INTRODUCTION

I am delighted and honoured to present this report to the 2014 Annual General Meeting of the St Augustine’s School Board. The report outlines and expands upon key areas in the life of the school and our legal reporting requirements of the Schools Assistance Act 2004 and the responsibilities of a School Board of a Catholic Diocesan school in South Australia.

2014 was a year which saw tremendous change in education, both at the local level and on the national horizon. This report will distil the major foci of the national agenda and its impact on the St Augustine’s community and how we have forged our identity as a Catholic Parish School in the exponentially expanding environs and often economically and sometimes socially challenged Northern suburbs of Adelaide.

In 2014 St Augustine’s Parish School celebrated 60 years of education in Salisbury, highlighting the pioneering hard work of the Dominican Sisters who initially travelled to and from North Adelaide each day. We enjoyed celebrating with former students; school visits, mass, afternoon tea and many photos and displays. The members of the 60th Anniversary Committee are to be congratulated and sincerely thanked for all their efforts and enthusiasm in making this a very memorable year.

St Augustine’s is a Catholic Parish School in the Salisbury Parish and proudly shares deep connections with the two other schools, Thomas More College and Holy Family. The uniqueness of our situation is underpinned by our Dominican tradition and spirit, which is lived out in Veritas in our daily lives and strategic planning for the future. We enjoy and are nurtured by a close affiliation with the other Catholic schools in the Central Region.

In 2014 there was a change of leadership with the appointment of the new Principal. Josette Charles had taken over as caretaker Principal when Terry Kluzek left for the Catholic Education Office and she continued in this role after Terry’s resignation up until January 2014. I sincerely thank Josette for the dedication and stewardship of St Augustine’s Parish School during this time of uncertainty.

In 2014, St Augustine’s worked to re-imagine the Welcoming Community in a range of areas, including external and internal changes that we needed to embrace as a Catholic School community. The changing manufacturing landscape of Salisbury and new Federal Government were factors placing external pressure on the resources of families and therefore the school.

We are a welcoming Community
United in Faith,
And centred on learning, who value and nurture the dignity of each individual.

Highly cognizant of the school’s Vision and Mission Statements, staff worked to co-construct a vision for working in and with the school community which was two-fold: to place Catholic Identity at the forefront of school endeavour and support continuous improvement to ensure that every child would receive the best quality Catholic Education we could offer.

Throughout 2014, St Augustine’s continued to work towards engaging with new initiatives and continuous change for improvement. Nurturing a love of learning in each child lies at the heart of our core business; learning and teaching. Teaching for excellence for each individual requires acquisition of knowledge and skills as well as the seven General Capabilities of the Australian Curriculum, Literacy, Numeracy, Information and Communication Technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. In 2014 we have continued to encourage our children and young people to strive for excellence for both themselves and their peers underpinned by the Catholic Faith.
St Augustine’s continues to improve educational standards through initiatives in all nine curriculum areas. The school community interrogates and applies best practice in teaching and learning which places the child at the centre of our professional endeavours. We operate in a culture of high demandingness and high support for both teachers and students.

This report provides a synopsis of the academic year 2014. It is also available on our website - www.saps.catholic.edu.au.

SCHOOL PERFORMANCE INFORMATION

Introduction

As required by the “Schools Assistance (Learning Together - Achievement through Choice and Opportunity) Act, 2004”, St Augustine’s Parish School has produced an annual performance report.

This report provides information in three key areas:
- Professional Engagement
- Key Student outcomes
- Satisfaction

We hope that you find this report useful and welcome any comments or questions about the information contained in this report. This report is for the 2014 school year.

Professional Engagement

1 Provision of contextual information about the school

St Augustine’s Parish School is an R-7 campus, which lies in the heart of Salisbury and caters for the educational needs of children and their families in the wider Salisbury area. St Augustine’s Parish School raison d’être is to support sustainable, inclusive and rich contemporary learning for the whole school community now and into the future by embracing the Australian Curriculum, Crossways, Made in the Image of God and Keeping Them Safe Child Protection Curriculum. Our practice, policies and planning, and our commitment to the holistic formation of young people is shaped by the rich understandings of the complex nature of children’s work and the multifaceted ways in which children learn. Through these foundational understandings, we seek to provide possibilities for a varied delivery of blended virtual, face-to-face and self-directed social learning in a safe and flexible environment.

