



2025

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 2025 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 31 Mar 2026

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

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

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 Statements 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 Augustine's 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 InitialLit 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 and is now finished. The new facilities are designed to enhance the educational experience of our students, offering four 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 aim to optimise 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 wellbeing. 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 the Parish, the Creswick Community Centre and the wider Creswick community have brought about a greater sense of belonging - our community is more 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 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. Students 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 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 utilising '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.
- Mother's Day breakfast.
- Grandparents' morning teas.
- Father's Day breakfast.
- Open Learning morning.
- Learning expo's evenings.
- Afternoon BBQs.

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 utilising 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 utilising a 'coach/mentor' approach model. Staff are developing a sense of collaboration in professional relationships with a sense of team approach. Learning and utilising the highly effective teaching and learning strategies, consistently through F-6, in the Science of Learning pedagogy, utilising 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 and 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 embedding 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 500 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 a 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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	441	65%	408	48%
	Year 5	528	82%	516	70%
Numeracy	Year 3	414	63%	406	51%
	Year 5	493	69%	499	69%
Reading	Year 3	448	80%	436	80%
	Year 5	479	65%	497	68%
Spelling	Year 3	417	70%	419	70%
	Year 5	475	65%	494	74%
Writing	Year 3	423	84%	430	92%
	Year 5	492	78%	492	74%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 Wellbeing 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 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 and was an integral part of the weekly School Assembly. Presentation and public speaking skills were developed and enhanced with real time practice.
- 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 a weekly lunchtime ICT Club.

Value Added

- There is a weekly lunchtime Language Japanese Club.
- The school participates in the 'Big Foot Little Foot' program with surrounding schools.
- There is an active camp program from Years 3-6.
- The school participates in all VPSSA events.

Student Satisfaction

There were 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 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	90.27
Y03	90.5
Y04	87.83
Y05	86.27
Y06	91.01
Overall average attendance	89.58

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.
- Embed an agreed set of Learning and Teaching statements across the school.
- Professional development readily offered and is linked to the school improvement plan.
- Resource people for relevant learning areas to undertake professional learning that is then shared with the staff as part of PLT and staff meetings.
- 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 in ICT has enhanced learning and improved communication for staff and students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Whole school Professional Learning collaboration 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 2025	14
Average expenditure per teacher for PL	\$470.00

Teacher Satisfaction

Survey was not completed for 2025, however teachers are identifying and expressing that they are now openly learning more about teaching and learning.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	0
Graduate Certificate	1
Bachelor Degree	13
Advanced Diploma	3
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	11.78
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.33
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.
- Creswick Community Centre Garden Club participants.

Parent Satisfaction

There was no survey conducted in 2025.

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