



2024

Annual Report to the School Community



St Augustine's School

119 Napier Street, CRESWICK 3363

Principal: Michael Heenan

Web: www.sacreswick.catholic.edu.au

Registration: 192, E Number: E2012

Principal's Attestation

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 2024 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 25 Feb 2025

About this report

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](#).

Governing Authority Report

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. 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

Vision and Mission

Our School Vision

As a community, inspired by our Catholic faith, to fulfill the potential of every person in our school. We will be curious, optimistic and compassionate, striving to contribute positively to the world

Our School Mission

St Augustine's is a committed Catholic School that encourages open and active dialogue with other religions and philosophical views. Current research guides our operations and practices. We prepare our children for an everchanging world

We Value:

- Respect for the life and dignity of each person
- Justice in our actions and response to others
- Responsibility in our relationships
- Stewardship of the environment

Philosophy

Central to the St Augustine's Primary School, our philosophy is enacted via our day-to-day belief and application of our Vision and Mission Statement with an unequivocal commitment to fostering the dignity, self-esteem and integrity of students and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

School Overview

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.

Principal's Report

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 now 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 look forward to the completion of our new building at the end of 2025.

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 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 coming together as one community. Working in partnership with Parish, Creswick Community Centre and the wider Creswick community has brought about a greater sense of belonging. Our community is much greater connected. The support and collaboration of our community members have been invaluable in creating a nurturing and inclusive environment for our students.

Catholic Identity and Mission

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

Learning and Teaching

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 'bedding in, 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.
- Continued 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 termly updated PLP goals and achievements

Student Learning Outcomes

- As a school we have now achieved an average Naplan score of 507 across the Year 5 Level, these results would indicate that our school is in the highest categories for all Catholic schools in the Ballarat zone

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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	374	31%
	Year 5	504	58%
Numeracy	Year 3	397	38%
	Year 5	504	69%
Reading	Year 3	423	79%
	Year 5	515	71%
Spelling	Year 3	420	69%
	Year 5	512	83%
Writing	Year 3	436	100%
	Year 5	491	69%

*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

- Much focus was given throughout the year to developing relationships and parent engagement with their child's life at school and learning.
- 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
- Successful transition was supported by our Year 6 students' involvement in the 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.

Achievements

- 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.

Value Added

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Student Satisfaction

there was no surveys taken last year

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 9.45am.

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.

Average Student Attendance Rate by Year Level	
Y01	91.6
Y02	90.3
Y03	90.5
Y04	87.8
Y05	86.3
Y06	91.0
Overall average attendance	89.6

Leadership

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

- 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.
- Embedded 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.
- Opportunities for people to work in shared roles are in place.
- Weekly Professional Leadership Team meetings for teachers on leadership.
- Continued the Structural 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

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional Learning in 2024 included: - Whole school Professional Learning as a collaborative with 'Shaping Minds' - The Prep - 2 Teachers Professional Learning in the area of Multi-Lit, Initi-Lit - Whole school approach to the Science of Learning pedagogical approach to learning - Whole school approach to Social and Emotional Learning Curriculum- - Literacy PL & Webinars in Science of Reading and Science of Writing (Writing Revolution, Daily Reviews) The Science of Learning - Daily reviews REL Network Learning & Teaching Networks Principals Network Deputy Principals Network Admin Officers Network Principals Briefings Principals Conference Maths Coaching	
Number of teachers who participated in PL in 2024	14
Average expenditure per teacher for PL	\$470.00

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.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	1
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	3
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	9.86
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.92
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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

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.

Creswick Community Centre volunteer Lunch

Creswicj Community Centre Garden Clab participants

Parent Satisfaction

There was no survey conducted in 2024

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.sacreswick.catholic.edu.au