



**St Augustine's
Parish School**
Salisbury

St Augustine's Parish School Salisbury

ANNUAL REPORT 2017



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



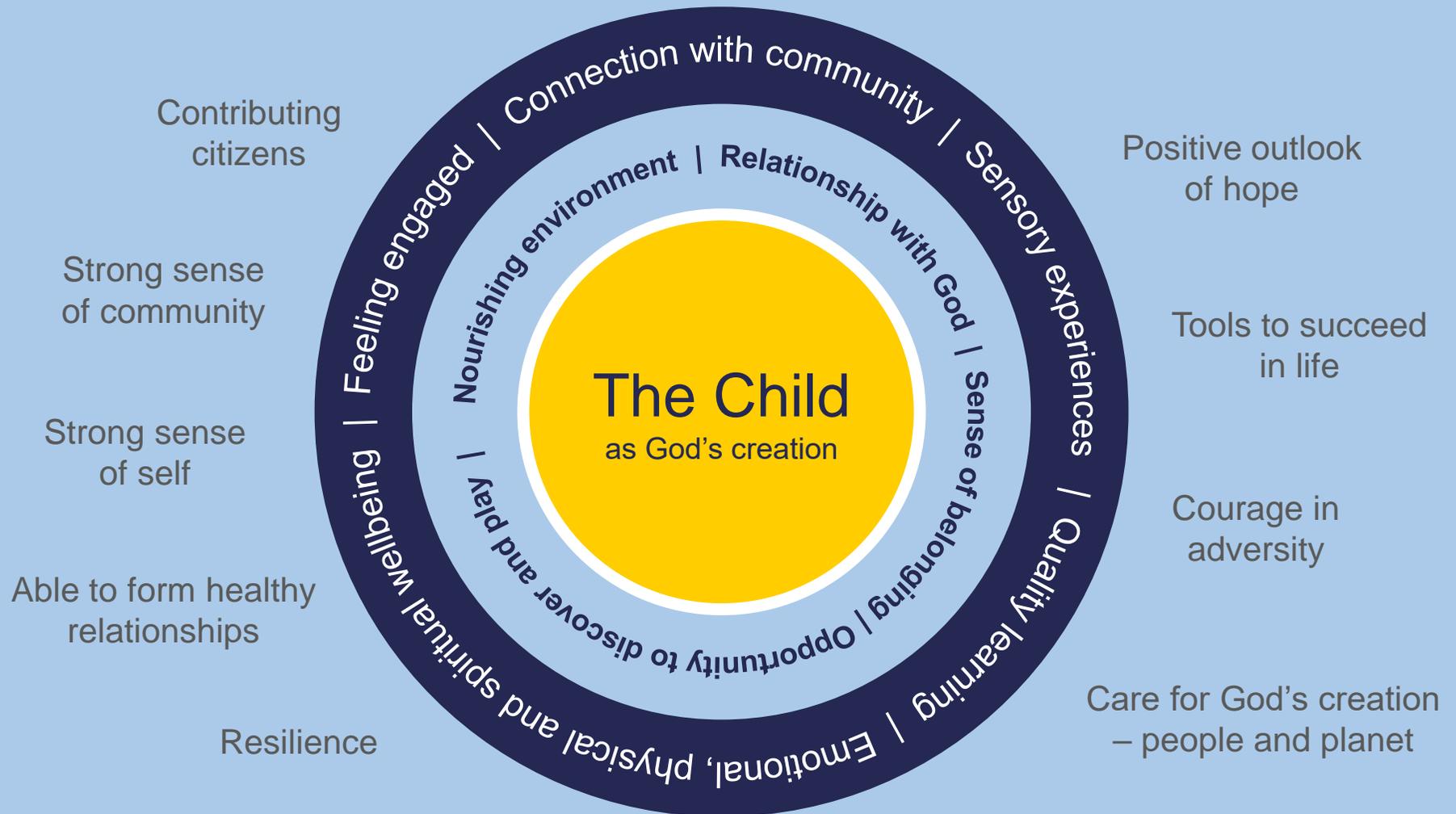
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*We acknowledge the Kurna people,
the traditional custodians of this land,
and pay our respects to the Elders
past, present and future
for they hold the memories,
the traditions, the culture and hopes
of Indigenous Australia.*



Our view of the world





About our school |



St Augustine's
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Salisbury

Our guiding principles

St Augustine's Parish School was established in 1955 to provide a Catholic education for the children of the fast growing northern suburbs of Adelaide.

