ANNUAL GENERAL MEETING
reporting on the 2013 School Year

SCHOOL BOARD
OUT OF SCHOOL HOURS CARE
PARENTS & FRIENDS

7.00 pm Monday 17th March 2014
Dominican Building (Staffroom)
SCHOOL BOARD MEMBERS

President Fr Roderick
Chairperson Sharon Henderson
Vice Chairperson Jodie Burk
Treasurer Eric Roden
Principal Josette Charles
Deputy Simon McCullough
APRIM Joyce Mee
Secretary Veronica Cox
Business Manager Liz Polljonker
Staff Representative Anita Pahl
OSHC Representative Shendell Camilleri
Parents & Friends Representative Jodie Burk
Parent Representatives Ron Barnes

OUT OF SCHOOL HOURS CARE

Director Vicki Blackwell
School Board Representative Shendell Camilleri

PARENTS & FRIENDS

Chairperson Olivia Jobson
Vice Chairperson Wendy Barnes
Treasurer Tina Bennett
Secretary Jodie Burk
Staff Representative Simon McCullough
School Board Representative Jodie Burk

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### STAFF

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<th>Role</th>
<th>Name</th>
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<td>Principal</td>
<td>Josette Charles</td>
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<td>Joyce Mee</td>
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<td>Chaplain</td>
<td>Charmaine Gillard</td>
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<td>Parish Sacramental</td>
<td>Louise Svensdotter</td>
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<td>Library</td>
<td>Jill Heuts</td>
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<td>Counsellor</td>
<td>Mel Stockdale</td>
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<td>Special / Adaptive Ed</td>
<td>Linda McEvoy / Mel Stockdale</td>
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<td>Literacy</td>
<td>Colleen Ferguson</td>
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<td>EAL</td>
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<td>Sue Elliott</td>
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<td>Catherine Gardner</td>
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<td>Debra Ricci</td>
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<tr>
<td>(Term 1 &amp; 2 only)</td>
<td>Josie Stroffolino &amp;</td>
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<td></td>
<td>Rachael De Tullio</td>
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<tr>
<td>(Term 3 &amp; 4)</td>
<td>Phillis Johnston</td>
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<td>Year 1</td>
<td>Abbie Heaven</td>
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<td>Kellie Marks</td>
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<td>Janine Meyer / Rachel Spry</td>
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<td>Year 3</td>
<td>Sarah Sbroiavacca</td>
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<td>Juliana Saunders / James Canavan</td>
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<td>Lucy Centofanti</td>
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<td>Year 4</td>
<td>Marnie Moss</td>
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<td>David Maguire</td>
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<td>Year 4/5 (Terms 1-3)</td>
<td>Jessica Hinves &amp;</td>
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<td>Ryan Van Den Brink</td>
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<td>(Term 4)</td>
<td>David Molloy</td>
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<td>Year 7</td>
<td>Sam Benefield</td>
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<td>Kathy Martin</td>
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<td>Nicholas Skewes</td>
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### ADMINISTRATION

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<td>Business Manager</td>
<td>Liz Polljonker</td>
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<td>Finance Officer</td>
<td>Chris Ferrell</td>
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<td>Secretary / WHS</td>
<td>Andrea Brown</td>
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<td>Anthea Dobbin</td>
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<td>Canteen Assistant</td>
<td>Karin Norrie</td>
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<td>Groundsperson</td>
<td>Tony Caridi</td>
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<td>Haydn Lloyd</td>
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<td>Jayden Evans</td>
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2013 Annual General Meeting
FINANCE
Eric Roden
Liz Polljonker
Josette Charles
Simon McCullough
Jodie Burk

BUILDINGS & GROUNDS
Josette Charles
Simon McCullough
Liz Polljonker
Andrea Brown
Tony Caridi
Randy Dalton
Matt Toonen
Les King

CANTEEN
Anthea Dobbin
Karin Norrie
Josette Charles
SRC Reps

WORK HEALTH & SAFETY
Andrea Brown
Josette Charles
Vicki Blackwell
Anita Pahl
Randy Dalton
Kathy Martin
Stephanie Donnarumma
Abbie Heaven

OUT OF SCHOOL HOURS SPORT
James Canavan

SPORTS DAY HOUSES
Team
MacKillop (Light Blue)
Dominic (Yellow)
Joseph (Green)
Thomas (Red)
Captains
Brad C & Broolyn M
Aaron M & Anthony R
Sophia P & Brandon W
Tayla B & Jaedan K

St Augustine’s Parish School
Sports Day Shield
Reception to Year 7
2013 won by
DOMINIC

St Augustine’s Parish School
Spirit Cup
2013 won by
THOMAS
STUDENT LEADERS

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<tr>
<th>7-SB</th>
<th>7-NS</th>
<th>7-KM</th>
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<tbody>
<tr>
<td>Matthew K</td>
<td>Anneliis S</td>
<td>Vasiliki H</td>
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<tr>
<td>Jacob S</td>
<td>Taylah H</td>
<td>Dilandra R</td>
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<td>Amy S</td>
<td>Sreyleak H</td>
<td>Brianna H</td>
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<td>Jennifer N</td>
<td>Luke M</td>
<td>Joseph S</td>
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<td>Aiden C</td>
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STUDENT REPRESENTATIVE COUNCIL

Year 3: Zach M, Josie T, Jaxon J, Lilly C, Amelia C, Corey C, Sofia B
Year 4: Iain M, Claudia A, Nakisha C, Matthew M, Seth D, Kamryn D, Aiden H
Year 5: Ruben C, Holly B, Joshua N, Sophie M
Year 6: Lachlan H, Rogue W, Grace J, Isabella B, Josephine C, Tiarna B
OSHC: Tehlia H
Canteen: Amelia C, Sofia B

School Counsellor: Mel Stockdale
AGENDA

1 Welcome and Apologies
2 Prayer
3 Minutes of 2012 School Board, Out of School Hours Care and Parents & Friends Annual General Meeting (Pages 6-13)

4 School Board
   ☆ Chairperson’s Report (Page 14)
   ☆ Sub-Committees, Representative Groups and Learning Areas reports (Pages 15-25)
   ☆ Treasurer’s Report (Page 26)
   ☆ Budget – 2014 (Pages 27-30)
   ☆ Fees – 2014 (Page 31)

5 Principal’s Report (Pages 32-39)

6 Out of School Hours Care
   ☆ Director’s Report (Page 40)
   ☆ Treasurer’s Report (Page 41)
   ☆ Budget & Fees – 2014 (Page 42)

8 Parents & Friends
   ☆ Chairperson’s Report (Page 43)
   ☆ Treasurer’s Report (Page 44)

9 Elections
   10.1 School Board
       ➢ 4 x 2 year vacancies

10 Blessing
11 Close
MINUTES OF ST AUGUSTINE’S PARISH SCHOOL
ANNUAL GENERAL MEETING for 2012 School Year

SCHOOL BOARD
OUT OF SCHOOL HOURS CARE
PARENTS & FRIENDS

held on Monday 18th March 2013 at 7.00 pm

Les King (Chairperson) opened the meeting at 7.00 pm.

1 Welcome and Apologies
Les welcomed everyone and asked for any apologies.

PRESENT: Les King, Deb Applebee, Josette Charles, Wendy Barnes, Ron Barnes, Randy Dalton, Eric Roden, Anita Pahl, Shendell Camilleri, Andrew Hall, Liz Polljonker, Jodie Burk, Joyce Mee, Tina Bennett, Sharon Henderson, Simon McCullough, Veronica Cox

APOLOGIES: Anne-Maree Carr, Vicki Blackwell, Carole Smith, Danielle Toonen

Included in the 2012 Annual General Meeting booklet:
✦ The 2012 members of the School Board, Out of School Hours Care and Parents & Friends
✦ The 2012 Staff list and the following Committees and members: Finance, Buildings & Grounds, Canteen, OHS&W; Out of School Hours Sport Co-ordinator; Sports Day Houses, Captains, Sports Day Shield and Spirit Cup winners; Student Leaders, Student Representative Council; School Counsellor
✦ AGM Agenda
✦ Minutes of the 2011 AGM – School Board, Out of School Hours Care and Parents & Friends held on 26 March 2012
✦ School Board Chairperson’s Report (including Sub-Committee reports – Buildings & Grounds, Canteen, OHS&W, and school specialist areas – Student Health & Wellbeing, Music/Drama, Physical Education, ICT, Indonesian, Junior Primary, Middle Primary, Middle School, Literacy, Numeracy, Special Education, English as an Additional Language)
✦ School Board Treasurer’s Report, Budget and Fees - 2013
✦ Principal’s Report (including School Performance Information – Professional Engagement, Key Student Outcomes, Satisfaction, Overview – Faith and Spirituality, and Ongoing and Future Development - Class Structure 2013)
✦ Out of School Hours Care Director’s Report (including Playgroup)
✦ Out of School Hours Care Treasurer’s Report, Budget & Fees - 2013
✦ Parents & Friends Chairperson’s Report
✦ Parents & Friends Treasurer’s Report

2 Prayer
Les handed over to Joyce Mee who led the prayer:

Catholic Schools Prayer
Jesus, Good Shepherd,
teach us through Your Spirit to walk Your way of light,
to live Your way of truth and in all things to act with love and compassion.
Help us to come to the Father by knowing You, loving You
and serving You in each other.
May our school be a place of wonder, learning and peace,
where lessons of today prepare us for the challenges of tomorrow.
May your Mother, Mary,
Guide our footsteps as she guided Yours.
This prayer we make in faith.
Amen
Minutes of 2011 Annual General Meeting – School Board, Out of School Hours Care and Parents & Friends

Accepted, with amendment, as a true record of proceedings. Mention of Specialist Area Reports is repeated (page 6).

MOVED: Andrew Hall
SECONDED: Sharon Henderson
All in favour - CARRIED

School Board

4.1 Chairperson’s Report – Les King

See Page 11 of AGM booklet.

Les highlighted:
- The commitment of staff, leadership and School Board – he has appreciated the work by all the members of these groups
- Terry Kluzek’s temporary appointment to the CEO, with Josette Charles and Martin Hayes taking over the roles of Principal and Deputy respectively
- J-rock participation by 108 students and receiving three awards for choreography, costume and creativity – thanks to parents and staff, especially Roger Hughes
- Liturgical Choir under the guidance of Charmaine Gillard – another year of good performances, promoting the school and maintaining our good reputation – well done
- Calvary Hospital visits (choir) and providing artwork – much appreciated by both visitors and the patients
- Congratulations to the Year 7’s on completing their primary education
- Thank you to the School Board members, leadership, staff and volunteers

4.1.1 Building & Grounds (page 12) – Les King

- Thank you to all members of the committee for their time and dedication
- Consolidating the work of the five stages
- A number of minor works – including irrigating the JP Oval, fertilization of both ovals and the completion of the storm drainage south of Siena Hall
- Plus the ongoing 7 year Painting Maintenance Program

4.1.2 Canteen (page 12) – Anthea Dobbin

- Painting
- Benchtops
- Special lunches
- Volunteer help

4.1.3 OHS&W (pages 13-14) – Kathy Martin and Andrea Brown

- 2012 PD
- Committee Meetings
- Incident / Hazard Reporting
- Audits
- Drills
- Policies
- Discussed / Developed / Implemented

4.1.4 Student Health & Wellbeing (pages 14-15) – Mel Stockdale and Charmaine Gillard

- Role of School Counsellor
- Role of Chaplain

4.1.5 Music/Drama (page 16) – Roger Hughes

- Performance visit to St Joseph’s, Payneham
- J-Rock
- School Concert
- Drama curriculum – video and film making, mime, dialogue and current global concerns based work
4.1.6 Physical Education (pages 16-17) – James Canavan

- Sport (Out of School Hours)
  - Cricket
    - Junior, Senior and two Kanga teams in Term 1; continued in Term 4, except for the Senior team who amalgamated with another club
  - Football
    - Three teams in the Saturday Morning Football Competition – Years 2/3, 4/5 and 6/7
    - Years 2/3 and 4/5 teams received new Guernseys – Year 6/7 will be replaced in the next couple of years

- Physical Education lessons
  - Eat Well Be Active project – each class and student looks at their health, activity and ways to be more aware of what we eat and how often we exercise to maintain a good balance
  - Development of a Physical Education Scope and Sequence outlining Sports covered in a two year cycle
  - PE Week – classes planned an activity in year groups

- School Events / Carnivals
  - Included Athletics, Cross Country, Netball, Soccer, Football and Handball

- Budget / Resources
  - Utilised for more JP based equipment
  - Structured Budget for future years to build up and maintain Sport Equipment, including annual expenses, eg SAPSASA affiliation fees, replacement of high use items (tennis balls, cones, etc)
  - Storage containers and equipment to diversify activities is improving but assistance with funds may be required

4.1.7 ICT (pages 17-18) – Jill Heuts and Jessica Hinves

- Services – Jill Heuts
  - In January 2012 our Wireless Infrastructure was installed
  - Purchased banks of Wireless Tablets housed in trolleys for class use
  - Upgraded our three Terminal Servers to provide faster access to ICT services in classrooms

- Position of Responsibility – Jessica Hinves
  - Develop / extend ICT concepts
  - Support teachers to plan ICT programs
  - Establish an ICT curriculum group
  - Ensure the School Development Plan goals are addressed
  - Update and maintain the Intranet
  - Support teachers new to St Augustine’s with our use of ICT
  - Photography course in Term 4 for key gifted students
  - Wiki course offered to staff

4.1.8 Indonesian (pages 18-19) – Sue Elliott

- Fundamental topics such as greetings, number use, family connections and religious celebrations integrate our Indonesian language learning and translation with English literacy
- The new Australian Curriculum promotes developing students’ intercultural understanding.
- This year we have adopted an orphan orang-utan called “Pinky”.

