies are clear in the area of literacy, leading to improved student learning outcomes.
- Science of Reading is established in Prep - Year 2 classrooms with the introduction of InitialLit in Prep, Years 1 and 2. These follow a systematic synthetic phonics program and decodable readers are used for the initial stages of reading.
- Introduction of a whole school approach using Daily Reviews based on Barak Rosenshine Principles of Instruction. Daily Reviews occur in vocabulary, phonics, spelling, writing and maths.
- Due to systematic procedures and practices there is a consistent approach between class teachers and learning support officers when meeting the needs of cohorts of students with additional learning needs in literacy.
- Students on Personal Learning Plans received timely updated PLP goals and achievements

Students are now understanding and utilizing the strategy of Science of Learning, especially through 'daily reviews'

### Student Learning Outcomes

- The school has provided a learning intervention specialist teacher.

- The school has provided reading intervention teacher and this appears to have been successful as the results of NAPLAN in the area of reading are close to 100% in Year 5.
- The school is using the Maclit resource for reading intervention
- Trend in data would suggest that our students are achieving at the same rate of like schools, although there is significant room for development, especially in the area of spelling, grammar and punctuation and writing. There needs to be greater attention given to these areas.
- PAT-R & PAT-M has shown continued improvement across all levels with cohort levels on average performing above benchmarks.

<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	431	57%
	Year 5	499	73%
Numeracy	Year 3	403	76%
	Year 5	496	81%
Reading	Year 3	423	76%
	Year 5	528	95%
Spelling	Year 3	385	48%
	Year 5	484	77%
Writing	Year 3	430	88%
	Year 5	475	68%

\*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

Maintain, adhere and uphold a culture of safety, positivity and responsibility that ensures all in the school community are treated with dignity and respect.

### Achievements

- The school exhibits a sense of pride, hospitality, and welcome in building effective relationships based upon a Social and Emotional Well-being approach.
- The school will address the well being of our community and be integral to all that we are/do.
- The staff have completed professional learning in the area of Social and Emotional Wellbeing within the the Respectful Relationship framework.
- For clarity, the school began by focussing on, developing, refining and eventually unpacking an updated and clear Vision Statement. The Student Wellbeing sphere was enveloped within this, with the focus on inclusiveness, learning and community partnerships
- Much focus was given throughout the year to developing relationships and parent engagement with their child's life at school and learning.
- Successful transition was supported by our Year 6 students' involvement in the Primary/Secondary Transition
- Student leadership was an integral part of the weekly School Assembly. Presentation and public speaking skills were developed and enhanced with real time practise.
- Staff knowledge of students with disabilities was enhanced through familiarity with their learning programs. New staff members were given additional support in writing explicit
- Personalised Learning Plans for these students.

### Value Added

- The school has an active student leadership program
- There is a weekly lunchtime Art club
- There is weekly lunchtime ICT Club
- There is a weekly lunchtime Language Japanese Club

- The school participates in 'Big Foot Little Foot' program with surrounding school
- There is an active Camp program from Years 3-6
- The school participates in all VPSSA events.

**Student Satisfaction**

Insight SRC was not completed in 2023

**Student Attendance**

- The roll is taken daily at 9.05am by the classroom teacher and recorded in the 'Simon' attendance information software
- If a child is absent, and parents have not made an 'absent' notification via the Simon parent portal they are contacted by phone, by the Office administrator. This is done on the day of absence at 945am.
- If there is a continual absence (more than one day), the Principal/Classroom Teacher contacts the parents in regards to offering support if required.
- If a child is leaving early, this is also recorded on 'Simon' as an early leaver.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.8%
Y02	88.8%
Y03	88.8%
Y04	89.5%
Y05	90.6%
Y06	90.7%
Overall average attendance	89.7%



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## Leadership

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### Goals & Intended Outcomes

Maintain, adhere to and uphold a culture of safety, positivity and responsibility that ensures all in the school community are treated with dignity and respect.

### Achievements

- Restructuring of POL's (inclusive education)
- Supporting/Mentoring/ Coaching approach to leadership
- Develop and empower our leadership and their capabilities to lead and support staff
- Generate a functional, consistent and collaborative model in supporting the teaching of all students to access the curriculum
- Develop, document and embed an agreed instructional model.
- Developed an agreed set of Learning and Teaching statements across the school
- Professional development readily offered.
- Resource people for relevant learning areas to undertake professional learning that is then shared with the staff as part of PLT and Staff meetings.
- Professional development is linked to the school improvement plan.
- Greater opportunities for people to work in shared roles are in place.
- Weekly Professional Leadership Team meetings for teachers on leadership.
- Structural changes have enabled participation in weekly planning and enhanced communication for level teams.
- Ongoing provision of teaching resources has continually taken place to maintain and update materials.
- Ongoing development of buildings and grounds to promote a safe learning environment.
- A focus on providing hardware, software and professional development for ICT has enhanced learning and improved communication for staff and students

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Professional Learning in 2023 included: <ul style="list-style-type: none"> <li>• The Prep - 2 Teachers Professional Learning in the area of Multi-Lit, Initi-Lit</li> <li>• Whole school approach to the Science of Learning pedagogical approach to learning</li> <li>• Whole school approach to Social and Emotional Learning Curriculum</li> <li>• Critical Conversations (Deputy Principal)</li> <li>• Daily Review in Action (Kevin Burke)</li> <li>• Literacy PL &amp; Webinars in Science of Reading and Science of Writing (Writing Revolution, Daily Reviews &amp; The Writing Rope)</li> <li>• The Science of Learning - Daily reviews</li> <li>• REL Network</li> <li>• Learning &amp; Teaching Networks</li> <li>• Principals Network</li> <li>• Deputy Principals Network</li> <li>• Admin Officers Network</li> <li>• Principals Briefings</li> <li>• Principals Conference</li> <li>• Maths Coaching</li> </ul>	
Number of teachers who participated in PL in 2023	13
Average expenditure per teacher for PL	\$450.00

### **Teacher Satisfaction**

Survey was not completed for 2023, however teachers are identifying and expressing that they are now openly learning more about teaching and learning.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	17.6%
Graduate	0.0%
Graduate Certificate	5.9%
Bachelor Degree	52.9%
Advanced Diploma	23.5%
No Qualifications Listed	0.0%

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	9.7
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	2.5
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Strengthen the understanding of the connection between faith and life, to inform and transform our community. School builds in the capacity to work as one community to become outward facing

### Achievements

- Improved use of a school email for improved communication between school and home.
- Introduction of students to Parent/Teacher interviews.
- Link to School Newsletter on school app
- Meeting with parents termly to discuss Personal Learning Plans, goals and achievements
  
- School Art Show
  
- St Augustine's Feast Day
  
- Parishioners as experts program
  
- Cresfest Festival
  
- ANZAC Parade Participation
  
- Remembrance Day Participation
- Classroom Learning expos.

### Parent Satisfaction

There was no survey conducted in 2023

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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.sacreswick.catholic.edu.au](http://www.sacreswick.catholic.edu.au)