



**St Augustine's
Parish School**
Salisbury

St Augustine's Parish School Salisbury

ANNUAL REPORT 2018



*We are a welcoming community, united in faith, and centred on learning,
who value and nurture the dignity of each individual.*



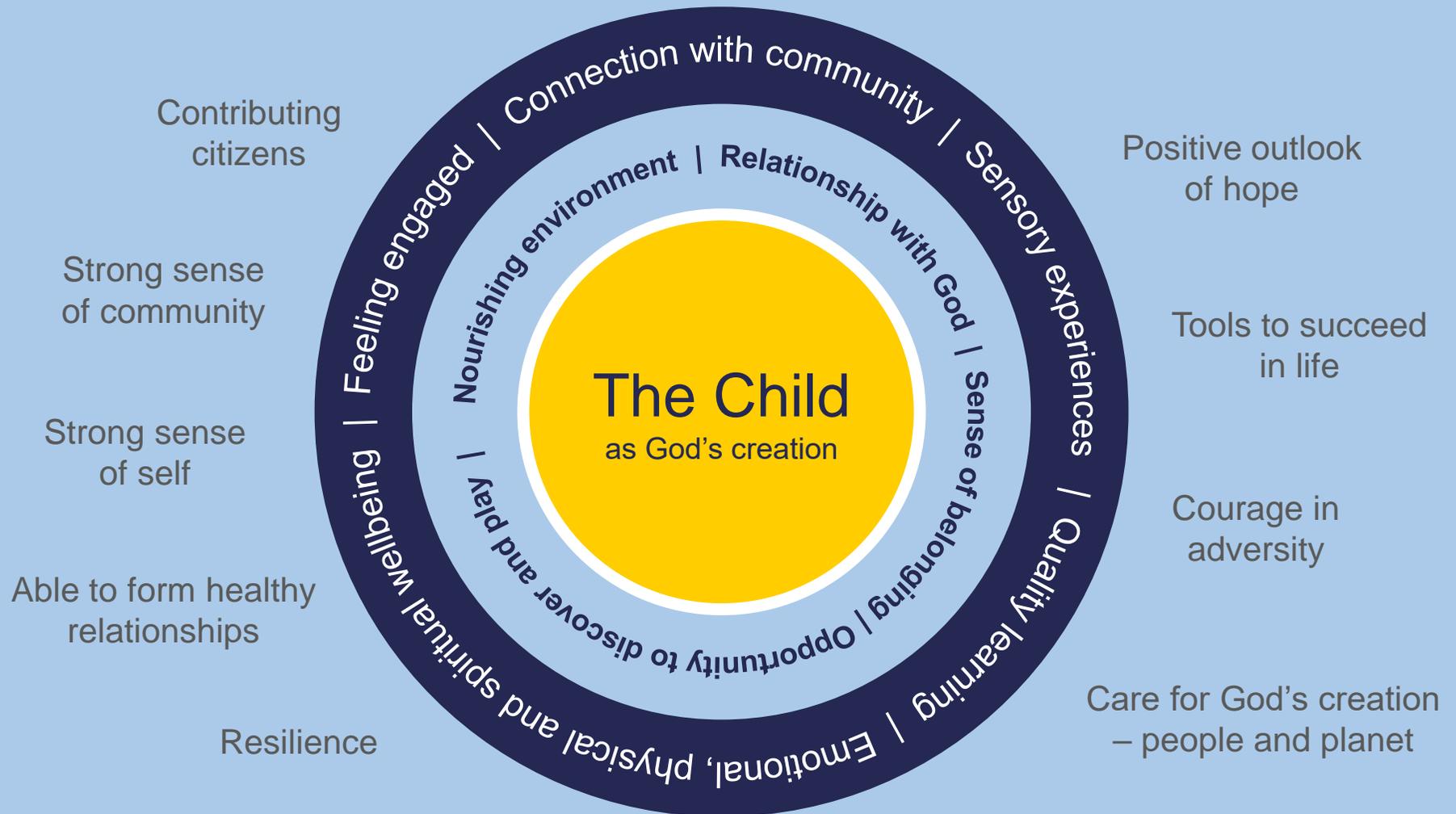
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*We acknowledge the Kurna people,
the traditional custodians of this land,
and pay our respects to the Elders
past, present and future
for they hold the memories,
the traditions, the culture and hopes
of Indigenous Australia.*



Our view of the world





About our school |



St Augustine's
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*We are a welcoming community,
united in faith, and centred on
learning,
who value and nurture
the dignity of each individual.*



St Augustine's
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We are...