Thank you to everyone for their help, especially in his absence due to ill-health.
4.1.9 Junior Primary (JP) (pages 19-20) – Aimee Papahristos and Stephanie Donnarumma

- New teaching pedagogies and philosophies were explored and implemented – we:
  - set up specific investigation areas
  - made the classroom more children focused
  - introduced inquiry based learning
  - have given the children opportunities to make their own decision regarding their classroom environment
  - provided provocations for children to have the opportunity to wonder and ask questions
- Some curriculum topics covered this year included water, communities, puppets, kitchen chemistry, dinosaurs, mini beasts, festivals around the world, Asian studies and light.
- Excursions / incursions included the Central Market, Adelaide Zoo, Cinema, Harry Bowey Park, SA Museum, visits from the Police, Fire Brigade, OPAL performance and Noises (a bullying program).
- Fortnightly JP assemblies were held where children’s achievements were celebrated.
- Some events were Book Week, Mission Day, Carnevale, St Augustine’s Day, JP Disco, Sports Day, School Concert.
- Programs that cater for individual needs such as Smarties, Minties, Jellybeans, Reading Rocketeers.
- Thank you to the Education Support Officers and our parent volunteers for their support throughout the year.

4.1.10 Middle Primary (MP) (pages 20-21) – Shaun O’Leary

- Explored the use of different classroom layouts, including the use of round tables, to engage students and allow them to work and learn more closely together.
- “You Can Do It” Program Achieve integrated into daily school life, supporting students to build Confidence, Resilience, Persistence, Organisation and Getting Along.
- Excursions included Harry Bowey Reserve, SA Maritime Museum, Victoria Square and the Guide Dog Centre. Incursions included visits by professional sports people and community workers sharing their expertise and knowledge; Footsteps Dance Program and “Aboriginal for a Day”, being two examples.
- MP assemblies were held twice per term in the MacKillop Building.
- Years 4 and 5 students engaged in Negotiated Curriculum Contracts.
- Thank you to all the volunteers for their time and commitment, and the School Board members for their support.

4.1.11 Middle School (MS) (page 21) – Anita Pahl

- Highlights students named in their Graduation Speech included the Retreat at the Grange Surf Life Saving Club, Monarto Zoo, Survivor Day, Sporting Carnivals, a visit to the movies, Sports Day and Mission Day.
- Five class rotational Mathematics was utilised in Term 1 only – teachers found it more educationally viable to keep their own classes for follow up.
- The Australian Curriculum is slowly being introduced into schools and during 2012 Middle School Teachers decided to take on History and Science, as well as English and Mathematics.
- Melbourne trip in Term 3 has allowed us to instigate new and innovative teaching methods.

4.1.12 Literacy (pages 21-23)

- Planning for teaching and learning in English using the Australian Curriculum, Assessment and Reporting Authority (ACARA) Australian Curriculum. Professional Development focused on:
exploring National Assessment Program – Literacy and Numeracy (NAPLAN) overall results and the English based NAPLAN tests, and identifying skills and strategies for students
• examining students’ individual results for strengths and areas for development
• development of a scope and sequence in Grammar, comparing South Australian Curriculum Standards and Accountability (SACSA) outcomes with Australian Curriculum descriptions
• familiarisation with ACARA Achievement Standards and work samples
• devising and using rubrics to guide assessment

• Highlights of the Year:
  • Book Week Parade
  • Literacy and Numeracy Week
  • “Aboriginal for a Day”
  • Premier’s Reading Challenge

• Literacy Adaptive Education programs:
  • Reading Recovery
  • Reading Rocketeers
  • Stepping Stones
  • Rainbow Reading
  • Learning Assistance Program (LAP)

4.1.13 Numeracy (pages 23-24)

• This year our focus for Mathematics has been the continual involvement with the Communities Making a Difference (CMaD) project. This has enabled teachers to work in learning teams and review pedagogy and trial new ways of teaching, which has lead to some whole school approaches when teaching Mathematics.

• We have had Professional Development and learning teams/staff meetings each term to review team goals and share good practice on developing mathematical language, lesson structure – warm up, investigation, sharing/reflection, mental and written computations and integrating ICT.

4.1.14 Special Education (pages 24-26)

• St Augustine’s currently supports over 50 students who meet the Commonwealth Government criteria for funding.

• Special Education programs:
  • Jellybeans (fine motor and gross motor program)
  • Smarties (social/language development play program)
  • Social Resilience Group (Upper Primary social development program)
  • Gardening Group
  • Minties (recess and lunch time supervised indoor play program)
  • Hang Out club (supervised lunch program)
  • Small Group language support groups
  • Small Group Sensory support groups
  • Mentoring program

4.1.15 English as an Additional Language (EAL) (pages 26-27)

• The Commonwealth Government provides funds for EAL for children who speak or understand a language other than English in their home for a reasonably high percentage of the time.

• Currently we have approximately 160 EAL students; 36 who are in the Highest Need Category.

• The EAL teacher:
  • works with small groups of EAL students in the EAL room
  • supports EAL students in the classroom
  • works together with the class teacher to plan a series of lessons
• models explicit literacy teaching strategies of methodologies in the classroom
• assesses the level of the EAL students’ oral or written language
• creates or locates particular literacy resources for teachers or students
• maintains records of EAL students’ progress from Reception to Year 7
• manages the EAL budget
• liaises with the Key Literacy Teacher

Josette - Acknowledged everyone’s contribution, and the very detailed and comprehensive summaries they provided.

4.2 Treasurer’s Report
See Page 28 of AGM booklet.
Eric commented that:
• Paying back our loans $100K for the last two years – another payment has just been approved by the School Board, saving in the vicinity of $200K in interest
• Technology levy increased by 7.1% - still working towards the minimum recommended by the CEO
• Thank you to the Finance Committee and Liz Polljonker for all her work

4.3 Budget – 2013
See Pages 29-32 of AGM booklet.

4.4 Fees – 2013
See Page 33 of AGM booklet.

5 Principal’s Report
See Pages 34-41 of AGM booklet.
Areas covered, including those required under the Schools Assistance Act:
• School Performance Information
  • Professional Engagement, including:
    • Provision of contextual information about the school
    • Staff Attendance
    • Staff Retention
    • Staff Qualifications
    • Workforce Composition, including Indigenous composition
    • Expenditure and Teacher Participate in Professional Learning
  • Key Student Outcomes
  • Student Attendance and Management of Non-Attendance
  • Benchmark Results
    • NAPLAN 2012 data – significant growth compared with last year’s – focus on minimum standards
  • Value Added
    • Programs
    • Catholic Culture
    • Arts
    • Extra Curricular
    • Facilities
  • Satisfaction
    • Parent Satisfaction
• Overview
  • Faith and Spirituality
    • Word: God revealed in Jesus ever present in the Holy Spirit
    • Sacrament
    • Witness
    • Service
• Ongoing and Future Development
  • Class Structure – 2013

• In conclusion:
  • Currently a significant focus in Numeracy and Literacy
  • Positive reputation in supporting children with Special Needs, good facilities,
  • Parent volunteers – a challenge, especially for the Canteen and coaches for
    Saturday morning sport
  • OSHC – quality programs – final rating meeting and exceeding in all standards
  • Teaching programs – always a focus on engaging and ensuring children are
    successful
  • Acknowledge hard work of the teachers and the Curriculum ESO’s, specialist
    staff, the leadership team and especially Terry’s leadership in the first half of the
    year
  • Relationship of the school with the parish
  • Privilege to be a part of this school community

6 Out of School Hours Care

6.1 Director’s / School Board Representative’s Report
See Pages 42-43 of AGM booklet.
• National Quality Framework (replaced Quality Assurance system)
• Quality areas (7) – devised a Quality Improvement Plan
• Early Childhood Services Registration and Standards Board of SA
• My Time My Place
• Staffing
• Professional Development
• Playgroup

6.2 Treasurer’s Report
See Page 44-45 of AGM booklet.
• 2012 summary
• Debtors
• 2013 Budget
• Fees

6.3 OSHC Budget & Fees - 2013
See Page 45 of AGM booklet.

7 Parents & Friends

7.1 Chairperson’s Report
See Pages 46 of AGM booklet.
Fundraising events for 2012:
• Sports Day BBQ and Drink stall
• Easter Raffle
• School Discos
• Woolworths Earn and Learn
• Coles Sports for School
• End of Year Raffle
Other events:
• Morning Tea for the Induction Mornings
• Lunch for World Teachers’ Day
Donations:
• Coffee mugs
• Reggio Emilia resources
• Library Ottoman
• Eskies for Reception to Year 3 classes
Thank you to all the P&F members, your work is valued and appreciated and it has been a pleasure to work with you this year, with special thanks to the P&F Secretary.

7.2 **Treasurer’s Report**  
See Page 47 of AGM booklet.

8 **Elections**

8.1 **School Board**  
Les King declared that there are four positions vacant for an appointment period of two years plus a one year vacancy, and asked Josette Charles to take the chair to preside over the elections.  
Josette thanked the all School Board members, in particular those whose tenures have expired (Ron Barnes, Sharon Henderson, Les King and Kate O’Moore) as well as Deb Applebee, who has resigned after a combined total of 8 years, and advised that one nomination has been received from **Sharon Henderson**.  
Josette then called for any further nominations from the floor:  
- Nominated – Ron Barnes by Wendy Barnes  
- Seconded – Randy Dalton  
- Nominated – Tina Bennett by Sharon Henderson  
- Seconded – Jodie Burk  
No further nominations forthcoming.  
Josette then declared Sharon, Ron and Tina (2 years) elected to the School Board unopposed.  
School Board members for 2013:  
- Eric Roden  
- Randy Dalton  
- Danielle Toonen  
- Sharon Henderson  
- Ron Barnes  
- Tina Bennett  

Plus OSHC rep (Shendell), Staff rep (Anita), P&F rep (Jodie).

Thank you to Deb for her dedication and hard work as Vice Chairperson.  
Thank you to Les in his role as Chairperson and the time and effort he put into being on various committees.  
Thanks also to Cheryne Stansfield and Kate O’Moore.  
Thank you to all the School Board members for their participation on many interview panels.

9 **Blessing/Closing Prayer**  
Josette thanked everyone for their attendance and asked Joyce to close the meeting with a prayer – she invited all to recite ‘The Lord’s Prayer’.

10 **Close**  
Josette closed the meeting at 7.54 pm.
CHAIRPERSON’S REPORT – 2013

As we come to the end of 2013 I am very grateful for the commitment of Staff, Leadership Team and the School Board. As a Board that represents both staff and parents/caregivers, we strongly debate all areas concerning the school community and we strive to give a balanced broad view to assist in the management of the school, to provide the best learning environment. The Board also supports the sub-committees which include Finance, Buildings & Grounds, Canteen, Parents & Friends, Out of School Hours Care and Work Health and Safety. Also during our time on the School Board we review many policies of the School and Out of School Hours Care to ensure they are up-to-date and relevant. I have listed them below:

- Excursions, Outings & Incursions
- Fees
- First Aid
- Incident, Injury, Trauma & Illness
- Infectious Diseases and Infestations
- Leave without Pay
- Managing Conflict Through Mediation
- Medical Conditions & Administering Medications
- Mobile Phones at School
- Nutrition
- Outreach
- Risk Assessment Policy
- School Fees

This year we said farewell to Mr Terry Kluzek. We celebrated Terry’s retirement with a special mass and afternoon tea. The children enjoyed the power point presentation of Terry’s time at the school, especially enjoying a giggle at his book week parade costumes. We took time to thank Terry on his 14 years at the school and reflected on his leadership and dedication in bringing the school into the future with the Master Building Plan. We wish you all the best Terry and hope that you enjoy your retirement.

As I reflect on this year, I also think about the year ahead. In 2014 the school will be celebrating its 60th anniversary. This is an exciting time for the school and embracing the celebrations. A special committee has been set up to organise the festivities and I look forward to being part of that.

I would like to congratulate the Year 7’s in concluding their primary education and may they have the best of luck with their transition to High School and we also welcome all new students for this coming year.

I wish to say a special thank you to the following School Board members for their commitment, dedication and support, for without these people the general operation of the school would be difficult; they are: Jodie Burk (Vice Chairperson), Eric Roden (Treasurer), Veronica Cox (Secretary), Father Roderick (President), Ron Barnes, Shendell Camilleri (OSHC Rep), Randy Dalton, Tina Bennett, Anita Pahl (Staff Rep), Danielle Toonen, Phil Jobson, Lucy Romeo, Joyce Mee, and Liz Polljonker. I would also like to take the opportunity to thank Josette for Acting in the Principal role for the last two years, and would like to wish Simon McCullough all the best for 2014 in his return to St Joseph’s at Ottoway (subsequently advised that he would be Acting Deputy at St Margaret Mary’s School, Croydon Park) and I welcome Georgia Dennis in her role as Principal in 2014.