Specialised Programs are in place to cater for children with disabilities/adaptive education needs and these accommodations are documented through the student’s Individual Education Plan and supported by two Special Education Teachers and a Special Education Consultant from CESA. English as Another Language (EAL) learners are supported both in the classroom and in small groups by an EAL teacher, Carol Trebilcock. Whilst children with social and emotional needs are supported by the school’s Making Space for Learning Project, Mentoring, the school counsellor and the school chaplain.

Enrolments come from existing families, old scholars, our website and word of mouth as well as the new school marketing and community strategy.

Performing Arts, Indonesian and Physical Education & Health are specialist areas for children’s learning. We have a Science focus and use the Primary Connections program to support work in this area.

The school provides services to the community through OSHC and Vacation Care, a daily healthy canteen, Breakfast Club and private instrumental tuition and extra-curricular Sports Program. Please visit the school website for further information.
ST AUGUSTINE’S PARISH SCHOOL

Student Enrolments for 2014
Reception 69  Year 5  76
Year 1  92  Year 6  61
Year 2  91  Year 7  67
Year 3  72  Total  604
Year 4  76

Number of Indigenous Enrolments:
Reception 3  Year 5  1
Year 1  1  Year 6  1
Year 2  2  Year 7  1
Year 3  3  Total  15
Year 4  1

Percentage of students with disabilities = 7.28%
Social Economic Status (SES) – 86.00

2. Staff Attendance
Teaching staff attendance for 2014 was 92.89%. Our teachers took sick leave, carer’s leave, bereavement leave, family leave and long service leave, as is their entitlement. This was 2.56% below 2013 (95.45%).

3. Staff Retention
In Term 1 2014, 73.17% of our teaching staff was retained from the beginning of the previous program year (75.61%). 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>Masters Degree</th>
<th>Bachelor Degree</th>
<th>Advanced Diploma</th>
<th>Graduate Diploma</th>
<th>Diploma</th>
<th>Graduate Certificate</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>37</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Workforce Composition, including Indigenous composition
In 2014, the teaching staff composition was as follows:
Males 7  Females 32
Number of teaching staff = 39 with a Full Time Equivalent (FTE) of 33.2
Number of Non-Teaching staff = 33 with a FTE of 12.99 (this figures does not include any additional casual hours)

In 2014, there has been 100% participation by the teaching and ancillary staff in professional learning. There has been a wide range of Professional Learning involving the whole school, Year Level Teams, Sub Schools, Key Learning Areas and individual staff. Pupil free days, staff meetings, sub school meetings and individual teacher time was used for professional learning. Some of the professional learning that has informed teaching practice in 2014 included:
- Religious Education
- Work Based Action Research Projects
- National Literacy and Numeracy Test training
- Children with Special Needs
- Trauma Training - Making Space for Learning Project
- Behaviour Education -
- Keeping Them Safe Child Protection Curriculum
- National Disability Standards Training
As we reimagined St Augustine’s, we brought to the forefront the delight of the child, its creativity and potential in all things. We placed the child at the centre of all our endeavours. The staff engaged with CESA Project of Re-Imagining Childhood from 0-18 and Making Space for Learning (social emotional project), which continues to help break open underlying reasons, why some children present in the complex ways and how we effectively accommodate these needs. We also interrogated Domain 7 of the Continuous Improvement Framework for Catholic Schools (2014) in our pursuit of Orderly and Safe Learning Environments, engaging with CESA and the staff to introduce the new Keeping Them Safe Child Protection Curriculum with online training and the establishment of a Management Committee to oversee child safety and well-being.

A culture of critical reflection and professional sharing of best practice, across the school has seen exciting innovations taking shape and becoming an integral part of the learning culture of the school. St Augustine’s teachers have in-serviced each other, teachers from other schools across the Archdiocese, sharing cutting edge pedagogy and multi modal content delivery.