- ***Visibly Catholic,***
and welcoming and respecting other faith traditions
- ***Many in number,***
and small enough to ensure that no-one is left behind
- ***Progressive in our approaches,***
and true to our rich heritage and Tradition
- ***Unique in our identity,***
*and harmonious with the broader community,
parish and schools within it*
- ***Hardworking and purposeful,***
and remember to celebrate and care for each other
- ***Providers of quality Catholic education,***
that is inclusive and affordable to all



Principal's reflection

In 2018 we consolidated our common purpose as educators at St Augustine's, where we place the child at the centre of all we do, and all decisions made.

We commenced the year with healthy student numbers, having undertaken intentional strategies towards promoting our school in the community, and providing additional services within the school. We welcomed Grow Up Smiling to our team. Grow Up Smiling is a dental service for children, provided here at school. The Grow Up Smiling team spent two periods of four weeks attending to children's dental needs. We are proud that this relationship will now continue into the future.

Our outstanding and committed staff participated in two major projects through Catholic Education SA.

The first involved working with UniSA on STEM (Science, Technology, Engineering and Mathematics), exploring ways of making this discipline more accessible in primary school. Our STEM Expo in August was testament to the fantastic work undertaken.

The second was a Culturally and Linguistically Diverse (CALD) opportunity through the Cabrini Project.

(cont..)



Principal's reflection

We particularly brought the Cabrini Project into our SPiCE (Supported Playgroup in Catholic Education) Playgroup, where we intentionally sought to include English learning opportunities for the adults who brought their children. It is a language rich program, utilising the power of play, music and socialisation.

In the last weeks of Term 3, I travelled to Scotland to participate in a Celtic Study Tour with other principals from Catholic Education. It was an opportunity to reflect on my work and enhance my thinking, nourished by Gospel teachings and heavily influenced by the traditions of the Celts. The Celtic connection with the natural world

and stewardship of the planet provided us with very different and thought-provoking experiences which we are all still using in our work in schools.

Keeping community connections alive and flourishing is rewarding work and we have been able to extend our association with Calvary Hospital with art work and our Liturgical Choir. Our visits to Estia Aged Care have become quite regular. We have welcomed TAFE students and UniSA students; as well as visits from Goodstart Childcare to our Reception classes.

I would like to take this opportunity to thank the whole staff for their exemplary dedication to their sacred

vocation of teaching and caring for the children in our school. Their commitment gives life to the mission and vision of St Augustine's. Their patience, courage, friendship, support, leadership and unwavering faith and hope makes St Augustine's a place of excellence where the God-given dignity of each person is recognised, nourished and celebrated in faith, learning and life.

Most importantly I thank the children for their spirit of curiosity and goodwill in their learning and their relationships with each other and their teachers.

Blessings

Georgia Dennis

School improvement

During 2017, the school engaged in a self-assessment process that led to the development of our 2018 School Improvement Plan. Staff consultation, community consultation, discernment of areas of need, and assessment of ongoing goals was undertaken to establish the plan for 2018.

This plan is based around the domains specified in the Continuous Improvement Framework for Catholic Schools from Catholic Education South Australia (CESA).

Our Strategic Plan

<http://bit.ly/SAPSSstrategicPlan>

Our Master Plan

<http://bit.ly/StAugustinesMasterPlan>

The following page highlights some of our goals and achievements.



School improvement

Progress Towards Achievement

Domain 5: High Quality Teaching and Learning

Explicit dedication to improvement in Learning

Outcomes for children

- Creation of Learning Improvement Team (LIT) to support teaching staff in significant professional learning around Understanding By Design which promotes deeper learning that can be transferred to other circumstances. This involved a change in planning to incorporate essential questions and targeted transference.

Domain 5: High Quality Teaching and Learning

Children know themselves as learners

- Placing the child at the centre of their own learning. Teachers being skilled in asking the right questions of the child to deepen their understanding

Domain 9: Effective Administration and Resourcing

Complete a new school website

- Worked with a web developer and communications expert to develop and launch our new website.
- Please follow this link to visit our website
saps.catholic.edu.au

Domain 1: Catholic Identity

Enhanced understanding of Social Justice

- Significant work with Student Leaders (Year 7) and Social Justice Group (Year 6) in developing, promoting and supporting outreach opportunities. The Social Justice group supported Early Years students in the school yard, and promoted several opportunities to support outside groups.