I would like to thank the Leadership Team, Teachers, Education Support Officers, Anthea Dobbin (Canteen), Tony Caridi (Grounds) and all support staff and volunteers. Without these dedicated people, the task of educating our children would be made that much more difficult. I would also encourage any interested parents/caregivers to join the Board or one of the committees or join the school community as a volunteer.

Best Wishes

Sharon Henderson
Following are reports from the Sub-Committees, Representative Groups and Reference Groups who report to the School Board:

**BUILDINGS & GROUNDS**

*Members: Josette Charles, Simon McCullough, Tony Caridi, Liz Polljonker, Andrea Brown, Randy Dalton, Matt Toonen, Les King*

Thanks to all the members of the Building & Grounds committee who throughout the year have shown their support and commitment to our school. This year we have continued with scheduled work maintenance and the ongoing 7 year painting maintenance program. We have completed numerous projects, such as storage for the cleaners, paving to the drama shed, moving the entrance gate near OSHC AC unit, fly screens installed, spraying and de-cobwebbing of JP toilets, installation of External PA system and security for Admin and Leadership areas.

A new machine has been purchased to replace the Tractor/Roller mower. The school’s new corner LED signage has been approved by Salisbury Council and will be installed sometime in the near future.

Thank you to all the members of the school community for suggestions, contributions and feedback and especially Tony Caridi, our Groundsman, for his support and commitment to the upkeep and maintenance of the school and its grounds.

*Randy Dalton*

**CANTEEN**

*Members: Anthea Dobbin (Manager), Karin Norrie (Assistant), Josette Charles and SRC Members*

The Canteen has had another consistently busy and rewarding year. Unfortunately volunteer help has been an issue but hopefully this will improve next year.

We have recently installed new air-conditioning which will be a great asset on hot days. Once again, the Canteen has offered at least one special lunch each term, catering for at least 420 lunches. These special days are eagerly anticipated by the children.

A special thank you goes to all our volunteers (senior students, parents, grandparents, etc) who very generously give of their time to assist in the smooth operation of the Canteen.

As always your help is greatly appreciated.

Thank you.

*Anthea Dobbin*

**WORK HEALTH & SAFETY (WHS)**

*Members : Josette Charles, Anita Pahl, Randy Dalton, Andrea Brown, Vicki Blackwell, Stephanie Donnarumma, Abbie Heaven and Kathy Martin*

We have achieved significant progress in the management and implementation of WHS programs over the past year. This report outlines the range of activities that have been implemented to improve WHS practices across the school, outlining initiatives that are being implemented to improve our WHS performance, ensuring that we are provide a safe, healthy and clean working environment for our staff.

1. **2013 PD**
   - Staff are encouraged to continually stay abreast of procedures and innovations in WHS. The following sessions were attended by staff.
     a) Asthma
     b) Anaphylaxis

2. **Committee Meetings**
   - Regular meetings were held to discuss WHS issues within the school. The committee met twice a term before school and discussed a wide range of issues.

3. **Incident / Hazard Reporting**
   - Staff are encouraged to report all incidents that occur within the school. These reports provide valuable information that results in improved, safer procedures being put into place. Reports can now be done online, directly to CEO.
4. Audits
   a) School/classroom audits were undertaken twice this year. Staff members work together to complete audits around the school. Staff report any concerns from the checklists, which are dealt with accordingly. This is a good opportunity for staff to look at their work areas with safety in mind.
   b) Site Audits - minor repairs were completed as a result of site audits.
   c) Legislative Audit – document control/overall positive with a few minor recommendations.
   d) Playground Audit - minor repairs required.
   e) Tree Audit – completed and remedial works were performed in December.
5. Drills
   We have had numerous evacuation/lockdown drills this year. Some were planned and some were unscheduled. These drills proceeded smoothly. Staff are asked to provide feedback on the drills. We are continuing to improve procedures for our special needs students.
   A genuine lockdown occurred in Term 4. Due to drills and staff preparedness this was carried out efficiently.
6. Policies
   The staff read and reviewed a number of policies throughout the year.
7. Discussed/Developed/Implemented
   - Middle School ramp ordered and installed.
   - Expanded PA system with cordless microphone to assist with evacuations, etc.
   - General classroom and playground safety.
   - Staff vaccinations.
   - All classrooms were supplied with sanitiser wipes.
   Thank you to the committee for their interest and dedication to the safety and wellbeing of our school community.

   Kathy Martin (WHS Committee Chairperson)
   On behalf of the WHS Committee

STUDENT HEALTH & WELLBEING

The Student Health & Wellbeing Team is made up of the APRIM, School Counsellor and the School Chaplain. In 2013 these roles have been filled by Joyce Mee, Mel Stockdale and Charmaine Gillard and will continue in 2014. Between these three roles St Augustine’s has been fortunate enough to have someone present to meet the social, emotional and behavioural needs of students every day of the week. The Student Health and Wellbeing Team also meet frequently with Linda McEvoy and Colleen Ferguson (Special Education Coordinator and Literacy Co-ordinator) to meet the needs of students with mental and physical disabilities and strong learning needs. The teams work in close partnership with all staff to deliver programs that assist students and their families in times of need and crisis.

Mel Stockdale in her role as School Counsellor
It is my duty to help children in their natural, everyday environment, the school. St Augustine’s Parish School values school counselling as an integral and valuable part of the school environment and wellbeing of students.

Children spend a significant proportion of their time at school therefore it is not surprising that school related issues are a major concern about which students contact the school counsellor. Whether the problem is specifically school-related, such as study pressure, problems with school authority or discipline, or social situations at school, such as peer relationships or bullying, I have no doubt that the classroom and the yard are key forums in which children can learn to be responsible and an effective member of society.

As the School Counsellor I support the developmental and academic needs of children, the needs of parents and the needs of staff. I delivered prevention and intervention services that support the academic, personal, interpersonal and healthy development of all students.

Prevention and intervention services include classroom guidance lessons, individual student planning, staff and parent consultation and school program support.

I strive to empower your child to embrace their full potential and achieve their personal and academic aspirations. I understand that your child has a right to equitable treatment and
access to opportunities and support, therefore will ensure they know what is offered here at St Augustine’s Parish School.

In summary, the role as School Counsellor includes:

- Crisis intervention
- Coping strategies
- Education in understanding self and others
- Peer relationships and effective social skills
- Communication, problem-solving, decision making, and conflict resolution
- Substance abuse education
- Academic support interventions, planning and support (consult with parents)
- Transition planning
- Multicultural/diversity planning
- Designing and implementing a ‘Defeat Bullying’ program (including Cyber Bullying)
- Designing and implementing the Child Protection Curriculum
- Facilitating the Mentoring program
- Supporting the You Can Do It program
- Hosting the Student Representative Council
- Facilitating a grief and loss program titled “Seasons for Growth”
- And much more...

Charmaine Gillard in her role as School Chaplain

- Meets with new students and families to confirm that successful relationships are being formed both with peers and with staff.
- Supports students and parents experiencing difficulties due to separation or divorce.
- Supports students and families during serious illness of a student or a member of their family.
- Gives support to parents who may be struggling with parenting, including referral to outside support agencies.
- Supports students who experience difficulties in the social settings of the school environment, which can lead to negative attitudes that impact on the student’s attitude toward school and the educational setting.
- Supports students and families who are grieving the loss of a loved one.
- Assists families to access support services in times of crisis, such as financial need, homelessness, etc.
- Gives support to Friday morning Masses and uses this as an opportunity to meet with parents who are in attendance.
- Acts as choir trainer to the Liturgical Choir consisting of students in Years 4 & 5. This choir leads the music at all whole school Liturgical Celebrations and at a Parish Mass once each term on a Saturday evening. They also performed at Calvary Central Districts Hospital.

Mel Stockdale (School Counsellor)
Charmaine Gillard (School Chaplain)

**DRAMA/PERFORMANCE**

2013 has proven to be a busy year.

There has been no concert this year, with the focus shifting to our Carols Night.

In Drama this year R-2 focussed on Socialisation Activities, Beginning Dialogue, Sharing Circle, Miming Activities, Creative Movement, Story Telling, Narrative Scripts, Spontaneous Reaction to words and Cartooning.

Years 3-7 were involved in Miming Activities, Miming to Music, Story Mime to Music, Spontaneous Story Telling, Scripted Scenes, Mono and Duologues, Script Writing, Creative Movement, Creative and Social Dance, Movie Making, Video Film Clip, Study of Music in Film and Camera Craft in Film.

We were involved in Wakakirri Story Dance at the Entertainment Centre. 63 students took part in this recreation of the story of Fire; good friend or enemy. Students involved enjoyed the experience and were a credit to themselves and the school. Special thanks to all staff and parents who were instrumental in its success.
The performance group took part in two tours to other schools this year. We went to Gladstone and Jamestown, and Ottoway. They also performed at the school and to their parents. We had a class performance for ANZAC Day at the school to our veterans in the RSL and the Vietnam Veterans Association. This resulted in our being asked to open the Bravest of the Brave exhibition at the John Harvey Gallery.

Roger Hughes

PHYSICAL EDUCATION

2013 Accomplishments in PE at St Augustine’s:

School Sport (Out of School Hours)

There were Junior Cricket and Senior Cricket and one Kanga Cricket team in Term 1. Term 4 we continued with all teams except senior team as the students moved to club cricket. We have now moved to the Tea Tree Gully Zone and are competing against a much stronger and diverse competition. Students have enjoyed the change and new challenge.

We thank the parents who assisted in coaching by volunteering their time to make it possible for the children to participate.

Unfortunately we were unable to fill any teams to represent St Augustine’s in the Saturday Morning Football Competition in 2013. We had coaches readily waiting but student interest and commitment was not there. The School Board has been fantastic to assist with the cost of $160 per coach.

Physical Education (PE) – lessons

Our school is a part of the Eat Well Be Active project, where each class and student looks at their health, activity and ways in which we become more aware of what we eat and how often we exercise to maintain a good balance.

The Eat Well Be Active project was completed in 2013 and our school was presented with a plaque to commemorate its involvement.

I have continued the development of a Physical Education Scope and Sequence outlining Sports covered in a two year cycle (with room for changes if/when other sports become introduced and adequately resourced). We will try and implement more fitness circuits and skills to PE lessons to keep students more active, more engaged and maximise learning.

I am encouraging the development of staff utilising and creating beneficial PE lessons with our facilities and the space we have within the school.

2014 will see the implementation of a scope and sequence to formally assess and monitor students Fundamental Movement Skills. This will impact largely on students’ PE assessment mark as failure to achieve Fundamental Movement Skills will ultimately prevent students from passing the SACSA standard for Year 4 which is currently:

2.1 Confidently performs and repeats movement sequences with control, balance and co-ordination that in turn enhance their ability to plan for and participate in a wide range of physical activities.

Currently South Australia has no formalised Fundamental Movement Assessment tool. I have been working with ACHPER and many other PE teachers in developing an assessment tool that class teachers can access and use to assist the learning of Fundamental Movement Skills. We have been learning these skills through the current process of PE lessons but will now have a better assessment format where students can see what they need to work on and parents can see where their child’s development excels or requires work.

Fundamental Movement Skills are:

- Running
- Two Handed Roll
- Kicking a ball on the ground
- Vertical Jump
- Underarm Throw
- Two Handed Dribble
- One Handed Dribble
- Overarm Throw
- Dodge
- Trapping a kicked ball by foot
- Kicking a ball dropped from the hand (punt kick)
- Forehand Hit
- Two handed Strike

Healthy Active Week (Term 2) – classes planned an activity in year groups in order to raise the awareness of students that PE is a lifelong skill incorporating healthy eating and activity choices. Students are aware that the lesson is about learning and practise and even if it is a
game-like situation, it is not about who wins and loses. Students become thinkers and choose which option and tactics can improve their game play and skills.

**School Events/Carnivals**

We offer many carnivals that students can access over the year – including Athletics, Cross Country, Netball, Soccer, Football and Handball where our students participated to the best of their ability, showing great sportsmanship when competing against other schools.

**Budget/Resources**

Utilised budget for more JP-based equipment for developing throwing, catching, bouncing, hand/eye co-ordination and striking. Structured use of Budget for future years to maintain and build up Sport Equipment stock and knowing what annual expenses we currently have, eg SAPSASA affiliation fees, replacement of high use items (tennis balls, cones, sashes, gator skin balls). Specialist Sport Gear – Volleyballs, Handballs, Footballs, Tennis Racquets, Basketballs and Netballs will be required to make best use of our facilities.

**INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

During 2013, we have upgraded our Computer Lab. We have installed new PC’s in the lab and relocated the "old" lab PC’s to classrooms throughout the school. The use of our bank of Wireless laptops and 2 sets of tablets has supported learning across all year levels. This has been instrumental in increasing student access to ICT resources in a more flexible and targeted manner. This has been especially evident with students working collaboratively in small groups or with Education Support Officers (ESO’s) and Specialist support. In the Resource Centre ICT use has increased, as the flexibility of laptops and tablets has allowed students to work individually or in groups, at tables on the floor, ottomans or chairs with support from myself or the Resource Centre Library Assistant. This has allowed us to support the more gifted students as well as those with special learning needs, in a manner which best suits the student’s individual learning styles. We have begun replacing classroom Wyse terminals with the new generation Wyse terminals which provide better graphics and greater speed of delivery to all users. The purchase of a new Main File Server has increased the speed and reliability for all uses logging on and accessing files.

**Holding the Position of Responsibility in ICT in 2013** I strived to achieve several goals:

- Demonstrate a sound understanding of best practice pedagogies in embedding ICT across Reception to Year 7
- Demonstrate a sound understanding, knowledge and practice of supporting the needs of students and teachers to develop/extend ICT concepts
- Lead, liaise and communicate with teachers and support staff
- Provide teachers, ESO’s and parents with relevant ICT awareness, knowledge, skills and strategies
- Work collaboratively and inclusively within the local and broader community (with programs such as cyber safety involving SAPOL)
- Support teachers as they program and plan ICT programs which engage and meet the individual needs of students
- Support teachers in their classrooms as they implement ICT programs which engage and meet the individual needs of students
- Support teachers as they evaluate and reflect upon the ICT being taught in their classrooms
- Make suggestions for the ICT budget
- Update and maintain both the staff and student Intranet
- Skill teachers in specific programs used at St Augustine’s, e.g. Smart software and hardware such as document scanners, Notebook, Blogs/Wikis and Class Dojo Behaviour Management online tool
- Support teachers new to St Augustine’s with the use of the Intranet and other ICT tools available at our school
- Support students by facilitating website production workshops in Term 3 and 4 utilising tablets, cameras and wikis (including various web tools such as widgets and embeddable content) for key gifted students

*James Canavan*

*Jill Heuts*
Overall it was a productive year. I offered an ‘open door’ policy in regards to ICT help. I was always available and approachable to help and support staff one on one with their ICT questions before and after school. My class were trained to assist other classes with the initial set-up of a class wiki and many classes utilised this service. ICT sessions were offered to staff for a 6-week class wiki course in term 1 and several Class Dojo Professional Development Opportunities. The website production workshops for students were particularly successful. The students thoroughly enjoyed this learning opportunity and produced an impressive website to share with our school community.

Jessica Hinves

INDONESIAN
The Australian Curriculum for Languages is now available on the Australian Curriculum, Assessment and Reporting Authority (ACARA) website for Chinese and Italian. The draft curriculum for Indonesian is being reviewed currently and is expected to be published in 2014. Work sample portfolios will be developed in selected schools across Australia to help interpret the achievement standards from student work.

In the meantime our Indonesian program continues to rely on the developmental sequencing and assessment criteria of the South Australian Curriculum Standards and Accountability (SACSA) Framework for Languages.

Based on fundamental topics such as greetings, number use, family connections and religious celebrations our program connects Indonesian language learning with English literacy and supports knowledge in other subject areas, especially Maths, RE and SOSE.

The new Australian Curriculum promotes students’ intercultural understanding. This involves valuing the variety of backgrounds and languages spoken by our students. This approach gives students the opportunity to make comparisons based on their own experience and understanding as they become familiar with similarities and differences in and between Asian cultures.

Students can join the program at any level, bringing with them understanding of home languages and languages learnt at their former school. Different learning rates, styles and the special needs of individual students are identified and supported in class with additional or alternative learning materials.

The Indonesian program has adopted the orphan orang-utan Pinky for another year. This provides some authentic contact with our nearest Asian neighbour. Our soft toy Pinky and two hand puppet friends Kat Katak the frog and Harry Harimau the tiger have been visiting JP classrooms. Students have been contributing to his travel activity book with report writing and pictures. Pinky has been busy joining in many class activities and gets lots of cuddles.

It is widely recognised we are living in an Asian decade of economic activity and global communication. Our Indonesian program can provide our students with understanding and communication skills that will be relevant and useful for them to engage with our Asian region into the future.

Ibu Sue Elliott

JUNIOR PRIMARY
2013 has been an exciting and rewarding year for the Junior Primary staff and students. We commenced the year with eleven classes and were joined by a Term 2 Reception intake and new Reception class in Term 3.

This year, the Junior Primary teaching staff have continued to explore new teaching pedagogies and philosophies, aimed at engaging learners and catering for different needs within the classroom setting. Professional development has been ongoing with teachers reflecting on how the learning environment, inquiry-based pedagogies and specific strategies can be implemented to support all learners to succeed. The staff have been trained to use the science resources Primary Connections and this program has been used to teach the four strands of science, across all year levels. As part of our school’s commitment to the Communities Making a Difference (CMaD) project, year level teams have focussed on assessment for learning, developing learning intentions and using success criteria during Mathematics lessons. Students have been supported to be confident users of number and to
develop a range of number strategies, through daily practise of number tasks. Restorative Practices have been used allowing teachers to support children in reflecting on their behaviour, considering how their actions impact on others and what they can do to restore damaged relationships. Training in this area will continue in 2014. Some of the curriculum topics that the children have explored this year include healthy eating, the weather, family and personal history, living things, toys, St Augustine, Mary MacKillop, communities, Creation, Living as Jesus Taught Us, Bully Busters and light and sound. Students were given opportunities to work individually, in pairs, small groups and with other classes. This year the teachers ensured that there were opportunities for the children to explore and learn from the outside learning environment.

The Junior Primary children have had a fun filled year with excursions and incursions. These include visiting The Marine Discovery Centre, Peter Coombe Concert, Triskills, Noises, Life Education, OPAL performance and Christmas Craft/ movie night. The children enjoyed practising the songs for the end of year carols performance, where the Nativity story was told. The children attended fortnightly Junior Primary assemblies where we celebrated their achievements and shared their learning. They were also involved in Book Week, Mission Day, Carnevale, St Augustine’s Day, Healthy Be Active Week, Sports Day and Buddy Class activities. Some students have also been involved in programs such as Smarties, Minties, Jellybeans, Language Group, Social skills group, Literacy Intervention and Reading Rocketeers. Such programs cater for the individual needs of students, provide opportunities to practise and revisit classroom learning and allow students to build positive relationships with the Education Support Officers, who go above and beyond their duty. We thank all our parent volunteers who dedicated their time to working with the children this year in the classrooms and on excursions.

I congratulate all of the teachers and students on a wonderful year of learning, friendship and fun!

Kellie Marks
Junior Primary Area Co-ordinator

MIDDLE PRIMARY
This year has been a successful and productive year in Middle Primary. We have had the opportunity to experience round tables in all classroom mixed with traditional square desks. Teachers have found this useful as it provides an opportunity for students to work in group settings and share learning experiences.

We have been working hard to enhance our students’ mathematic skills through the Numeracy Project. We have valued the efforts of Jayne Brown working with us and the students to ensure our maths lessons are engaging, challenge students thinking and use an investigation approach. We have incorporated warm ups into all maths lessons and have begun using the Adrian Dilger warm up program. Teachers have found these warm ups beneficial and a great way to help students developmental computation skills. By having Jayne work in our classroom it has allowed opportunity for teachers to spend more time assisting students who require further support. It has also been great to hear constructive feedback from our lessons as this helps to improve our teaching practise.

Middle Primary has hosted two assemblies each term in the Mackillop Building this year. Our assemblies are an opportunity for classes to share learning tasks that they have been working on in their classrooms. It has also been wonderful to see all the Program Achieve certificates being handed out at our assemblies. Students earn these certificates for achieving skills in one of the Program Achieve areas such as organisation, persistence and getting along. Students also have the opportunity to have their name pulled out of the yard key box if they have helped clean the school environment in anyway. Each assembly two students from each year level are drawn out of the box and win a prize. Our assemblies have attracted parents to attend and be involved in their child’s school journey.

The Year 3 students have been able to participate in four exciting excursions this year. Each term the Year 3 classes have engaged in outings that have linked directly with learning focuses for the term. In Term One we went to the Museum to see the wonderful artefacts that related to our Biological Science unit. In Term Two we took students to the Central Markets in the heart of the city to experience a variety of food from different cultures which linked with
our History unit and also our focus in maths on calculating spending money using addition and subtraction. Term Three we walked to Salisbury Hoyts cinema to watch Smurfs Two which we then used to help us write our own engaging narrative stories. Our final excursion for the year will be in week 7 of Term Four where we head to the Planetarium to engage in a space journey. The Year 4 and 5 classes have also had some exciting excursions to the Art gallery and the Museum. They have also participated in incursions such as ‘Life be in it’ and ‘That Science Guy’.

Our aim in Middle Primary is to engage students in learning by implementing a variety of teaching methods and allowing students to explore their learning type whether it be hands on or visual etc. We have had Ralph Pirozzo hold a session at our school on negotiated curriculum which many Middle Primary teachers attended. This session showed us skills in negotiated curriculum to cater for all learning needs, develop higher order thinking skills and allow student to have input into their learning. Teachers that already used the contracts have found them to be successful and have been enjoyed by students.

I would like to say a big thank you to the Middle Primary team for a wonderful year and all the collaborative work we have done together. I would also like to thank all the volunteers who have assisted our classes throughout the year as all of our excursions would not have been able to happen without their support. I would like to thank the members of the school board for their support and contributions to St Augustine’s Parish School.

Juliana Saunders

Middle Primary Area Co-ordinator

MIDDLE SCHOOL

Learning experiences in Middle School this year have been both educational and enjoyable. Parents and Friends once again supplied pancakes for the whole school on Shrove Tuesday which was much appreciated by all students and teachers. Highlights of the year have been the Year Seven Retreat which was a very spiritual experience for all, thanks to Ms Martin. The venue was at the Grange Surf Life Saving Club which is an ideal setting as the students get to experience the pleasure of being at the beach. Many students have enjoyed participating in the various sporting carnivals and meeting students from other schools.

Book Week came alive with all staff reading stories to various groups and thanks to Colleen Ferguson for organising the day. All children are looking forward to next year to relive the experience. Nearly every student in the school added to the parade by dressing up in costume. Even many of the staff were brave enough to dress up as their favourite character much to the delight of the students.

Wakakirri once again showed the many talents of St Augustine’s students. Carol’s night was a new experience as we sang many new songs much to the enjoyment of the parents.

As Middle School teachers we are very proud of the achievements of all our students and look forward to the challenges of new directions in 2014

Anita Pahl

Middle School Area Co-ordinator

LITERACY

Professional learning:
At the beginning of 2013 all teachers took part in professional learning that focused on improving student achievement. This included knowledge and understanding of how to set learning intentions for literacy lessons and success criteria that would be shared with students to enable a clear understanding of learning requirements and how students would be assessed. During January, 18 teachers and Education Support Officers attended a “Jolly Phonics” training day. All Reception classes implemented “Jolly Phonics” as part of their literacy program in 2013.

Five teachers took part in “Reading to Learn” professional learning which was facilitated by Chris Payne, English as an Additional Language consultant from the Catholic Education Office. The strategies designed to improve reading comprehension were put into practice by these teachers and also shared with the whole staff during staff meetings and literacy
coaching. A group of teacher educators from Universities in Denmark visited St Augustine’s to observe and discuss our experiences and practices in Reading to Learn. Professional Learning in 2013 also consisted of teachers exploring the recently published book “Composing Written Texts”. This resource assists teachers in the teaching of text types, eg narratives, persuasive writing, reports.

**Highlights of the Year:**

**Book Week Parade:** This year the theme was “Read Across the Universe” with some students and staff dressing to the theme as stars, planets and astronauts. Other children and staff came dressed as their favourite book character. The hall was full of excitement, colour and fun as children paraded on the catwalk. Many parents stayed to watch. Book prizes were given for the most creative costume in each class.

**Literacy and Numeracy Week:** To highlight the importance of literacy in our lives, all classes (together with specialist teachers and the leadership team), participated in a three-way book rotation. Groups of children R-7 were engaged in listening to a story and completing a follow-up activity with three different teachers. Staff and children reported that it was a productive, fun and motivating time for all involved, with children making and taking home a range of craft/art work.

**Premier’s Reading Challenge:** St Augustine’s has been involved in the challenge since its launch in 2004. In 2013, 166 students participated from our school. The Challenge is a positive way of encouraging children to discover all the great things about reading. As children read more, they also improve their literacy skills. The Challenge requires students to read 12 books between the beginning of the school year and early September. Children who read 10 or more books over the required quota, received a special certificate.

**Literacy Adaptive Education/intervention programs:** These programs include Reading Recovery, Reading Rocketeers, Rainbow Reading and Stepping Stones. The programs are designed for children who need extra support in literacy and they continue to yield many positive signs of growth in students’ reading and writing ability. Education Support Officers work with teachers and the Literacy Co-ordinator towards making learning engaging, motivating, rewarding and successful for all children.