In 2014, we continued to promote and develop teachers in the use of Literacy blocks in their teaching and to use diagnostic testing for assessment of learning and for learning. Key Literacy Teacher, Colleen Ferguson worked with teachers and students to develop quality delivery and improve student achievement standards. Colleen worked with early career teachers and with more experienced teachers in the sub schools to assist with programming and planning and to utilise resources to their full potential. The Levelled Literacy Intervention (LLI) program as an intervention tool was introduced from R-3. Julia Johnson, Literacy Consultant from Catholic Education South Australia, worked with Colleen and Carol Trebilcock to in-service teachers in using and teaching grammar in engaging ways as a part of an holistic approach. We introduced a number of interactive tools for teaching Literacy and teachers also shared their personal programs in staff meetings and sub school gatherings. Three Teachers engaged in the Reading To Learn Program to support every student in the class to read and write challenging texts at their year level. The program directly links curriculum teaching goals with the skills that all students need for successful independent learning, at each stage of schooling. All students learn to read age and stage appropriate texts with critical understanding, and creatively write the texts required of the curriculum. Reading to Learn applies research in language across the curriculum, providing students with explicit knowledge about language that will make them confident independent learners. The data collected from the Early Years assessment, Running records and Pat R has informed teaching and learning across the school.

Jayne Brown continued to work as the Numeracy Coach co-teaching and in-servicing teachers in Numeracy. The enthusiasm of the students for the inquiry based learning and the agreed structure of the Numeracy lesson has seen higher rates of engagement of students and improved pedagogy of teachers. The use of data to inform teaching and programming has been greatly enhanced by the PAT Maths online testing for Years 2-7.

Teachers also engaged in their personally driven professional learning taking time from family to improve understandings surrounding the Reggio Emilia approach to the child, science and Literacy learning, Coaching skills, Asian Education and Classroom Walk Throughs.

In 2014 $347.59 per teacher was spent on professional learning. This figure does not include the support received from Catholic Education South Australia through their professional learning and
consultancy services. This amount does not include money outlaid by teachers in pursuit of their out of hours personal professional learning.

Key Student Outcomes

1. Student attendance and Management of Non-Attendance

Student attendance was managed and recorded using 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 2014 was 90.67% (compared with 91.59% in 2013), a 0.92% 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</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>89.66%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.10%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.11%</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>91.44%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.05%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.86%</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90.67%</td>
</tr>
</tbody>
</table>

Destination of Year 7 Students:
Thomas More College, Xavier College, St Dominic’s Priory College, Kildare College, Gleeson College, Temple Christian College, Tyndale Christian School

2. Benchmark results

NAPLAN

In 2014, we encouraged as many students as possible in the years 3, 5 and 7 to sit the NAPLAN tests as the detailed data gained from the test results is invaluable in planning for teaching and learning priorities in the following year. The 2014 results provide a clear challenge for the school to improve benchmarks and personal improvement rates among some of the students. We acknowledge that NAPLAN is only one test and is taken at the beginning of Term 2. It is the only National data that we have to compare and improve our results. We take all forms of assessment and data collection into account to provide a clear and true picture of each student's learning. NAPLAN provides an additional lens in years 3, 5 and 7.

The 2014 results have enabled the school to secure the services of Tony Hole, Literacy Consultant CESA, in 2015 to work more deeply with Literacy and students ability to make meaning from print
and to record their learning and ideas in text. The Numeracy results have enabled Jayne Brown to program intervention and support for 2015.

2014 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 2014 NAPLAN results. We encourage you to read these tables and results while keeping in mind all other relevant information regarding NAPLAN

In 2014, there were improvements in:
- the number of students (94%) achieving the National Minimum standard in Year 3 Spelling (an increase of 9% from 2013 and above the state and nation average)
- the number of students (99%) achieving the National Minimum standard in Year 5 Spelling (an increase of 15% from 2013); Grammar and Punctuation (97%- an increase of 8%) all above the state and nation averages; Writing ( 89%- an increase of 9% and above the state average) and Numeracy (93% an increase of 9% and above the state average)
- the number of students achieving the National Minimum standard in Year 7 Grammar and Punctuation (93% an increase of 20% from 2013 and above the state average) Reading 96% (an increase of 11%); Writing 93% (an increase of 11%); Spelling 99% (an increase of 3%) and Numeracy 97% (an increase of 10%) all above the state and nation average.