About our staff |



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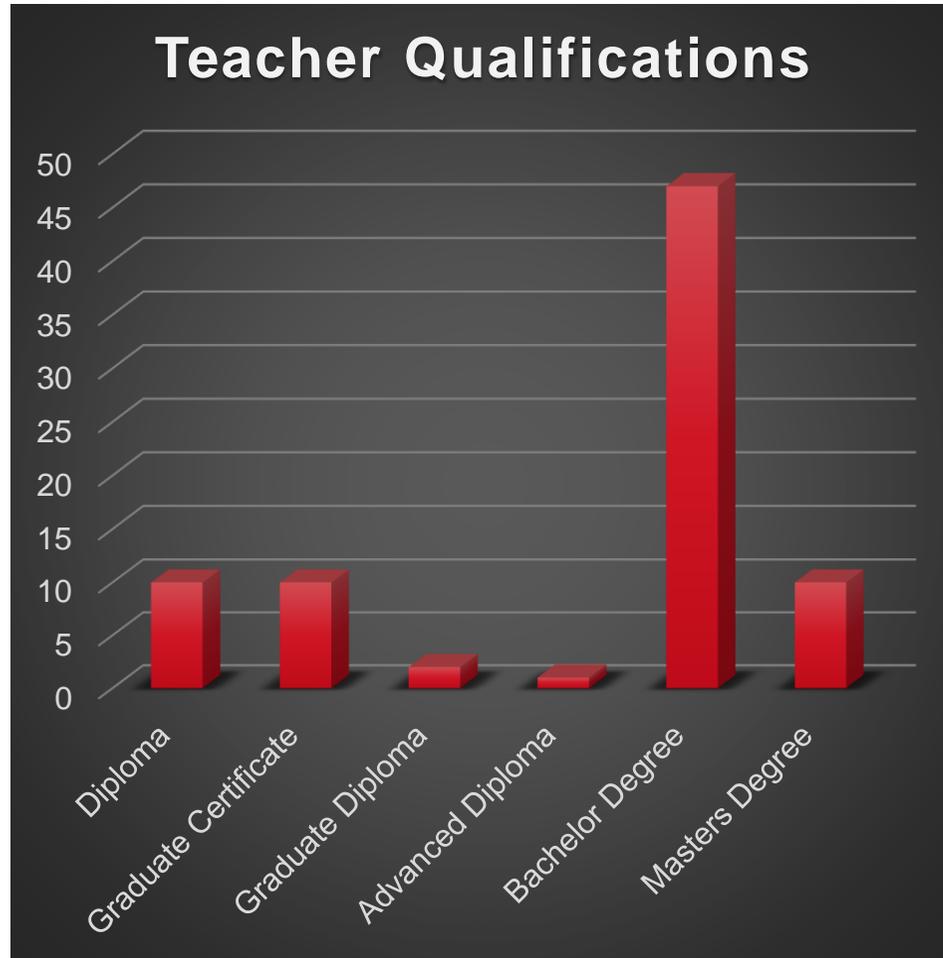
About our staff

Workforce Composition

Teaching Staff	48
Males	9
Females	39
Full Time Equivalent	38.8
Non Teaching Staff	23
Full Time Equivalent	14.42



About our staff



We are privileged to have a well qualified staff of life long learners.

Among our teaching staff there are 47 Bachelor degrees, 10 Masters degrees, and a further 23 additional qualifications.

The 10 Masters degrees include Educational Leadership, Education, Teaching, Theological Studies and Psychotherapy.

The Bachelor degrees include Education, Human Movement, Applied Science and Arts.

About our staff

Professional Learning

In 2018 all staff participated in professional learning. There were a wide range of opportunities 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.

In placing the child at the centre, we offered a number of professional learning staff meetings on the Understanding By Design

way of planning learning.

Our Lead Learners, worked closely with staff using a coaching model, observing practice then choosing aspects to further develop.

All staff complete an Annual Professional Learning plan with their own personal goals in keeping with the strategic direction of the school.

In addition, staff participated in Religious Education, Literacy, Work Based Action Research projects, Inclusive Education, Work Health and Safety Training and NAPLAN

Online training as well as two projects with Catholic Education.

One of the projects was exploring ways of supporting Culturally and Linguistically Diverse (CALD) families. This has lead to a language enrichment focus in our Playgroup, and the sourcing of our Community Hub. The other project involved Science, Technology, Engineering and Mathematics (STEM), resulting in an extraordinary STEM Expo during Science Week.



About our students |

About our students

This was our last year of being a Reception to Year 7 Catholic parish primary school. From 2019 we will no longer cater for Year 7s.