*Colleen Ferguson*

*Reading Recovery Teacher / Literacy Co-ordinator*

**NUMERACY**

This year our focus for Mathematics has been the continual involvement with the National Partnerships-Improving literacy and Numeracy (NP-ILN) project. This has enabled teachers to work in learning teams, review pedagogy and trial new ways of teaching with a focus on assessment. This has lead to some whole school approaches when teaching Mathematics. We have a whole school focus on developing mathematical language, lesson structure – warm up, investigation/problem solving, sharing/reflection, mental and written computations (Basic skills program) and integrating ICT. For all this to happen we have had Professional Development at the beginning of the year and then learning teams/staff meetings three times a term to review team goals and sharing good practice.

We have implemented new assessment (Assessment for Learning) with the Australian Curriculum as the A-E has changed. Teachers have worked together to moderate work so that teachers are on the same understanding when grading children’s work, we have implemented learning intentions, success criteria, strategic questioning, feedback, self assessment and making formative summative (Assessment for Learning areas) which will continue to be a focus as we develop our understanding on each of the areas within assessment.

We have trialled several different coaching models and at present the current coaching model seems to have the greater success as it enables teachers to set goals for personal growth and then receive support and feedback on what worked well and areas to focus on. It also provided opportunities for discussion on how to support children and differentiate the curriculum for all children to be successful.

The NP-ILN project has enabled some teachers to view good practice in other classrooms. This year has been full of exciting opportunities for both staff and children as we continue to develop the best possible learning environment for the St Augustine’s community.
We have begun trialling the Early Years Numeracy Assessment and explore ways in which it can be used within the classroom. This will be implemented next year and used as a data source to inform teaching and learning.

I have begun working with a group of middle school students, to explore the Lego robotics, which is an amazing resource that we have. I will look at ways in which these can be utilised next year, with guidance/feedback from the students currently involved.

I have begun researching the best way to implement an intervention program with the aim to support students in the area of number in all year levels. The programme is linked to the Australian Curriculum, which include pre and post test with many activities to support children develop in a particular area.

A big thank you to all members of staff for their commitment to change, reviewing current practices and exploring what is going to best suit the learning needs for the children in our care.

Jayne Brown
Numeracy Key Teacher

SPECIAL EDUCATION

Students who meet the Commonwealth Government criteria for funding are supported at St Augustine’s Parish School through the Catholic Education Office’s Special Education funding. St Augustine’s currently supports over 50 students. Resourcing is used flexibly through Adaptive Education support in class, individual support and small group programs. The programs aim to develop language, social, gross and fine motor, as well as academic, skills.

Goals are developed for students in partnership with families and other specialists through the Special Education review process, resulting in Individual Education/Action Plans that clearly document the accommodations that each student requires in order to be successful at school. The programs aim to encourage students to experience success, develop confidence as learners and enable them to access mainstream curriculum.

Special Education programs

Jellybeans (fine motor and gross motor program) is co-ordinated by an Education Support Officer (ESO). The program is planned to develop students’ fine and gross motor skills. Jellybeans students are engaged in a range of activities such as tracing, threading, writing and are also exposed to equipment and activities that help develop skills such as balancing, throwing, hopping, and sensory awareness.

Smarties (social/language development play program) is aimed at Junior Primary students. The Smarties play program is co-ordinated by ESO’s oversee by Special Education Teachers who plan a program which aims to increase students’ self-esteem, social interactions and language skills through thematic play. Students learn how to follow instructions, play by the rules, follow a routine and play with others using educational based toys and activities.

Social Resilience Group (Upper Primary social development program) is a new program introduced in 2012 as an extension of the Smarties program to cater for the Primary students who continue to require support to develop appropriate social skills.

Minties (recess time supervised indoor play program) is a new program introduced in 2012. It is provided five days a week for our students with the most complex social/communication skills and/or Autism who find it difficult to regulate their emotions and play with others in a large area. It is supervised by an ESO and a specialist/leadership team member.

Minties (lunch time supervised play program) is provided for students who have special needs and find it difficult to play in a large area. It offers a safe, nurturing environment and is supervised by ESO’s. It aims to assist students develop social skills and self-esteem. Students also have access to Games Day on Wednesdays. This is a whole school program which enables students to participate in fun activities every Wednesday lunchtime.

Hang Out club (supervised lunch program) each lunchtime catering for older students in Years 4-7 in the computer lab and is supervised by an ESO. Students may log onto computers to play a variety of games. It is a social intervention program that caters for students who experience feelings of volatility in a large outside play area and who may, as a result, exhibit inappropriate behaviour.

Visiting Speech Pathologist
During Term 1 and 2 a Speech Pathologist from Talking Matters attended twice a week to support highlighted Reception, Year 1 and Year 2 students with literacy.
Small Group Language support groups are teacher directed and provide support to students with language disorders. The maximum recommended group size is 6. The aim of the groups is to provide tuition and encourage students to be successful. Students either work on achieving specific literacy goals or complete tasks from the teacher with guidance.

Small Group Sensory support groups cater for those students with Autism Spectrum Disorder who need sensory outlets. Depending on the individuals in the group, the sensory activities may focus on gross motor/deep pressure activities to burn energy, or craft activities involving various tactile materials. These groups also encourage students to build relationships with others.

Mentoring Program: Special Education runs a successful mentoring program which has enabled students with a range of disabilities develop pathways to learning and work. With the help of a mentor (ESO) who has been matched with a child to foster a relationship, the student is able to build on their personal successes and therefore develop self-esteem. The mentor works 1:1 with the student daily for 15 minutes. The mentor encourages the student to set personal learning goals and promote strategies for independent learning.

Mel Stockdale & Linda McEvoy
Special Ed/Adaptive Ed Co-ordinators

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
In all schools across Australia the Commonwealth Government provides funds to establish English as an Additional Language (EAL) Programs for children who are expected to speak or understand a language other than English in their home for a reasonably high percentage of their time. These programs were formerly called English as a Second Language (ESL). The amount of EAL funding that each school receives is dependent upon the number of EAL students with the highest needs, meaning that their skills in speaking, reading, writing and comprehending English fall below a certain level. Each year the EAL teacher assesses the spoken or written English of all the EAL students to determine which students have the highest needs.

In 2013 we had approximately 160 EAL students across the whole school. 38 of those EAL students were in the Highest Need Category, and required the most support from the EAL teacher. The other EAL students had developed their English skills and were considered capable of successfully accessing the school curriculum.

The 2013 funding allocation for St Augustine’s Parish School provided the salary for a qualified EAL teacher for four days per week. The EAL teacher worked with EAL children to build their skills and knowledge in English vocabulary, grammar, listening and reading comprehension, written sentence construction, spelling and punctuation.

The EAL teacher’s duties included:

• working with small groups of EAL students in the EAL room
• supporting EAL students in the classroom to learn the English needed for the tasks
• working together with the class teacher to plan and team-teach a series of lessons
• modelling explicit literacy teaching strategies or methodologies in the classroom
• assessing the level of the EAL students’ oral or written language
• creating or locating particular literacy resources for teachers or students
• maintaining records of EAL students’ progress from Reception to Year 7
• managing the EAL budget
• liaising with the Key Literacy Teacher
• participating in EAL professional development workshops at the CEO

Carol Trebilcock
TREASURER’S REPORT

2013 was another year of consolidation for the school financially. We made one additional repayment of $100,000 to the outstanding loans, leaving a balance of $307,200, a reduction of $206,400, with a targeted finalisation of mid 2016. Outstanding debts at the end of the year were $5,500 higher than in 2012, being 6.1% of amounts invoiced throughout the year. The Trading accounts all performed well; budgets being exceeded in each case with the OSHC facility in particular producing a very solid contribution to the general operating costs of the school.

Budgets

The School Board has approved the 2014 Budget, with due consideration to operational, administrative, development and maintenance costs, and the educational needs of students.

Fee Structure

The fee schedule details for the 2014 Fee Structure and notable changes are:

- Tuition will be increased by 5% to $1,472 in line with the CPI
- Compulsory Loan Levy is increasing by 5% to $231 to assist with capital development costs
- Technology Levy will increase by 7.6% to $242 per student – this increase represents a gradual move towards the minimum Catholic Education Office (CEO) recommended levy of $247 per student
- The Resource Levy has been increased by 5.5% and the Excursion Levy has been increased by $5
- The 24 hour insurance cover has been increased to $14 per student

As this is my final year in this role, I would like to thank all members of the various Leadership Teams, School Boards and Finance Committees for their support and assistance over the last six years. It has been a fulfilling and rewarding experience to be involved in such a significant part of my children’s lives, as well as the St Augustine’s community.

Eric Roden
# BUDGET

St Augustine’s Parish School  
2014

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th><strong>Amount</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private Income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition Fees (Net)</td>
<td>905,280</td>
</tr>
<tr>
<td>Prior Years Fee Collection</td>
<td>30,000</td>
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<tr>
<td>Technology Levy</td>
<td>148,830</td>
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<tr>
<td>Resource Levy</td>
<td>83,025</td>
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<tr>
<td>Excursion Levy</td>
<td>27,675</td>
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<tr>
<td>Booklist Income</td>
<td>27,675</td>
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<tr>
<td>Enrolment Fees</td>
<td>4,000</td>
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<tr>
<td>Interest Income</td>
<td>10,000</td>
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</table>

*Total private income*  **1,236,485**

<table>
<thead>
<tr>
<th><strong>Other Reimbursements</strong></th>
<th><strong>Amount</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Misc Reimbursements (Inc School Card &amp; Student Insurance)</td>
<td>35,250</td>
</tr>
<tr>
<td>CEO-Reimbursement</td>
<td>9,500</td>
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<tr>
<td>Other Income</td>
<td>15,000</td>
</tr>
<tr>
<td>Loan Levy</td>
<td>100,485</td>
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<tr>
<td>Diocesan Capital Levy</td>
<td>10,440</td>
</tr>
<tr>
<td>Misc Salary Reimbursements (inc CMAD, Chaplaincy, CPF &amp; Personal Care)</td>
<td>36,025</td>
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<tr>
<td>Loan Draw Downs Capability</td>
<td>300,000</td>
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</table>

*Total other reimbursements*  **506,700**

<table>
<thead>
<tr>
<th><strong>Grant Income</strong></th>
<th><strong>Amount</strong></th>
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</thead>
<tbody>
<tr>
<td>State Govt</td>
<td>1,421,797</td>
</tr>
<tr>
<td>Additional Special Needs</td>
<td>0</td>
</tr>
<tr>
<td>Federal Govt</td>
<td>2,843,593</td>
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<tr>
<td>Reading Recovery</td>
<td>10,000</td>
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<tr>
<td>Numeracy &amp; Literacy</td>
<td>9,334</td>
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<tr>
<td>Australian Curriculum</td>
<td>0</td>
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<tr>
<td>Behaviour Education</td>
<td>2,000</td>
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<tr>
<td>Indigenous Education</td>
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<tr>
<td>Refugee Funding</td>
<td>5,000</td>
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<tr>
<td>Special Education</td>
<td>132,240</td>
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</table>

*Total Grant income*  **4,423,964**

**TOTAL INCOME**  **6,167,149**
### Expenses

#### Administration Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Fees + Accounting Fees</td>
<td>4,725</td>
</tr>
<tr>
<td>Advertising &amp; Promotion</td>
<td>1,500</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>4,830</td>
</tr>
<tr>
<td>Council Rates</td>
<td>6,566</td>
</tr>
<tr>
<td>Electricity</td>
<td>111,720</td>
</tr>
<tr>
<td>First Aid</td>
<td>5,228</td>
</tr>
<tr>
<td>General Office-Consumables</td>
<td>6,000</td>
</tr>
<tr>
<td>General Office-Equipment</td>
<td>1,000</td>
</tr>
<tr>
<td>Police Clearance</td>
<td>2,100</td>
</tr>
<tr>
<td>Insurance-General</td>
<td>59,500</td>
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<tr>
<td>Loan Interest</td>
<td>20,404</td>
</tr>
<tr>
<td>Money Collection Services</td>
<td>1,512</td>
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<tr>
<td>Photocopy &amp; Paper</td>
<td>38,000</td>
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<tr>
<td>Postage</td>
<td>3,205</td>
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<tr>
<td>Staff Development</td>
<td>25,000</td>
</tr>
<tr>
<td>Telephone</td>
<td>15,000</td>
</tr>
<tr>
<td>Water Rates</td>
<td>52,000</td>
</tr>
<tr>
<td>OHS&amp;W</td>
<td>8,000</td>
</tr>
<tr>
<td>Principal's Allowance</td>
<td>2,000</td>
</tr>
<tr>
<td>Security</td>
<td>5,000</td>
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</tbody>
</table>

**Total Administration Expense** 373,290

#### Board Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Expenses</td>
<td>6,000</td>
</tr>
<tr>
<td>Music</td>
<td>7,000</td>
</tr>
<tr>
<td>Literacy</td>
<td>8,000</td>
</tr>
<tr>
<td>Wakakirri</td>
<td>1,500</td>
</tr>
<tr>
<td>60th Anniversary Committee</td>
<td>10,000</td>
</tr>
<tr>
<td>Concessions - Board</td>
<td>8,000</td>
</tr>
</tbody>
</table>