As the City of Elizabeth was established and industry such as the GMH factory was introduced, the City of Salisbury boomed. The Dominican Sisters of North Adelaide were invited to open a co-educational primary school.

Beginning with one building comprising three classrooms, which also served as the Parish Hall, the sisters initially travelled by car to Salisbury each day. Before long, a second building with two more classrooms was required.

In the late 1960s, after a fire burned St Finbar's School to the ground, the Salisbury Parish decided that rather than rebuild on that site, they would build a new building on the St Augustine's site and this would become the only Parish school. By the 1970s an 'open space unit' was built.

The school's population has been steady at around 600 for the last 35 years. Occasionally dropping below 600, the school is currently stable with approximately 630 students and 27 classes. This is projected to hold firm as we adjust to the loss of our Year 7s in 2019.

Our values

In the spirit of the Gospel, we are:

- **a welcoming community** – without judgement
- **united in faith** – our faith in God who loves us all
- **centred on learning** – a place of learning, lifelong and lifewide, for our children and our adults
- **who value and nurture the dignity of each individual** – each of us is made in the image of God, and each of us is afforded respect, dignity and compassion, always.

*Our motto
of 'Truth' comes
from the Dominican
'Veritas'.
At St Augustine's, we
pride ourselves on
striving for truth in
all things.*



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

Reimagining childhood and placing the child at the centre of all our endeavours has been a signature of our work over the last three years and has really come to be a part of our culture in 2017.

We spent time developing our Master Plan for the school and came up with 'Our View of the World' as a focal point for our decision making. This can be seen earlier in this document. The Master Plan will be the go to document for all major decisions in the future development of the school. This includes our Strategic Planning over the next three years, as well as any building developments we may embark on.

Always one of the greatest highlights for me has been the children and their capacity to learn and engage with new experiences. Our work on an Outdoor Education Plan for Years 3-7 led to our Year 5s enjoying ZooSnooze – sleeping over at the Adelaide Zoo, while our Year 6s and 7s participated in an Aquatics program. We are looking to expand on these experiences into the future.

(cont..)

Our Master Plan

Click here or visit

<http://bit.ly/SAPSMasterPlan>



Principal's reflection

Our children and young people have been involved in cricket, soccer, netball, football, swimming and athletics carnivals. They have sung in choirs at Calvary Hospital and the Entertainment Centre, performed in Wakakirri and CanDance and presented a concert with the instruments they have been learning. More than 100 children graduated from Children's University at Bonython Hall. Many of the children who received their certificates have significant learning needs and some complex disabilities. It was a very emotional night and one which makes clear the notion that with the right attitude and support, everyone can reach beyond their best.

Professional learning for St Augustine's staff was focussed on the coaching and mentoring model, particularly lead by our Lead Learners. They worked alongside teachers in the classroom, observing lessons and providing feedback to improve pedagogy and lift learning outcomes for the children.

We were thrilled with the news from ACARA (Australian Curriculum, Assessment and Reporting Authority) that our NAPLAN results in 2017 demonstrated substantially above average gain, particularly for our Year 5s in Numeracy.

We developed a different style of offering professional learning for

our teachers in 2017.

Our 'Pick-a-path' Staff Meetings utilised the expertise of our people and enabled a choice of tutorials and workshops. In this way, teachers were able to develop and deepen their learning in areas where they saw need, building a really meaningful professional learning program.

We achieved most of the things we set out to do, and added a few extras along the way. We are excited about the opportunities to build on this year's progress for the benefit of our children and families in 2018.

Blessings

Georgia Dennis

School improvement

During 2016, the school engaged in a self-assessment process that led to the development of our 2017 School Improvement Plan. Staff consultation, community consultation, discernment of areas of need, and assessment of ongoing goals was undertaken to establish the plan for 2017.

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

Click here to download our full 2017 Annual Improvement Plan or visit <http://bit.ly/SAPSAnnualPlan2017>

The following page highlights some of our goals and achievements.



School improvement

Progress Towards Achievement

Domain 1: Catholic Identity

Develop and grow a common understanding of Catholic Identity

- appointed a Coordinator of Catholic Identity, numerous Staff Meetings, Staff Reflection Day on 'Catholic Identity' and a short course on 'Using Scripture with Primary School children'.