We had a total enrolment of 625 at the annual August census.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Girls	60	55	34	43	28	38	32	24	314
Boys	65	45	39	48	32	24	33	25	311

About our students

Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	94.11%	92.67%	92.58%	91.99%
Year 1	93.00%	92.43%	91.27%	92.17%
Year 2	94.56%	95.44%	92.92%	91.91%
Year 3	94.10%	93.75%	93.28%	91.89%
Year 4	93.41%	92.33%	92.01%	92.94%
Year 5	93.91%	93.71%	90.07%	92.62%
Year 6	93.42%	93.60%	90.95%	88.59%
Year 7	91.65%	89.56%	89.67%	84.88%
Average	93.52%	92.94%	91.59%	90.87%

Student attendance is managed by the CeSIS computer system. We use the Student Messaging System for parents to advise of absences and for the school to advise parents of unexplained absences. We also have a dedicated Absence Notification phone number (8182 7915) and text number (0407 664 190). Student absence is monitored closely and followed up. Unsatisfactory reasons for absence are referred to the Principal or Deputy Principal and if necessary then referred to the Department of Education.

About our students – learning outcomes

This table shows the percentage of students who met the National Minimum Standards (NMS) in National Assessment Program Literacy and Numeracy (NAPLAN). We are very pleased to recognise that 99% of Year 3s in 2018 achieved the NMS in Spelling, Grammar and Punctuation, and Numeracy, while over 90% in each year level achieved the NMS in all areas.

NAPLAN	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	94%	91%	99%	99%	99%
Year 5	90%	93%	95%	95%	93%
Year 7	98%	94%	94%	96%	94%

This table shows the estimated standardised student progress between the 2016 and 2018 Literacy and Numeracy Tests. For example, 29% of Year 7 students have had High progress in Numeracy since their Year 5 test in 2016.

NAPLAN Progress	Reading			Numeracy		
	Low	Med	High	Low	Med	High
Since 2016						
Year 5	31%	52%	17%	19%	60%	21%
Year 7	21%	52%	26%	29%	43%	29%

About our students – learning outcomes

Assessment Informing Learning Programs

Aside from NAPLAN St Augustine's uses a variety of data sources to inform our teaching and learning programs.

Early Years Numeracy Observation Assessment (EYNOA) – to identify Reception students who are given support with learning their numbers.

First Years of School Literacy Assessment Tool (FYOSLAT) – informs teachers about literacy development in children's 1st, 5th and 9th term at school.

Running Records – used to identify students for intervention programs such as Reading Rocketeers and Levelled Literacy Intervention (LLI).

Progress Achievement Tests (PAT) Mathematics and Reading – identifies children who need enrichment in these areas, as well as those who need intervention.

Religious Literacy Assessment Tool (ReLAT) – undertaken in Term 3 of Year 4.

This data is used for additional programs as well as guiding teachers in their individual classroom programs, including where differentiation is required.



Our community |

Community satisfaction

We conducted three Quantitative online surveys. These surveys also gave us the opportunity to gauge the satisfaction levels of the key stakeholders.

We have learned...

Overall there was very positive feedback across all groups.

The following pages show some of the key survey results.



Parent satisfaction

Parents were asked how much they value the attributes of the school. The % shown indicates 'somewhat value' to 'strongly value'. We have discovered that 11.48% don't know what Restorative Practice is, which is an improvement on 2017 where 23% were unsure. Parents were also invited to name which words came to mind when thinking of St Augustine's Parish School.

Valued attributes of the school	% who value
Big play area/grounds	100%
Restorative Practice	83.61%
Breakfast Club	90.32%
Positive Education	98.39%
Resource Centre	91.94%
Catholic Identity	91.94%
Extra-curricular activities	95.09%
Laptop provided to students	85.49%
Community Garden	91.93%
Appearance of the school	98.39%



Parent satisfaction

83% of parents feel positive about the difference St Augustine's Parish School is making in the life of their child, while 85% are likely to recommend the school to other parents.

“It's a great school in all areas...from teachers, to programs, to community belonging.”

“My kids enjoy going to school every day which is a great reflection on the school.”

“It's a good school with good teachers and helpful office staff. I feel that my children are learning important life skills. My daughter loves St Augustine's.”

“The school works with parents to ensure their children are getting the best from their education.”

“Love the school. Feel the majority of values align with my own. Teachers are wonderful and work hard to create amazing experiences for the children.”

“Both my children love the school and I gave trust and faith in the decisions their teachers make, they respect my individual child's needs and are always available if I need to chat about any concerns.”

Staff satisfaction

Staff were asked to name how satisfied they are working at St Augustine's, with over 90% saying they are quite satisfied or extremely satisfied.