**Total Board Expense** 40,500

#### Fee Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad Debt Expense</td>
<td>25,000</td>
</tr>
<tr>
<td>Debt Collection</td>
<td>2,000</td>
</tr>
<tr>
<td>Family/Income Based Discount</td>
<td>250,255</td>
</tr>
<tr>
<td>Fee Discount - Early Payments</td>
<td>5,500</td>
</tr>
<tr>
<td>School Card Expense (reimbursed by S/C)</td>
<td>26,640</td>
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**Total Fee Expenses** 309,395

#### Levies

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Long Service Leave</td>
<td>121,453</td>
</tr>
<tr>
<td>Parenting Leave</td>
<td>44,533</td>
</tr>
<tr>
<td>Student Levy</td>
<td>38,125</td>
</tr>
<tr>
<td>School Development Fund</td>
<td>8,610</td>
</tr>
<tr>
<td>Copyright Levy</td>
<td>17,564</td>
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<tr>
<td>Professional Indemnity</td>
<td>3,078</td>
</tr>
<tr>
<td>P&amp;F Levy</td>
<td>2,188</td>
</tr>
<tr>
<td>Archdiocesan Child Protection</td>
<td>9,375</td>
</tr>
<tr>
<td>Catholic Prof Formation Levy</td>
<td>9,148</td>
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<tr>
<td>HRIS</td>
<td>2,736</td>
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<tr>
<td>School Management System</td>
<td>0</td>
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<tr>
<td>Archdiocesan Capital Development Levy</td>
<td>10,440</td>
</tr>
<tr>
<td>Return to Work Rehabilitation Levy</td>
<td>981</td>
</tr>
<tr>
<td>Sick Leave Fund Levy</td>
<td>960</td>
</tr>
<tr>
<td>Emergency Services Levy</td>
<td>949</td>
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</table>

**Total Levies Expense** 270,139
<table>
<thead>
<tr>
<th><strong>Debt Reduction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan Repayments</td>
<td>117,164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main/Capital Works</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>25,000</td>
</tr>
<tr>
<td>Furniture &gt; 1,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Outdoor Furniture</td>
<td>3,000</td>
</tr>
<tr>
<td>Painting</td>
<td>25,778</td>
</tr>
<tr>
<td>Landscaping</td>
<td>5,000</td>
</tr>
<tr>
<td>Maintenance Equipment</td>
<td>8,000</td>
</tr>
<tr>
<td>Building Improvements</td>
<td>20,000</td>
</tr>
<tr>
<td>Outdoor Play</td>
<td>20,000</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>74,860</td>
</tr>
<tr>
<td>Equipment Under Lease</td>
<td>4,800</td>
</tr>
<tr>
<td>Carpet</td>
<td>5,000</td>
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</tbody>
</table>

**Total Capital Works** 195,438

<table>
<thead>
<tr>
<th><strong>Maintenance Expense</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings &amp; Gardens Grounds Maintenance</td>
<td>60,000</td>
</tr>
<tr>
<td>Cleaning - Contractors</td>
<td>67,489</td>
</tr>
<tr>
<td>Cleaning - Materials</td>
<td>6,200</td>
</tr>
<tr>
<td>Waste Disposal</td>
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</tbody>
</table>

**Total Maintenance Expense** 147,864

<table>
<thead>
<tr>
<th><strong>Salaries Expense</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries- Teaching</td>
<td>3,249,941</td>
</tr>
<tr>
<td>Casual Relief &amp; Salaries</td>
<td>71,988</td>
</tr>
<tr>
<td>Salaries- Aides/Ass’s Spec Ed</td>
<td>285,984</td>
</tr>
<tr>
<td>Salaries - Administration &amp; Canteen &amp; Gardens and Grounds</td>
<td>453,715</td>
</tr>
<tr>
<td>Contract Staffing Cost</td>
<td>36,540</td>
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<tr>
<td>Sacramental Co-Ordinator</td>
<td>16,080</td>
</tr>
<tr>
<td>Superannuation</td>
<td>399,582</td>
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<tr>
<td>Workers Comp Insurance 1.6%</td>
<td>65,200</td>
</tr>
</tbody>
</table>

**Total Salaries Expense** 4,579,030

<table>
<thead>
<tr>
<th><strong>Tuition Expense</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Craft</td>
<td>21,525</td>
</tr>
<tr>
<td>Library</td>
<td>10,000</td>
</tr>
<tr>
<td>Curriculum</td>
<td>16,900</td>
</tr>
<tr>
<td>Computing - consumables</td>
<td>16,580</td>
</tr>
<tr>
<td>Computer Maintenance Contract</td>
<td>14,400</td>
</tr>
<tr>
<td>Computer Software &amp; Licensing</td>
<td>20,000</td>
</tr>
<tr>
<td>WAN Running Expenses</td>
<td>25,000</td>
</tr>
<tr>
<td>Excursions</td>
<td>27,675</td>
</tr>
<tr>
<td>Provision for Bible replacement</td>
<td>1,476</td>
</tr>
<tr>
<td>Sports Expenses</td>
<td>3,000</td>
</tr>
<tr>
<td>Booklist Expenses</td>
<td>27,675</td>
</tr>
</tbody>
</table>

**Total Tuition Expense** 184,231

**TOTAL EXPENDITURE** 6,217,049
## Trading Accounts

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Bookshop Income</td>
<td>1,000</td>
</tr>
<tr>
<td>Bookshop Expense</td>
<td>900</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Uniform Shop Trading</td>
<td>95,000</td>
</tr>
<tr>
<td>Uniform Expenses</td>
<td>92,000</td>
</tr>
<tr>
<td></td>
<td><strong>3,000</strong></td>
</tr>
<tr>
<td>Canteen Trading</td>
<td>146,400</td>
</tr>
<tr>
<td>Canteen Expense (Excludes Wages - shown under Admin Salaries) ($62,500)</td>
<td>82,702</td>
</tr>
<tr>
<td></td>
<td><strong>63,698</strong></td>
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<tr>
<td>OSHC Income</td>
<td>398,743</td>
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<tr>
<td>OSHC Operating Expenses (Food, Craft, Excursions)</td>
<td>35,800</td>
</tr>
<tr>
<td>OSHC Salaries, Wages &amp; Superannuation</td>
<td>324,974</td>
</tr>
<tr>
<td>OSHC General Expenses</td>
<td>37,673</td>
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<td></td>
<td><strong>296</strong></td>
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### Estimated closing Bank Balance as at 31/12/13

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated closing Bank Balance as at 31/12/13</td>
<td><strong>1,200,000</strong></td>
</tr>
<tr>
<td>2014 Budgeted Income</td>
<td>6,167,149</td>
</tr>
<tr>
<td>2014 Budgeted Expenditure</td>
<td>6,217,049</td>
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<tr>
<td>2014 Net Surplus/(Deficit) Trading Accounts</td>
<td><strong>67,094</strong></td>
</tr>
<tr>
<td><strong>2014 Budgeted Surplus/(Deficit)</strong></td>
<td><strong>17,194</strong></td>
</tr>
<tr>
<td>Science PD &amp; Resourcing</td>
<td><strong>(5,000)</strong></td>
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<tr>
<td>CEO recommended bank account reserve</td>
<td><strong>(418,124)</strong></td>
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<tr>
<td><strong>Closing Bank Surplus/(Deficit)</strong></td>
<td><strong>794,070</strong></td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>Notional Fee</strong></td>
<td>$1,472.00</td>
</tr>
<tr>
<td><em>(represents 5% increase from $1402 in 2013)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Compulsory Loan Levy</strong></td>
<td>$231.00</td>
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<tr>
<td><strong>Level 3</strong></td>
<td>$2,102.02</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology Levy</strong></td>
<td>$242.00</td>
</tr>
<tr>
<td><strong>Excursion</strong></td>
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</tr>
<tr>
<td><strong>Resource Fee</strong></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>$50.00</td>
</tr>
<tr>
<td>Photocopying</td>
<td>$26.00</td>
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<tr>
<td>Art &amp; Craft</td>
<td>$44.00</td>
</tr>
<tr>
<td>First Aid</td>
<td>$8.50</td>
</tr>
<tr>
<td>Bible Levy</td>
<td>$3.00</td>
</tr>
<tr>
<td>P&amp;F Assoc. Levy</td>
<td>$3.50</td>
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<td><strong>Total Payable</strong></td>
<td>$135.00</td>
</tr>
<tr>
<td><strong>Diocesan Capital Levy</strong></td>
<td>$24.00</td>
</tr>
<tr>
<td><strong>Student Insurance</strong></td>
<td>$14.00</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>$ 2,163.00</strong></td>
</tr>
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</table>
PRINCIPAL’S REPORT

2013 was a year where we were called to celebrate the Year of Grace. We used this to recognise grace moments during the year. We could describe grace moments as events, activities, attitudes or actions that touch our hearts. As a school community we were embraced in this notion and we were blessed to experience many grace moments throughout the year.

As Acting Principal, I present the 2013 Annual School Report to our school community. There is so much that has been achieved in 2013 and much to be celebrated. I thank the dedicated staff, enthusiastic students and generous parents for their continual support in promoting the vision of St Augustine’s. We have had a very busy year and achieved many learning outcomes.

As you would all be aware, we farewelled Mr Terry Kluzek, Principal of St Augustine’s from 1999-2012. We are grateful for his strong leadership throughout these years and the many successful achievements for the school community, student learning and school facilities. We gathered as a whole school community in Term 2 to celebrate with Terry and share our gratitude and blessings. In Term 3, the Director of Catholic Education, Mr Paul Sharkey announced the appointment of our new Principal, Mrs Georgia Dennis. This is an exciting time for our school community.

As a school, we are charged with a great responsibility of creating conditions where the development of ‘truth’ and character can flourish. As a staff and catholic school community, we take great pride in using our school logo and vision as our guide and a reminder to always put children first in every decision we make.

The school year provided many valuable experiences which have stimulated our students, engaging them in learning and personal development in a secure, safe and encouraging learning environment. The St Augustine’s school community continues to support our staff and students in many varied ways which assists aspects of our teaching and learning programs. This encouragement is invaluable and strengthens the home/school partnership in the education of all students.

In 2013 St Augustine’s has continued to work towards a future which frequently presents new initiatives and constant change. The acquisition of knowledge by our students is important, but more importantly the skills, attitudes, risk taking, resilience, optimism, confidence in self and independence are key aspects for contributors for society, as is a happy, well balanced, fulfilled lifestyle. In 2013 we have continued to encourage our students to strive for excellence and aim to reach their full potential based on their uniqueness and individual talents and abilities.

St Augustine’s continues to maintain and further develop educational standards and initiatives in all learning areas which reflect best teaching and learning practices and which cater for the individual needs of students. All that we engage in at St Augustine’s aims to cater for the spiritual, pastoral, educational, physical, social, emotional and cultural needs of all the individual students which parents have entrusted in our care.

This report provides a wealth of information about the successes and achievements of students and staff at St Augustine’s Parish School. It is also available on our school website – www.saps.catholic.edu.au
SCHOOL PERFORMANCE INFORMATION

Professional Engagement

1. Provision of contextual information about the school
St Augustine's Parish School is a Catholic co-educational Reception to Year 7 school that caters for the diverse needs of the families and children in Salisbury and surrounding areas. Our prime aim is to provide a happy, safe and vibrant learning and pastoral environment where our faith is lived and modelled through Christian values and beliefs. Partnership between home and school is therefore essential. Specific programs are in place to support children with learning disabilities/adaptive education, English as an Additional Language learners, and children with social and emotional needs. Our classroom and outdoor learning facilities are outstanding and compliments children’s learning programs. Our teachers pride themselves on the care they provide to children and the quality of their educational programs. Almost all of our enrolments come from family referrals, word of mouth as well as many old scholars. Performing Arts, Indonesian and Physical Education and Health, are speciality areas for children’s learning. We also provide Out of School Hours Care (OSHC) (before/after school and vacation care), Counselling and Chaplaincy support, a healthy Canteen (daily), and offer private instrumental tuition and an extra curricula sports program.

Student enrolments for 2013:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>110</td>
</tr>
<tr>
<td>Year 1</td>
<td>95</td>
</tr>
<tr>
<td>Year 2</td>
<td>77</td>
</tr>
<tr>
<td>Year 3</td>
<td>74</td>
</tr>
<tr>
<td>Year 4</td>
<td>76</td>
</tr>
<tr>
<td>Year 5</td>
<td>63</td>
</tr>
<tr>
<td>Year 6</td>
<td>76</td>
</tr>
<tr>
<td>Year 7</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>636</td>
</tr>
</tbody>
</table>

Number of indigenous enrolments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>1</td>
</tr>
<tr>
<td>Year 1</td>
<td>2</td>
</tr>
<tr>
<td>Year 2</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>2</td>
</tr>
<tr>
<td>Year 5</td>
<td>1</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
</tr>
<tr>
<td>Year 7</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
</tr>
</tbody>
</table>

Percentage of students with disabilities = 7.39%

Social Economic Status (SES) = 87.00

2. Staff Attendance
Teaching staff attendance for 2013 was 82.79%. Our teachers took sick leave, carer’s leave, bereavement leave, family leave and long service leave, as is their entitlement. This was 12.66% below 2013 (95.45%).