The following benchmarks were achieved:

<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 9</th>
<th>% Achieved National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>12.3%</td>
<td>10.8%</td>
<td>7%</td>
<td>24.6%</td>
<td>16%</td>
<td>21.5%</td>
<td>14%</td>
<td>18.5%</td>
<td>12%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>4.5%</td>
<td>6.1%</td>
<td>4%</td>
<td>25.3%</td>
<td>17%</td>
<td>28.8%</td>
<td>19%</td>
<td>34.8%</td>
<td>23%</td>
<td>90%</td>
</tr>
<tr>
<td>Spelling</td>
<td>6.1%</td>
<td>4%</td>
<td>21.2%</td>
<td>14%</td>
<td>16.7%</td>
<td>11%</td>
<td>27.3%</td>
<td>18%</td>
<td>15.6%</td>
<td>9%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>10.6%</td>
<td>7%</td>
<td>12.1%</td>
<td>8%</td>
<td>18.2%</td>
<td>12%</td>
<td>27.3%</td>
<td>18%</td>
<td>21.2%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6.2%</td>
<td>4%</td>
<td>29.2%</td>
<td>19%</td>
<td>26.2%</td>
<td>17%</td>
<td>23.1%</td>
<td>15%</td>
<td>9.2%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>YEAR 5:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>6.8%</td>
<td>5%</td>
<td>15.1%</td>
<td>11%</td>
<td>30.1%</td>
<td>22%</td>
<td>24.7%</td>
<td>18%</td>
<td>16.4%</td>
<td>6%</td>
</tr>
<tr>
<td>Writing</td>
<td>13.3%</td>
<td>8%</td>
<td>19.9%</td>
<td>7%</td>
<td>40.8%</td>
<td>29%</td>
<td>26.8%</td>
<td>19%</td>
<td>4.2%</td>
<td>3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.4%</td>
<td>1%</td>
<td>11.0%</td>
<td>8%</td>
<td>31.5%</td>
<td>23%</td>
<td>26.0%</td>
<td>19%</td>
<td>27.4%</td>
<td>2%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>2.7%</td>
<td>2%</td>
<td>23.3%</td>
<td>17%</td>
<td>23.3%</td>
<td>17%</td>
<td>20.9%</td>
<td>15%</td>
<td>19.2%</td>
<td>14%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6.6%</td>
<td>5%</td>
<td>28.4%</td>
<td>21%</td>
<td>28.4%</td>
<td>21%</td>
<td>32.4%</td>
<td>24%</td>
<td>2.7%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>YEAR 7:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>4.4%</td>
<td>3%</td>
<td>14.3%</td>
<td>10%</td>
<td>33.5%</td>
<td>16%</td>
<td>17.6%</td>
<td>12%</td>
<td>29.4%</td>
<td>20%</td>
</tr>
<tr>
<td>Writing</td>
<td>7.4%</td>
<td>5%</td>
<td>25.0%</td>
<td>17%</td>
<td>20.6%</td>
<td>14%</td>
<td>26.5%</td>
<td>18%</td>
<td>13.2%</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.5%</td>
<td>1%</td>
<td>16.2%</td>
<td>11%</td>
<td>22.1%</td>
<td>15%</td>
<td>22.1%</td>
<td>15%</td>
<td>16.2%</td>
<td>11%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>7.4%</td>
<td>5%</td>
<td>17.6%</td>
<td>12%</td>
<td>14.7%</td>
<td>10%</td>
<td>25.0%</td>
<td>17%</td>
<td>22.1%</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.0%</td>
<td>2%</td>
<td>20.9%</td>
<td>14%</td>
<td>20.9%</td>
<td>20%</td>
<td>25.4%</td>
<td>17%</td>
<td>14.9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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
St Augustine’s adds value to the school curriculum by providing a rich educational experience for all students through the provision of extra programs across the school.

Programs:
- Indonesian language and Cultural Program
- ICT Specialist program
- Mentoring
- Premiers Reading Challenge
- OSHC and Vacation care
- Chaplain
- Counsellor
- are all programs offered to all students.
- Adaptive and Special Education
- Enrichment and special interest activities
- Reading Recovery
- Reading Rocketeers
- Rainbow reading
- Levelled Literacy Intervention
- Reading Doctor
- Quick Smart Maths
- Learning Assistance Program (LAP)
- are programs offered as intervention for students in need.

Catholic Culture:
The Mission and Liturgy group, School and Parish Masses, Liturgical Choir, Liturgies, Weekly Whole School Prayer, The RE program, Social Justice Programs, Sacramental Program in conjunction with the Parish, Parish Forums and formation programs. Commitment Mass celebrated by the Archbishop and shared with Holy Family and Thomas More College and members of the Parish Team.