Domain 2: Focussed Vision and Goals

Consolidating Common Language among staff and students around the initiatives we have undertaken

- focussed professional learning staff meetings on Positive Education, Visible Learning, Restorative Practice and Catholic Identity. Classroom coaching sessions in Numeracy, Literacy and Religious Education

Domain 6: Effective Use of Data

Teachers using data to inform their learning and teaching programs to enable optimum learning outcomes for each individual student

- mentoring and coaching of teachers, 2 POR2 Lead Learners assisted teachers to break open the data and discern its implications for learning.

Domain 10: Marketing, Communication & Promotion

Development of Master Plan and school marketing materials including Website

- worked with external provider to establish a Master Plan that will underpin all decision making, particularly around resourcing and building. Worked with Marketing Consultant for Photo shoot, Graphic Designer for Brand Guidelines, Style Guide, letterhead, colours and logo.



About our staff |

About our staff

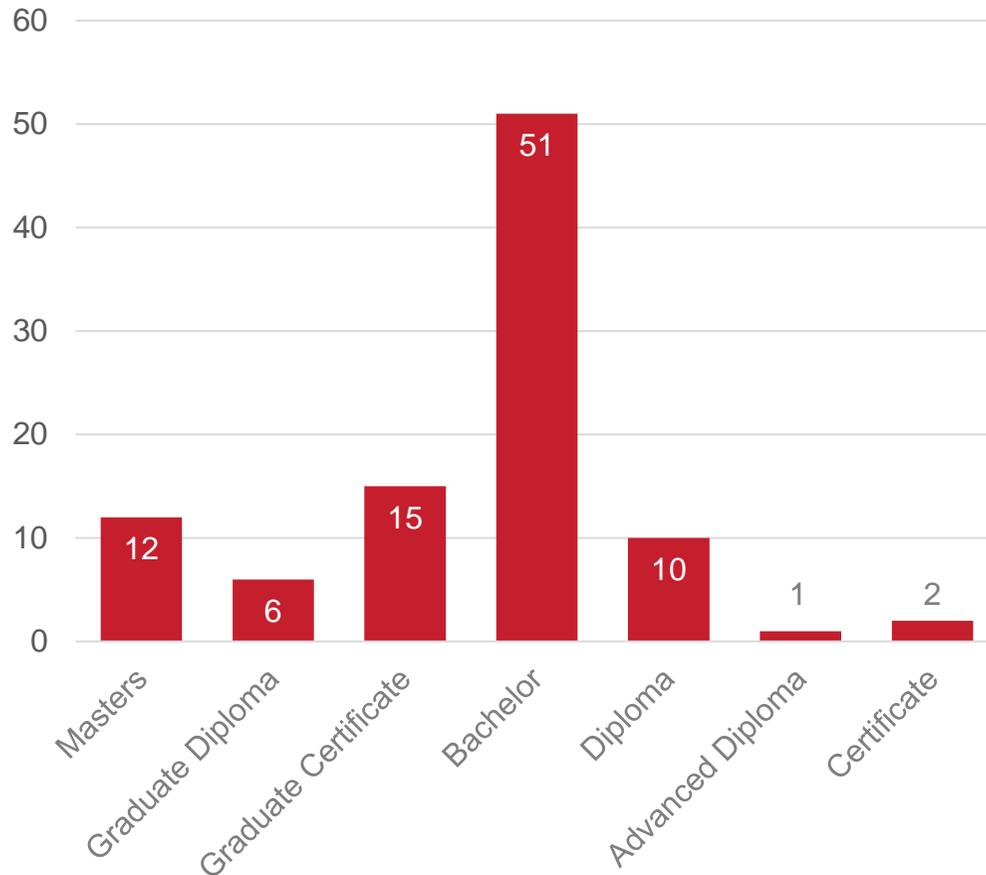
Workforce Composition

Teaching Staff	48
Males	9
Females	36
Full Time Equivalent	40.3
Non Teaching Staff	25
Full Time Equivalent	14.59



About our staff

Teacher Qualifications



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

Among our teaching staff there are 51 Bachelor degrees, 12 Masters degrees, and a further 34 additional qualifications.

The 12 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 2017 there was 100% participation by the teaching and ancillary staff 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.