3. Staff Retention
In Term 1 2013, 75.61% of our teaching staff was retained from the beginning of the previous program year (76.32%). We celebrate the expertise, talent and commitment that our new staff members bring to the community.

4. Staff Qualifications
The table below indicates the professional qualifications of our staff –

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Bachelor Degree</th>
<th>Diploma</th>
<th>Advanced Diploma</th>
<th>Graduate Diploma</th>
<th>Certificate</th>
<th>Graduate Certificate</th>
<th>Masters Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>36</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

5. Workforce Composition, including Indigenous composition
In 2013, the teaching staff composition was as follows:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>8</td>
</tr>
<tr>
<td>Females</td>
<td>31</td>
</tr>
</tbody>
</table>

Number of teaching staff = 39 with a Full Time Equivalent (FTE) of 35.3
Number of Non-Teaching staff = 36 with a FTE of 14.53 (this figures does not include any additional casual hours)

6. Expenditure and Teacher Participation in Professional Learning. In 2013 teaching staff have engaged in a variety of professional learning activities. There was a wide range of significant professional learning involving the whole school, Year Levels, Learning Areas and individual teaching staff. Our main priorities for 2013 continued to be Australian Curriculum, focusing primarily on Maths, English and Science. We also participated throughout 2013 in Improving Literacy and Numeracy with funding support from the Australian Government. This funding enabled us to continue to employ Mrs Jayne Brown as a Maths Key Teacher(four days a week) to support Maths learning across the school; deepen teachers practice using a coaching model to develop inclusive practices and use evidence based approaches that increase students engagement in Maths learning, and to work with teachers to collaborate on planning, monitoring, assessing and analysing student progress, achievement and needs.

In 2013 $520.20 per teacher was spent on professional learning. This figure does not include the support received from Catholic Education SA, as described above, through their professional development and consultancy services, which is available to all Catholic Education SA schools.

Key Student Outcomes

1. Student Attendance and Management of Non-Attendance
Student attendance was managed and recorded using the DUX (computer) system and from Term 2, the CeSIS (computer) system. Student absence is monitored closely and followed up, as necessary. Parents are encouraged to ring the school’s Absence Notification phone number (8182 7915). The average student attendance rate for our school for 2013 was 92.14% (compared with 92.78% in 2012), a 0.64% increase in absences from the previous year.

Dealing with Non-Attendance of Students
1. Parent rings and tells us of the absence
2. We ask for the student’s name, class and reason for absence
3. Class teachers are informed through email
4. It is cross-referenced with the Absentee List and those names that are not entered into the system are done so by the office.

We ask that parents ring in before 9.30 am with the absentee information. We ask that the teacher have their absentee list completed by 9.15 am.

For long term absences, parents complete an “APPLICATION FOR EXEMPTION FROM SCHOOL ENROLMENT / ATTENDANCE AND EDUCATION ENROLMENT / PARTICIPATION” form informing the school of the absence and the length of the absence.

Unsatisfactory reasons for absences are referred to the Principal via the teacher. The Principal will contact the family.

The Principal will ring Department of Education & Child Development (DECD) officers if attendance is unsatisfactory.

Student attendance by year level:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92.94%</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.84%</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.16%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.20%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.27%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.33%</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.83%</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.55%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92.14%</td>
</tr>
</tbody>
</table>
Destination of Year 7 Students:
- Thomas More College, Trinity College, Salisbury High School, Parafield Gardens High School, St Columba College, Endeavour College, St Michael’s College, Temple Christian College, Our Lady of the Sacred Heart College, Gawler High School, Christian Brothers College, Xavier College, Tyndale Christian School, Roma Mitchell Secondary College, Salisbury East High School

2. 2013 NAPLAN COMPARISON DATA:

The Australian Government requires schools to publish NAPLAN Data Comparison results to their community each year. Please find below tables for each of the Year Levels for 2013 NAPLAN results. We encourage you to read these tables and results while keeping in mind all other relevant information regarding NAPLAN.

- In 2013, there was an improvement in the number of students (100%) achieving the National Minimum standard in Year 3 Writing (above the state and nation)
- In 2013, there was an improvement in the number of students (97%) achieving the National Minimum standard in Year 5 Reading (above the state and nation)
- In 2013, there was an improvement in the number of students (97%) achieving the National Minimum standard in Year 7 Spelling (above the state and nation)
- Numeracy growth (Year 3-5 – 2011-2013) was significantly above the expected state proportions in the Upper Category (by 19%), fewer students (19%) in the middle growth category and equal proportions in the low growth category
- Year 5 Numeracy mean scores have generally shown an upward trend since 2008 (462 in 2013 as compared with 441 in 2008)
- Year 3 Writing mean scores have shown an upward trend since 2011 (372 in 2011 to 406 in 2013)
- Year 5 Reading mean scores have shown an upward trend since 2010 (457 in 2010 to 479 in 2013)

The following benchmarks were achieved:

### NAPLAN 2013 RESULTS

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Prof Band 1 %</th>
<th>Prof Band 2 %</th>
<th>Prof Band 3 %</th>
<th>Prof Band 4 %</th>
<th>Prof Band 5 %</th>
<th>Prof Band 6 %</th>
<th>Prof Band 7 %</th>
<th>Prof Band 8 %</th>
<th>Prof Band &gt;=8%</th>
<th>% Achieved National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>7.2</td>
<td>15.9</td>
<td>26.1</td>
<td>38.2</td>
<td>47.9</td>
<td>56.4</td>
<td>66.7</td>
<td>76.2</td>
<td>86.8</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>7.1</td>
<td>20.1</td>
<td>38.2</td>
<td>56.4</td>
<td>76.2</td>
<td>86.8</td>
<td>93%</td>
<td></td>
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</tr>
<tr>
<td>Spelling</td>
<td>15.5</td>
<td>11.3</td>
<td>23.9</td>
<td>37.8</td>
<td>47.9</td>
<td>56.4</td>
<td>66.7</td>
<td>76.2</td>
<td>86.8</td>
<td>93%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>7</td>
<td>11.3</td>
<td>23.9</td>
<td>37.8</td>
<td>47.9</td>
<td>56.4</td>
<td>66.7</td>
<td>76.2</td>
<td>86.8</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6</td>
<td>25.4</td>
<td>38.2</td>
<td>56.4</td>
<td>76.2</td>
<td>86.8</td>
<td>93%</td>
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<table>
<thead>
<tr>
<th>Aspect</th>
<th>Prof Band 1 %</th>
<th>Prof Band 2 %</th>
<th>Prof Band 3 %</th>
<th>Prof Band 4 %</th>
<th>Prof Band 5 %</th>
<th>Prof Band 6 %</th>
<th>Prof Band 7 %</th>
<th>Prof Band 8 %</th>
<th>Prof Band &gt;=8%</th>
<th>% Achieved National Minimum Standard</th>
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<tbody>
<tr>
<td><strong>YEAR 5</strong></td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1.6</td>
<td>24.6</td>
<td>21.3</td>
<td>14.8</td>
<td>97</td>
<td>93%</td>
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</tr>
<tr>
<td>Writing</td>
<td>18.3</td>
<td>11.7</td>
<td>38.2</td>
<td>13.3</td>
<td>11.7</td>
<td>93%</td>
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<tr>
<td>Spelling</td>
<td>14.8</td>
<td>8.2</td>
<td>36.1</td>
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<td>9.8</td>
<td>84%</td>
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<tr>
<td>Punctuation &amp; Grammar</td>
<td>9.8</td>
<td>21.3</td>
<td>14.8</td>
<td>97</td>
<td>93%</td>
<td></td>
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<tr>
<td>Numeracy</td>
<td>14.8</td>
<td>19.7</td>
<td>24.6</td>
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<td>93%</td>
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<table>
<thead>
<tr>
<th>Aspect</th>
<th>Prof Band 1 %</th>
<th>Prof Band 2 %</th>
<th>Prof Band 3 %</th>
<th>Prof Band 4 %</th>
<th>Prof Band 5 %</th>
<th>Prof Band 6 %</th>
<th>Prof Band 7 %</th>
<th>Prof Band 8 %</th>
<th>Prof Band &gt;=8%</th>
<th>% Achieved National Minimum Standard</th>
</tr>
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<tbody>
<tr>
<td><strong>YEAR 7</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>12.9</td>
<td>14.5</td>
<td>37.1</td>
<td>19.4</td>
<td>11.3</td>
<td>97%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>16.4</td>
<td>29.5</td>
<td>29.5</td>
<td>13.1</td>
<td>8</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>1.6</td>
<td>17.7</td>
<td>14.5</td>
<td>22.6</td>
<td>11.7</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>25.8</td>
<td>17.7</td>
<td>14.5</td>
<td>22.6</td>
<td>11.7</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>11.1</td>
<td>22.2</td>
<td>34.9</td>
<td>19</td>
<td>6.3</td>
<td>87%</td>
<td></td>
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</tbody>
</table>

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2013 ANNUAL GENERAL MEETING

35
In 2014 our teachers will use the data from the National Literacy and Numeracy (NAPLAN) testing to design learning programs which we hope will further support all of our children, wherever they may be on their learning journey.

3. Value Added

We provide a number of activities to enrich the lives of our students:

**Programs**: Adaptive and Special Education, Enrichment/Special Interest activities (eg buddy class programs), Reading Recovery, Rainbow Reading, Reading Rocketeers, National Tree Planting Day, Book Week, Out of Schools Hours Care, Student Leaders, SRC and a School Counsellor.

**Catholic Culture**: Liturgies, Masses, Retreats, Parish Sacramental Program, Shrove Tuesday, Project Compassion, Caritas project, School Walkathon, Father’s Day Breakfast, St Augustine’s Feast Day celebrations, Mission Day, Social Justice Groups

**Arts**: J Rock, drama performances throughout the year, Junior Choir attended Calvary Hospital and sang at their liturgies and significant celebrations for their community, Indigenous Immersion, School Concert (biennial), Yr 3 Recorder Program, private instrumental program - piano

**Extra Curricular**: Sporting activities and tournaments – Saturday cricket, football and netball; swimming, netball, soccer, football, handball, touch, cross country and athletics carnivals

**Facilities**: Improvements and New Facilities –

Projects undertaken in 2013 were:
- Continuation of Annual Building Painting Schedule (7 year cycle)
- Investigation of cooling/heating to Siena Hall
- New power and data connection to two classrooms northern side of Augustine Building
- Construction of storage area for cleaners and P&F behind Canteen
- Roof fan to Maintenance Shed
- Ramp to JPII Building
- Completion of LED sign
- Reconfiguration of fencing near OSHC
- Outdoor play equipment (giant draught set)
- Blinds to JPII
- Desk and chair sets to Year 3/4 classrooms
- Open bag storage units for Years 3 & 7
- Primary Teacher unit for Reception & Year 2
- 60 chairs for Siena Hall to replace old/broken/missing chairs
- Stationery cupboards for Smarties
- Teacher desk and chair for Reception
- Wireless microphone system for evacuation and community events
- New evaporative air-conditioner for Canteen
- New stove for Canteen
- ZTRAK ride-on tractor to replace tractor & slasher

Satisfaction

1. **Parent Satisfaction**

In 2013 we did survey the school community in relation to Beginning of Year Information to Parents, Twilight Sports Day and Annual Family/School Partnership Survey.

**Parent Survey**
- 96% of parents agree that St Augustine’s Parish School provides opportunities to grow spiritually and develop faith.
- 95% of parents agree that St Augustine’s Parish School provides a safe and nurturing environment for students.
- 90% of parents agree that St Augustine’s Parish School provides and engaging curriculum that allow students to develop academically.
88% of parents agree that St Augustine’s Parish School provides opportunities for children with special needs to receive additional assistance.

95% of parents agree that teachers at St Augustine’s Parish School create strong and effective relationships with students.

95% of parents agree that St Augustine’s Parish School provides a strong community spirit.

100% of parents agree that St Augustine’s Parish School provides opportunities for students to use Information Communication Technology creatively.

97% of parents agree that St Augustine’s Parish School provides policies and procedures to enhance the wellbeing of students.

95% of parents agree that St Augustine’s Parish School provides opportunities for students to be involved in the Arts in a variety of ways.

95% of parents agree that St Augustine’s Parish School provides opportunities for students to be involved in a range of sporting activities.

Staff Satisfaction

100% of staff agrees that St Augustine’s Parish School provides a faith filled environment in which to work.

100% of staff agrees that St Augustine’s Parish School provides a supportive and safe place of employment.

100% of teaching staff agrees that St Augustine’s Parish School provides me with opportunities for leadership.

100% of teaching staff agrees that St Augustine’s Parish School has a clearly defined vision and school wide pedagogy which supports the teaching and learning of students and helps me focus on my teaching.

92% of staff agrees that St Augustine’s Parish School provides me with opportunities to be involved in worthwhile and useful professional development.

100% of staff agrees that St Augustine’s Parish School provides me with the necessary resources to perform my role.

98% of staff agrees that St Augustine’s Parish School provides me with opportunities to work in teams and to plan collaboratively.