Arts:
School Concert Evening, Catholic Schools Music Festival, individual musical instrument tuition, Performance Group, SRC, Buddies, Assemblies, Junior Choir at Calvary Hospital, Catholic Schools Festival Choir, Liturgical Choir, Liturgy Group, Interschool Sports Activities, Discos, Gardens, Environmental Group, YEAR 3 Recorder, Private Instrumental Program, School Leaders,

Extra Curricular:
Cricket and football, Aquatics, Swimming, Touch football carnival, Athletics Carnival, Cross Country, Walk-a-Long (60th celebration)

Facilities: Improvements and New Facilities –
2014 was a year of maintaining the school with the continuation of the seven year painting maintenance schedule, additional spring cleaning, testing and tagging, installation of outdoor carpet to John Paul II, entry mats to the Administration building and the Library.

The ICT capability of the school was increased in 2014 with the installation of a new server. Jill Heuts spent considerable time and effort looking into the possibility of laptops for the Middle School and was able to secure a very pleasing financially prudent deal with ACER to provide our 2015 Year 6/7 students with laptops. I would like to take this opportunity to thank Jill for the work that she does across the school in maintaining a huge ICT capacity in good working order and with all classes able to access all services at all times. This work often goes unnoticed as things just happen and things just work but I would like to acknowledge the extra hours and after hours that Jill spends ensuring that we are ICT capable, on-line and in time.

Improvements – projects undertaken in 2014 were:
- connection of the LED signage, purchase of additional outdoor aluminium furniture (partly donated by the P&F), registration and roadworthy inspection of the BBQ trailer, five garden beds for the Junior Primary classrooms, replacement of stove to the Canteen, replacement of hot water service in the Library, removal of the old cricket pitch including netting, playground repairs, contributed to the refurbishment of the parish trestle tables, replacement of girls’ toilet cisterns in the Siena toilets, new fencing to Ponton Street, purchased new office trolley,
classroom electric pencil sharpeners, vacuum cleaners, security screens to OSHC, table tennis tables to OSHC, lounges to OSHC, teachers’ desks, Admin office chairs, storage cabinets and round tables for Special Ed, various whiteboards, wheelie bins for PE and sandpit toys, microwave for Canteen, chainsaw and pressure washer

Parental Involvement:
We engaged in Volunteer Inductions and screened all of our volunteers using the updated Police Check procedures. Parents were involved in the School Board, the OHS&W Committee, the Work Health Safety and Maintenance Committee, the Parents and Friends, The 60th Year Committee, the Parish Gala Committee, Coffee Group, and the Playgroup. Parents were directly involved in the education process by listening to children read, assisting in classrooms, assisting on excursions, sports coaching, assisting with Catholic School Music Festival and Performance Group and Concert costume making and make up. St Augustine’s is proud of the rich partnership between home and school and provides a variety of ways that families can become involved in the school-based education of their children.

Student Support:
Supported teachers and leaders to deal with challenging behaviours in all of the schools. We provide families with the services of a school Chaplain, Charmaine Gillard and a school Counsellor, Melanie Stockdale. Mentoring is provided in accordance with need and availability of mentors. Leadership, teachers and ESO’s provide mentoring for a variety of students.

Community
In mid 2014, we enlisted the services of Leanne Wood to promote our school in the wider community as part of our re-imagining of the Welcoming Community. Leanne and the Principal have been co architects in creating an enrolment process that begins with a phone, Internet or face-to-face enquiry and concludes with the child’s graduation.

Satisfaction
In 2014 we engaged the community in surveys surrounding:

- Annual Family/School Partnership

<table>
<thead>
<tr>
<th>2014 Annual Family/School Partnership Survey</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
<th>Did not answer</th>
<th>TOTAL RESPONSES</th>
</tr>
</thead>
</table>

Satisfaction with Pastoral Care

1. How well does the school give daily witness to our Catholic Identity?
   - 65.91 27.27 4.55 0.00 0.00 2.27 100

2. How well does the school engage with our Vision Statement that “we are a welcoming community”?
   - 70.45 25.00 4.55 0.00 0.00 0.00 100