Some of the comments when asked why they say that included:

“ *I feel supported and appreciated by all staff members. Everyone has a positive attitude and is willing to help one another. ”*

“ *I love the work we do here at St Augustine's and the opportunities that we are provided with. ”*

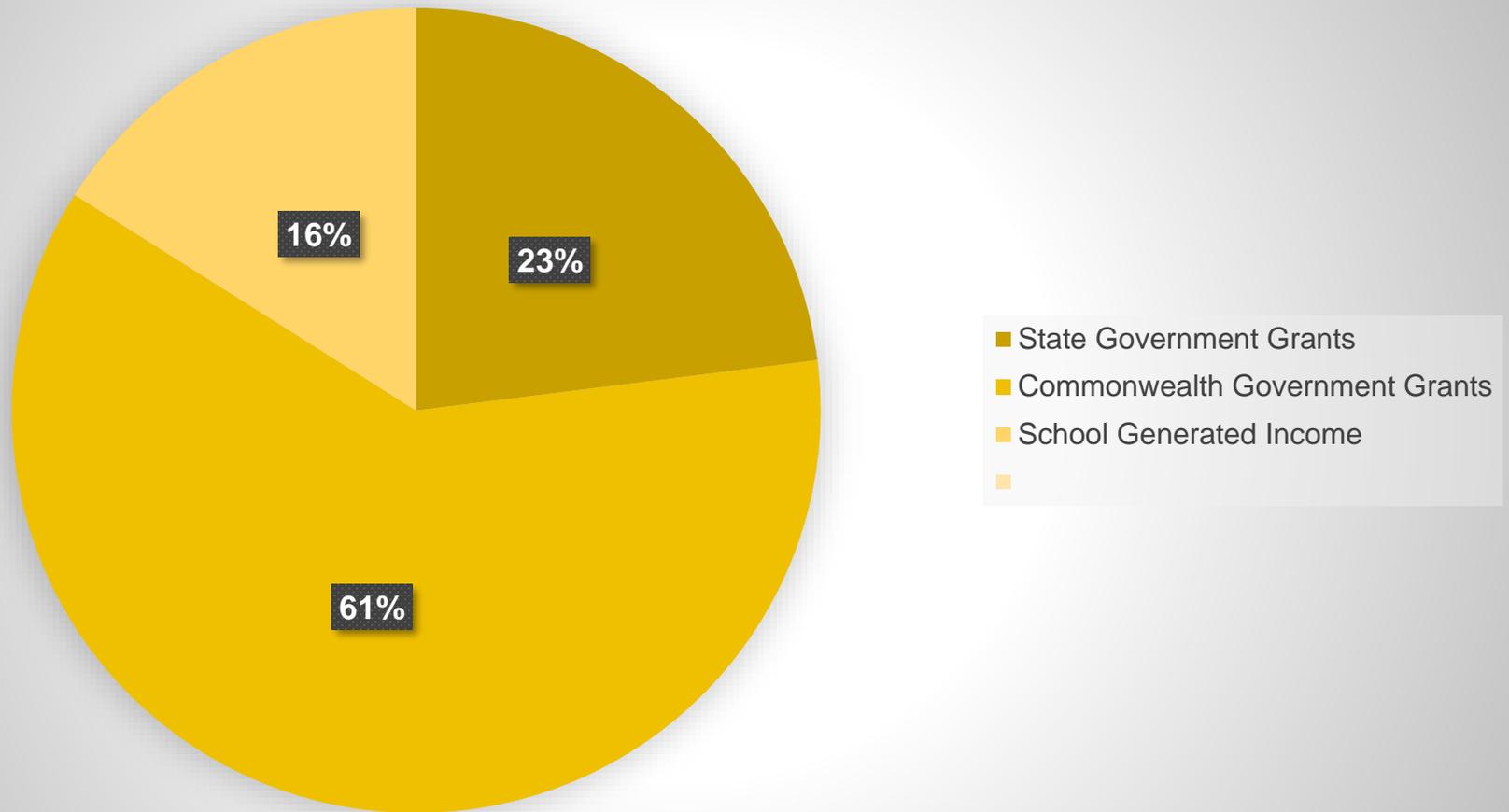
“ *I enjoy coming to work. I do not see what I do as a job, I see it as part of my life, my vocation. I love the fact that no two days are the same. I love the people I work with and I get more rewards than not in my role. There are of course some days that are frustrating but the feeling never lasts. ”*

“ *I meet regularly with Leadership, so lines of communication are open and effective, any additional requests are always met with enthusiasm and encouragement to have a go. ”*



Finance |

Where our income comes from





**St Augustine's
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