Honouring individual staff members' learning needs, we

offered professional learning staff meetings where there were a number of options to choose from on each occasion. This proved to be very popular with staff. Over the course of the year, these were offered on approximately twelve occasions.

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

In addition, staff participated in Religious Education,

Scripture with children, Literacy, Work Based Action Research projects, Inclusive Education, Work Health Safety Training, Reading To Learn, Science, Australian Early Development Index (AEDI) Training and a Child Protection project with Catholic Education.



About our students |

About our students

We are a Reception to Year 7 Catholic parish primary school.

We had a total enrolment of 629 at the annual August census.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Girls	60	37	48	38	45	38	27	29	322
Boys	47	47	50	34	29	39	27	34	307

About our students

Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	93.80%	91.95%	91.39%	90.90%
Year 1	90.89%	93.10%	92.38%	91.70%
Year 2	93.55%	92.97%	91.61%	91.87%
Year 3	91.88%	91.34%	89.27%	88.62%
Year 4	94.56%	93.88%	93.41%	91.88%
Year 5	93.49%	93.40%	89.77%	92.09%
Year 6	92.19%	91.08%	87.60%	85.88%
Year 7	93.49%	89.90%	89.44%	87.68%
Average	92.98%	92.20%	90.61%	90.08%

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). 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 and Child Development.

About our students – learning outcomes

The Australian Curriculum, Assessment and Reporting Authority (ACARA) described St Augustine's as having demonstrated substantially **above average gain** particularly in Numeracy from Year 3 in 2015 to Year 5 in 2017.

This table shows the percentage of students who met the National Minimum Standards in National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	94%	97%	91%	82%	92%
Year 5	93%	95%	93%	90%	93%
Year 7	92%	95%	94%	90%	97%

This table shows the estimated standardised student progress between the 2015 and 2017 Literacy and Numeracy Tests. For example, 31% of Year 5 students have had High progress in Numeracy since their Year 3 test in 2015.

NAPLAN Progress	Reading			Numeracy		
	Low	Med	High	Low	Med	High
Since 2015						
Year 5	23%	52%	25%	11%	57%	31%
Year 7	31%	59%	10%	25%	50%	25%

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.

Early Years Assessment (EYA) – informs teachers about literacy development after five terms 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.

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 with one of the objectives being to test the reputation of the school among the community. These surveys also gave us the opportunity to gauge the satisfaction levels of the key stakeholders.

We have learned that there are some parents who are not aware of all of the opportunities we offer their children.

Overall there was very positive feedback across all groups.

The following pages show some of the key survey results.

Parent satisfaction

Parents were asked to list words that come to mind about the school.

They were also invited to list things they valued, that they only discovered about the school after they joined the community.



Valued Discoveries

Approachability of staff

Community

Reggio Emilia experience

Extra curriculum support

Respect for each child

ESO help

Inclusion of parents and families

Parent satisfaction

80% have strong relationships with their child's teacher.

88% believe their child enjoys St Augustine's Parish School with 12% having a neutral response.

93% strongly value our Positive Education approach.

94% value the diversity of the community.

93% value our Catholic identity.

77% value the Restorative Practice approach however 23% indicated they do not know what it is.

“ *Our child has gone from being shy and unsure to a confident learner. She is continually impressing us with her development both as a young person and intellectually during her short time at St Augustine's Parish School.* ”

“ *My child is thriving.* ”

“ *There are positive programs in place for children to use now and in the future.* ”

“ *My child is getting a positive education and support. Also they absolutely love the school and refuse the thought of attending another school.* ”



Student satisfaction

Most students expressed positive feelings about being at St Augustine's. They enjoy diverse things at school across academic, recreational and artistic pursuits.

We asked students what they look forward to most and they said...



Staff satisfaction

Staff were asked to name why they believe St Augustine's is making a positive difference.

96% of staff feel positive or very positive about the difference St Augustine's is making.