Satisfaction with quality service standards

3. Are you satisfied with the school’s pastoral care of your child?
   - 68.18 27.27 4.55 0.00 0.00 0.00 100

4. Do you feel that the school addresses your enquiries promptly?
   - 61.36 31.82 4.55 2.27 0.00 0.00 100

5. Would you recommend the school to new parents or friends?
   - 70.45 22.73 4.55 0.00 0.00 2.27 100

Satisfaction with Teaching and Learning

6. How satisfied are you with the resources and technology at the school?
   - 43.18 52.27 4.55 0.00 0.00 0.00 100

7. Do you feel that your child is sufficiently challenged by the school to encourage maximum learning and development?
   - 36.36 45.45 18.18 0.00 0.00 0.00 100
### ST AUGUSTINE’S PARISH SCHOOL

### 2014 Annual Student Survey

#### Student satisfaction

**TO: Years 3, 5, 6, 7**

<table>
<thead>
<tr>
<th></th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>No Response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We develop clear classroom expectations, rules and consequences together</td>
<td>100</td>
<td>66</td>
<td>17</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>I feel comfortable to ‘have a go’</td>
<td>70</td>
<td>83</td>
<td>33</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**2014 Annual General Meeting**
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>We encourage and help each other to learn</td>
<td>83</td>
<td>72</td>
<td>28</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>I feel a valued part of my class</td>
<td>84</td>
<td>59</td>
<td>37</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>I feel good about myself as a learner</td>
<td>97</td>
<td>62</td>
<td>24</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>We have some choice about what and how we learn</td>
<td>59</td>
<td>72</td>
<td>47</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>I am listened to and the teacher responds to my questions / ideas</td>
<td>104</td>
<td>61</td>
<td>21</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>The teacher challenges me to achieve my personal best</td>
<td>115</td>
<td>51</td>
<td>19</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>We learn strategies to improve our thinking and learning</td>
<td>100</td>
<td>61</td>
<td>21</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>We work with each other as a team as well as independently</td>
<td>78</td>
<td>74</td>
<td>29</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>My teacher gives us activities to help us learn in a variety of ways</td>
<td>98</td>
<td>62</td>
<td>23</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>I get time to practise what I am learning until I know it</td>
<td>82</td>
<td>60</td>
<td>36</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>I am encouraged to think out things for myself</td>
<td>86</td>
<td>72</td>
<td>25</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>We are encouraged to ask questions and explore other ways of looking at things</td>
<td>96</td>
<td>72</td>
<td>15</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>I feel comfortable thinking aloud and sharing my thinking with others and the teacher</td>
<td>55</td>
<td>70</td>
<td>40</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>I get feedback about my learning and how I can improve</td>
<td>101</td>
<td>50</td>
<td>28</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>All of the time</td>
<td>Most of the time</td>
<td>Some of the time</td>
<td>Rarely</td>
<td>No Response</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>17</td>
<td>I like coming to school</td>
<td>58</td>
<td>67</td>
<td>36</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>I feel safe at school</td>
<td>91</td>
<td>56</td>
<td>22</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>I have friends to be with at school</td>
<td>141</td>
<td>25</td>
<td>13</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>I feel safe in the yard at school</td>
<td>90</td>
<td>57</td>
<td>28</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Bullying is a problem for me at school</td>
<td>37</td>
<td>25</td>
<td>27</td>
<td>93</td>
<td>6</td>
</tr>
<tr>
<td>22</td>
<td>I feel that my views are valued by teachers</td>
<td>78</td>
<td>71</td>
<td>30</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>I am satisfied with the Canteen</td>
<td>109</td>
<td>48</td>
<td>19</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>I am pleased with the school buildings, grounds and equipment</td>
<td>77</td>
<td>73</td>
<td>30</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>I am proud of what I do and achieve at school</td>
<td>99</td>
<td>63</td>
<td>17</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>This is an excellent school</td>
<td>89</td>
<td>57</td>
<td>29</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>I am happy to be a part of this school</td>
<td>95</td>
<td>60</td>
<td>24</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>School helps me to learn at my own pace</td>
<td>82</td>
<td>69</td>
<td>28</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>I feel very well supported in my learning</td>
<td>101</td>
<td>62</td>
<td>20</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

- Feedback re New Proposed School Day Timetable
  74 in favour
  31 NOT in favour

I trust that you have found the information contained in this performance report useful and I would welcome feedback from the community.