Enrolment interviews continue to indicate that parent satisfaction is high, as we only visit local kindergartens and advertise once per year in Education Week. Most enrolling families do so because their brother/sister is already coming here, or they have had a St Augustine’s family recommend the school. We also have a number of old scholars enrolling their children at St Augustine’s. We are very grateful to these families, as ‘client’ recommendation is the most powerful form of advertising. We also received comments from some families on the Comments, Compliments and Concerns proforma, available from the Front Office, which we address individually.

OVERVIEW

Religious Education and Student Spirituality

Once again 2013 was a successful one in the areas of Student Spirituality, Staff Spirituality and the continued striving for excellence in delivering a contemporary Religious Education curriculum that raises the visibility of Catholicism and the teachings of Christ.

Service:

Our community raised in excess of $3000 in money and goods for various Catholic charities and this is a tremendous effort given the economic climate of uncertainty.
Witness:

School Masses have been well attended by parents and parishioners and some parishioners have even said how much they enjoy the music and hearing students do readings.

Our staff retreat was led by Father Richard Leonard and was titled “Lights, Camera, Action”, focusing on the media and the various influences our students are exposed to and how this affects their understanding of God in their lives.

Our student retreat was led by the Year 7 teachers and held at Grange Surf Lifesaving Club. We had a great day, with students being able to connect with God in many different ways. Mr Skewes had them twisting in knots, Mr Benefield had them gazing at clouds and Ms Martin had them thinking about how people are judged just on appearances.

Sacrament:

For the Sacramental Program, we had about 13 students complete their journey in May and eight start the new Sacrament Program in July. There have been quite a few students who, although not Catholic, have enquired about becoming Catholic and celebrating the Sacraments. In those cases we counsel them to make sure they are aware of what they are doing and not just wanting to follow their friends. Our Religious Education curriculum often gives those children with no religious background food for thought about themselves.

In the area of curriculum we continue to encourage teachers to find ways of continuing their own education in Religion, working in collaboration with the Religious Education (RE) team at the Catholic Education Office. Several of our teachers are working towards their Graduate Certificate in RE or a Masters of Educational Leadership.

Our curriculum has been further enhanced by working with Robyn Mercer on “Godly Play”, a way of making Scripture come alive.

Finally, I would like to thank Fathers Roderick, Tong and Shibu for their support throughout the year.

Class structure – 2014

3 x Reception classes (commencement of Same First Day, ie one intake per year in Term 1)
3 x Year 1
1 x Year 1/2
3 x Year 2
3 x Year 3
3 x Year 4
3 x Year 5
2 x Year 6
1 x Year 6/7
2 x Year 7

I would like to acknowledge our School Board members for 2013. I pass on my gratitude for the significant contributions that they have made. Their efforts, support and guidance have been exceptional. The School Board has addressed a wide variety of educational, pastoral, safety and financial issues during 2013. The School Board joined with Holy Family Parish School and Thomas More College for a School Board formation evening led by Fr Roderick. Also the School Board has overseen all of the policy issues and School Board matters in a professional and pastoral manner. School Board members generously assisted on a number of interview panels. I particularly thank Sharon Henderson (Chairperson) and Jodie Burk (Vice Chairperson, Finance Committee member and P&F Rep), Eric Roden (School Board
Recognition and thanks must also be given to the sub-committees that serve the School Board. Without the voluntary services of the people who comprise the P&F; the B&G Committee; Finance; Work Health & Safety; the Canteen Committee; Out of School Hours Care; the Sports Convenors; and the Curriculum Committees; the School Board could not provide the many services or operate nearly as effectively as it does. Our overall success lies in the extent to which we as a community are willing to support each other and do that little extra for others!

Thank you to all parents who give their time to help out at school. Your support helps so many children and also makes ‘life’ a little easier in the canteen, in classrooms and for excursions and outdoor activities. You are much appreciated! We will continue to run Volunteer Induction sessions each term to support all parents, carers and adults willing to help our children. The process for police clearances is much quicker. We now know that once a person is on the police register, the three yearly update is much easier and faster.

I would like to extend our thanks to Vicki Blackwell, the OSHC Director, Carole Smith, the Assistant Director, the OSHC staff and the Management Committee for the ongoing quality of care given to our children in Out of School Hours Care. It is great to know, and very reassuring, that our children enjoy going to OSHC and receive wonderful care. Playgroup is facilitated by Vicki and Carole and enrolments increased throughout 2013.

I would also like to thank and acknowledge the very competent, dedicated and caring teaching, administration and support staff at St Augustine’s Parish School, who do a wonderful job to provide for each child’s learning and welfare. The staff of St Augustine’s is adaptable, committed and enthusiastic. They give of their time generously and I sincerely thank each one of them – our Education Support Staff, Office and Admin Staff, School Cleaners (John and Claudia Hutinel), our Groundsperson and Canteen Staff. We are privileged at St Augustine’s to have a tremendous team providing all the support that we need to give our children an excellent start and basis for further education. I sincerely thank each of our staff members for their commitment to our children and our community.

I particularly thank Simon McCullough (Acting Principal) and Joyce Mee (APRIM), for their assistance, support and work with me as part of our school leadership team. I thank you for your willingness to be involved, to share your wealth of knowledge and experience with me, and for bringing your great sense of vocation and humour to our group and the staff.

Fr Roderick, Fr Tong (and Fr John for part of last year), thank you for your support, guidance and prayers for the school, children, staff and our families. The Canossian Sisters too are very supportive and we similarly thank you.

Josette Charles
Acting Principal
2013 has been a very productive and rewarding year for Out of School Hours Care (OSHC). The service has continued to review our Quality Improvement plan throughout 2013 and has developed a 3 year plan. This year we have spent a considerable amount of time reviewing OSHC policies and creating new policies in order to comply with the National Regulations. Carole and I were privileged to be asked by Catholic Education to share our rating and assessment experience under the new National Quality Framework, with other Catholic OSHC services.

The service has continued to reflect upon and document children’s learning through learning stories and photo stories. Every child at the service has their own portfolio which contains samples of the children’s learning at OSHC.

The program continues to focus on the five outcomes identified in the My Time Our Place document (MYTOP). The program team develop activities for the children to engage in according to their interests, abilities and developmental needs. Evaluations are used to direct future planning and programming.

The service has continued to provide a variety of healthy snacks for the children with the intention of developing lifelong healthy eating patterns. Menus are developed each term in consultation with the children and staff at the service.

Staffing has remained consistent for 2013. We were fortunate enough to offer most of the OSHC staff permanent part time hours this year. This has created consistency for the children who access care. We have recently employed two casual staff, Jayden Evan’s and Haydn Llyod. We will see them commence employment during the Christmas break.

Michelle Barnett is studying her Diploma in Children’s Services. Annette Golebiowski is studying ESO Curriculum and Kate Golebiowski is completing her Certificate 3 in Children’s Services.

This year the service participated in the People’s Choice Community Lottery. With the money raised the service was able to purchase 4 iPads for the children to use. We have applied to participate in the fundraiser again next year.

PLAYGROUP

Playgroup is still run on a Friday morning from 9.30 am to 11.30 am with the emphasis for parents/caregivers to meet each week with their children for interaction and fun. We have seen an increase in regular families attending each Friday morning. The children still look forward to story time each week. The lapsit program continues to be used to encourage reading and interaction between the parent/caregiver and the child.

In closing, I would sincerely like to thank the OSHC educators for all their hard work throughout the year, the Advisory Committee and all the parent representatives for their support during 2013, the School Leadership Team who have been of great support throughout the year and the School Board.

Vicki Blackwell  
OSHC Director

Shendell Camilleri  
OSHC School Board Representative
OUT OF SCHOOL HOURS CARE
TREASURER’S REPORT

2013
This past year has been successful in regards to the financial position of Out of School Hours Care (OSHC), with budget numbers showing that we ended the year with a profit. The profit is a result of a number of factors – increased utilisation numbers, staff permanency (thus reducing casual loadings on wages), efficient staff rostering and the management of outstanding debts.

With a new Enterprise Agreement finally being agreed, the major expense for 2013 was more than 12 months of back pay to staff. Other main expenses throughout the year included – 4 x iPads (children use), Security Screen Doors, Kitchen Fridge and Roller Blinds.

Yet again we would like to thank the Admin Team for their support in banking income, paying invoices and continuing to produce accurate monthly reports.

Debtors
At the end of December 2013 outstanding fees totalled $15,021.24. Fees have been closely monitored throughout the year and procedures have been followed to collect any amounts owing. In most instances we have been successful in recovering outstanding fees, however we still have accounts where all attempts to recover overdue monies has failed. At the end of December 2013 we have written-off approximately $196.30 in outstanding debts. This amount is less than in 2012.

2014 Budget
During the last couple of months of 2013 we had been working on the budget for 2014. This budget has taken into account predicted income and expenses, with all figures adjusted accordingly to reflect the rise in the cost of services provided and goods purchased. As expected, the biggest expense for the service will be staff wages, so staff rosters will continue to be written on a weekly basis to reflect more accurate staff to child ratios, according to utilization.

This budget has been approved by the OSHC Advisory Committee and the School Board.

Fees
In 2013 we budgeted and implemented a small increase in fees at the start of Term 3. We are confident that numbers will remain steady so believe that once again one fee increase at the beginning of Term 3, 2014, will be sufficient.

In closing I think it is clear to see that OSHC is certainly continuing in the right direction and I am certain that we will see further positive results in 2014.

Jodie Burk
OSHC Treasurer
OSHC BUDGET - 2014

This has been included in the School’s Budget under Trading Accounts (see page 32)

OSHC FEES - 2014

<table>
<thead>
<tr>
<th></th>
<th>2013 Fee</th>
<th>New Fee from Term 3 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before School Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half session (after 8:00 am)</td>
<td>9.25</td>
<td>9.50</td>
</tr>
<tr>
<td>Full session (from 6:30 am)</td>
<td>15.25</td>
<td>15.50</td>
</tr>
<tr>
<td><strong>After School Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full session</td>
<td>20.50</td>
<td>21.00</td>
</tr>
<tr>
<td><strong>Vacation Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vac Care</td>
<td>50.00</td>
<td>51.00</td>
</tr>
<tr>
<td>Pupil Free Day</td>
<td>50.00</td>
<td>51.00</td>
</tr>
</tbody>
</table>

Jodie Burk
OSHCB Treasurer

2013 ANNUAL GENERAL MEETING
The Parents & Friends Association (P&F) of St Augustine’s Parish School has continued to support the school and the school community with another positive year in 2013. With a number of successful fundraising activities throughout the year we have made a profit with an attractive closing balance which will be covered later in the report.

Events included:
1. **Sports Day Drink Stall**
2. **Easter Raffle**
3. **School Disco**
4. **Woolworths Earn and Learn**

The success of the fundraising is a testament to the effort of committee members. In saying that many hands make light work and with an increased number of parental participation fundraising has the potential to grow. Our continued support of the School has been demonstrated by our valuable contribution to the Morning Tea’s for the Induction mornings to welcome new parents to the school.

In recognition of the excellent work of our Teaching Staff we provided a lunch for World Teachers Day.

Most recently the P&F has provided $480 to purchase new lunch crates for the school Canteen.

As I mentioned earlier we have finished the year with a closing balance of $4,993.47 which is considerably higher than normal. This will enable the P&F to make a meaningful contribution to the Schools 60th Anniversary Celebrations.

I would like to take this opportunity to thank all of the P&F members. Your contribution is priceless and the school and community are truly lucky to have you all. I would like to extend a special thank you to our Secretary Jodie for all of the work she has taken on and done for the committee throughout the year. The P&F Committee is a rewarding experience. I have thoroughly enjoyed my time as Chairperson.

As a school community we must continue to innovate to encourage more parents to become actively involved and I believe this needs to be duly considered by the P&F Committee and school leadership for 2014 moving forward.

Warmest regards

**Olivia Jobson**

P&F Chairperson
PARENTS & FRIENDS
TREASURER’S REPORT

I would like to start with a thank you to all our Parents & Friends (P&F) Committee members for their endless efforts to make this another successful year.

Our opening account as at 30th January 2013 was $4,026.06.

Main Fundraising Events for 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Hand Uniform Shop</td>
<td>$609.45</td>
</tr>
<tr>
<td>Sports Day</td>
<td>$346.97</td>
</tr>
<tr>
<td>Easter Raffle</td>
<td>$914.91</td>
</tr>
<tr>
<td>School Discos</td>
<td>$384.04</td>
</tr>
<tr>
<td>Photos</td>
<td>$615.00</td>
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</tbody>
</table>

Donations to and Purchases for the School

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee Group</td>
<td>$32.64</td>
</tr>
<tr>
<td>Terry Kluzek’s farewell</td>
<td>$534.30</td>
</tr>
<tr>
<td>World Teachers Day</td>
<td>$330.84</td>
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<tr>
<td>Donation for Carols Night sound system</td>
<td>$500.00</td>
</tr>
<tr>
<td>Canteen Crates</td>
<td>$381.82</td>
</tr>
<tr>
<td>Reception Inductions</td>
<td>$72.23</td>
</tr>
</tbody>
</table>

This leaves a closing balance of $5,044.60 as at 31st December 2013.

In conclusion, I would like to thank the P&F Committee once again for their time, energy and commitment throughout the year.

Tina Bennett
P&F Treasurer