“ *I love it here. St Augustine's can be a challenging school however like minded people work here and it makes it a really enjoyable environment to work in. We are here for the children and to have a team working towards the same goals is incredible. ”*

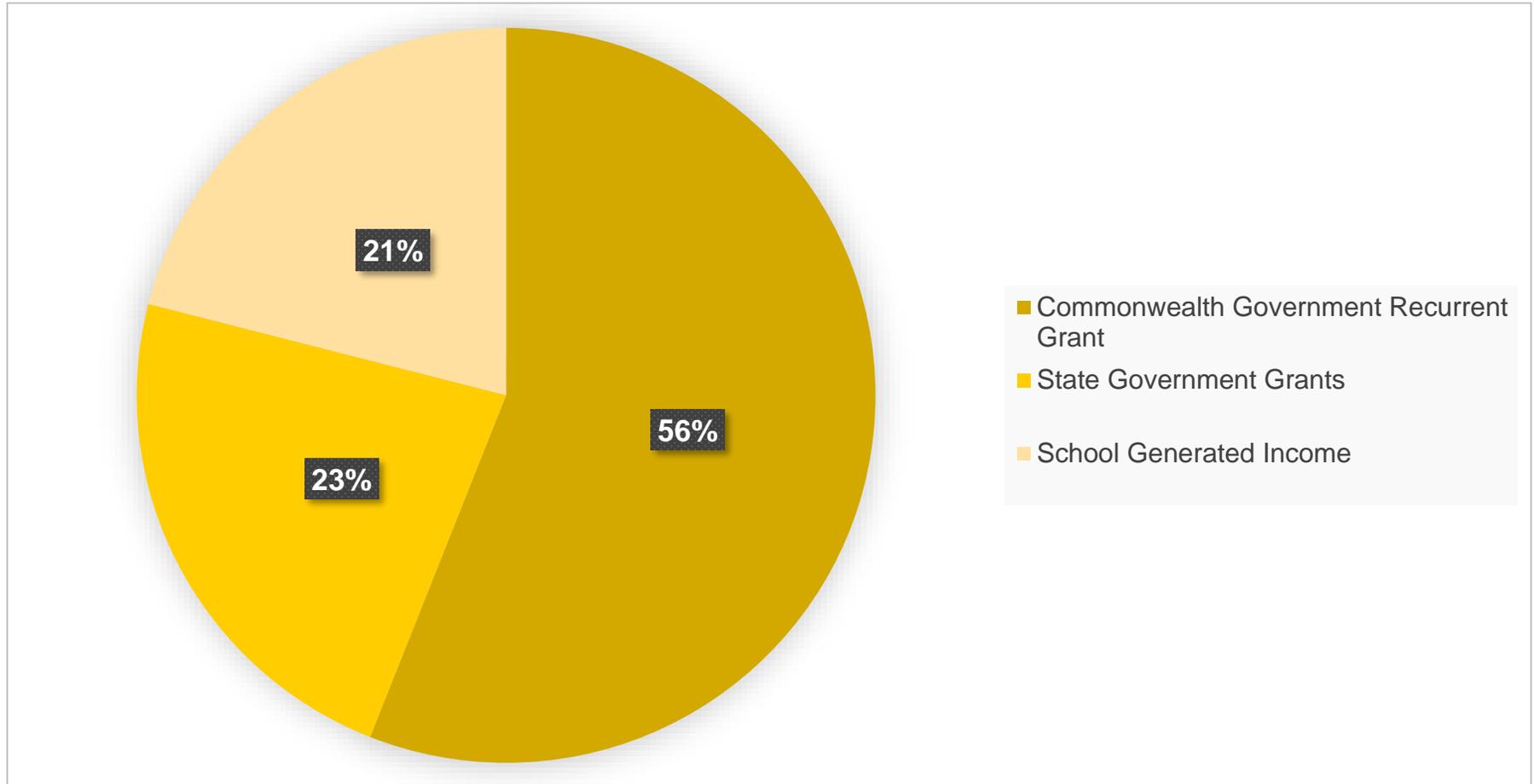
“ *We are making a positive difference because we bend over backwards to ensure every child is reaching their full potential, they are safe with us and families feel that sense of safety at the school. ”*

“ *I believe that we go the extra mile to support all students and families in need. Leadership/teachers/ESOs and Admin staff spend a lot of time looking after the wellbeing of our community. ”*



Finance |

Where our income comes from





St Augustine's
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Contact

St Augustine's Parish School
25 Commercial Road
Salisbury, SA 5108
T (08) 8182 7900
F (08) 8182 7999
E info@saps.catholic.edu.au

[Facebook.com/StAugustinesParishSchool](https://www.facebook.com/StAugustinesParishSchool)

www.saps.catholic.edu.au