OVERVIEW
Catholic Identity

Passing on Truth:

“The family is the community in which, from childhood, one can learn moral values, begin to honour God, and make good use of freedom.”  
(Catechism of the Catholic Church 2207)

“It is in the family that we take our first steps in search of Truth. It is within the family community children learn that right and wrong, good and bad are not simply arbitrary constructs.”  
(Inform 152)

We, at St Augustine’s, have “Truth” as our motto and guide, and we work closely in partnership with parents to show children how to create relationships based on truth and trust. We teach children to be true to themselves – to be aware of who they are and the possibilities that are open to them. We, with parents, help form children’s conscience properly. This is because a properly formed conscience is orientated towards Truth. Together we give the students a good grounding in what it means to be a good citizen.

School Masses & Celebrations:
At St Augustine’s we have the luxury of a church on our doorstep. This allows us to celebrate not just as a school community but to include the wider parish in our celebrations. This was very evident at our 60th Anniversary where we were joined by past staff, students and parents in a wonderful celebration of our past and present. Classes at the school attend on average four Masses over a school term, giving them lots of opportunity to shine in reading and singing for Mass.

Family Masses
Charmaine Gillard teaches the Liturgical Choir and they sing at Whole School Masses and Family Masses. The Family Masses are held each term and all families are invited, unfortunately there is not a big turn up.

Sacrament:
Our students access the Parish Sacramental Program to work towards Confirmation, First Confession and First Eucharist. Mrs Louise Svensdotter is employed by the parish (financially supported by the schools) and assisted by Michael Urdanoff and Joyce Mee from the schools. This year there is a high number of students from St Augustine’s enrolled for the program and Archbishop Wilson will celebrate Confirmation at two sessions on Sunday 31 May, followed by several weeks of First Communion celebrations.

CONCLUSION

Our work undertaken in partnership with parents and the Catholic Church is driven by the passion we all share for the meaningful and authentic education of children. The students are central in this endeavour. Ours is a God-given vocation in which we commit fully to the holistic formation of children and young people through dedicated, professional rigour underpinned by the spirit of VERITAS alive and with is now. We are deeply committed to catering for the unique needs of each of our children and young people. We work and pray that they may grow in the richness of God’s plan to be authentic and ethical global citizens, for whom Christ is the corner stone. I pray that each one of our students finds the unconditional love of God present in their lives now and into the future.

We are deeply grateful to the children who make this school a living witness to the risen Christ in their daily interactions, their thirst for learning and their embracing of hope for the years ahead. It is the students who are the focus of all that we do and the source of our determination to build capacity for ongoing improvement across the school, now and into the future. I thank the children for their uniqueness and their sense of justice, wonder and self-gift. We pray for each and every student in our school that the Spirit of VERITAS will be recognised and active in their lives as they grow and change and embrace a new and exciting world.
As a staff, we farewelled Shaun O’Leary, Sara Sbroiavacca, Abbie Heaven, Sam Benefield, Lucy Centofanti, Rachael De Tullio, Sharon McGoran and Andrea Brown.

As a community, at the School Board/Out of School Hours Care/Parents & Friends Annual General Meeting in February, we thanked Eric Roden and Randy Dalton for their contributions as retiring members of the School Board.

Josette resumed her substantive Deputy position and her continuing spirit of dedication to the school and the Parish was retained and celebrated. I would like to take this opportunity to thank Josette for the work that she has engaged with across the school as the manager of the day-to-day running of the school. Josette’s cheerful demeanour lives out our welcoming vision and the underpinning spirit of an authentically Catholic School. We congratulate Josette on a very pleasing Five Year Review of her leadership at St Augustine’s and her re-appointment by the Director Dr Paul Sharkey.

I would like to take this opportunity to thank the whole St Augustine’s staff for their selfless dedication to their sacred vocation of teaching and caring for the students of our school. Their commitment gives life to the Dominican Spirit of our school. I thank the staff for their patience, courage, friendship, support, their leadership and their unwavering faith and hope for this very special school. I pray that these exceptional people continue to grow and embrace their sacred work as keepers of the light and the Vision for the whole St Augustine’s community to Re-imagine St Augustine’s as the “Welcoming Community in the North” - a place of excellence where the God-given dignity of each person is recognised and celebrated in learning and life.

I would like to acknowledge the special contribution of our support staff: Administration, Curriculum, OSHC and Canteen, and especially Maintenance and Work Health & Safety.

The Admin team are the face of the school and at the beginning of the year we employed Deb Applebee to take on the role of Admin Officer. Since Deb’s appointment Leanne Wood has come on board as Enrolment Registrar and promotions manager. Both Deb and Leanne have brought a freshness and vitality to the team and this has been a great boon for the hard working Annette Golebiowski, Chris Ferrell (Finance) and Liz Polljonker (Business Manager) after Andrea Brown won a position at St Francis, Lockleys, Catholic school. The void left by Andrea’s departure was filled in part by Leanne and in part by Raymond Camilleri (WHS). Raymond also assisted Tony Caridi (maintenance) one day per week. We thank this very hard working team without whom our school would fail to thrive and move forward.

The leadership Team – Josette Charles, Joyce Mee, Liz Polljonker. To Josette, Joyce and Liz, a very special thank you for the guidance and wisdom you have shared in bringing this first year of my appointment to a successful close. Your commitment to the school and your sense of vocation provides the platform for ongoing success and vigilant accountability for the whole community. Thank you sincerely for your work, wisdom and humour, while I treasure your friendship and your pastoral care of the whole community and me.

Sharon Henderson as Chair of the School Board is a remarkable leader and advocate for the school. I thank Sharon for her commitment and support through my first year at St Augustine’s and for the support that she has given when the school was in a transition stage. Sharon has been instrumental in seeing a very successful 60th Year celebration and the emergence of a new paradigm of thinking across the school in relation to the Re-imagining of Childhood 0-18 and all the diverse learning that this thinking embraces. Sharon has supported the application for an Early Learning Centre and the Same First Day Start for students in Reception, which encompassed out Little Augustine’s Transition Program. A huge thank you to Sharon and the School Board for their guidance and care of the school, serving the community and promoting the school in the most positive light. I thank you for the work you have undertaken on behalf of the school community - Interview panels, Finance, OSHC, Parents &
Friends and Canteen, as well as the Work Health Safety Committee, 60th Year celebrations and Parish Gala.

I would like to thank those members of the School Board who are retiring and, in particular, Jodie Burk who has served the school for six years as an OSHC representative and Finance Committee member. We wish Jodie well for the future and blessings for a well-earned rest. Eric Roden retired at the beginning of 2014 and after considerable advertising and encouraging, Michael Elias joined the Board as Chair of the Finance Committee. Michael brings accounting and corporate understandings to our Board and the school has benefitted greatly from his presence and work. We thank Eric for his years of dedication to the school and in particular his vigilance surrounding the finances of the school.

Other members included Ron Barnes, Tina Bennett, Shendell Camilleri, Phil Jobson, Lucy Romeo, Andrea Smith, Irene Tsalamangos and Bernadette Moore (Parish) and we wish them God’s blessing and Grace for their contribution to the school.

We acknowledge and thank members of the Sub-Committees of the School Board, including the Finance Committee, P&F, Buildings and Grounds Committee and Work Health Safety Committee, the Canteen Committee, the 60th Years Celebration Committee and the OSHC Committee. These groups help to enrich our school and offer families and community support and accountability. The success of any school rests with the support of its community. We thank you for all that you have given to the school.

Fr Roderick and the Parish Team have provided great support to the school and to me personally. I would like to than Fr Roderick, Fr Trong, Fr Shibu, Deacon Arturo, Louise Svensdotter, Canossian Sisters and all who work in the parish for their ongoing support and love of the school and its community. We ask for your prayers as we continue to spread the Good News in our teaching, learning and community engagement.

My commitment to St Augustine’s Parish School is that through the year ahead and the challenging times; I will walk authentically with the school community, living the faith as we strive to improve a life and future of hope for all who share in this school’s story. My message for the community is the same that I share with the Year 7 students as they embark on the next exciting stage of their life journey.

Go out into the world knowing that you will always be a part of the St Augustine’s School Community and the spirit of Veritas. Let your light shine forth into the future to prepare a path for justice and love, informed by Truth and actioned by the gifts of the Holy Spirit.

We pray for the strength of the Holy Spirit with us, as we move towards life giving futures, spreading the Good News of Jesus Christ in and beyond our school.

Blessings and Peace

Georgia Dennis
Principal