



St. Augustine's
Catholic Primary School
MARYBOROUGH



St Augustine's School Maryborough

2020

Annual Report to the School Community



Registered School Number: 0132

Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision & Mission3

School Overview.....4

Principal’s Report5

Parish Priest’s Report.....6

Catholic School Culture7

Community Engagement8

Leadership & Stewardship.....9

Learning & Teaching12

Wellbeing14

Child Safe Standards.....16

Future Directions17

Contact Details

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Minimum Standards Attestation

I, Sonia Turner, attest that St Augustine's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/04/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision & Mission

St Augustine's Vision and Mission Statement

VISION STATEMENT

St Augustine's Catholic School community ensures that all children are nurtured and aspired learners, who will 'Have life and have it abundantly' (John 10:10)

MISSION STATEMENT

To fulfill this vision we:

- Commit to nurturing a religious education built on the Gospel values of Jesus Christ with respect to Catholic tradition and the Brigidine heritage;
- Facilitate learning in an inclusive and supportive Child Safe school environment, celebrating achievement. We develop their social, emotional, spiritual and intellectual growth to empower them to reach their full potential;
- Challenge and engage children in a stimulating and dynamic educational and contemporary environment;
- Engage with our parents, extended and parish families to ensure that St. Augustine's embodies connectedness, ownership and responsibility by all members of the community;
- Commit to working collaboratively to ensure results are achieved through on-going collective inquiry.

School Overview

Our School is named after St. Augustine (354-430) however the Brigidine Sisters began teaching children in the Parish hall in 1902. In 1949, a new Catholic Primary School was built with octagonal rooms. The current population of the school is 249 pupils who are educated across 12 classrooms.

Our Catholic Identity is strong within the school and within the local community and there are opportunities for evangelization and possible formal welcome into the Church. Our school population is sourced from the Central Goldfields Shire; this includes the towns of Maryborough, Carisbrook, Talbot, Avoca, Timor, Dunolly and surrounding farming areas. At St. Augustine's school we are fortunate to have a professional, dedicated and caring staff who embrace a shared vision and mission - ensuring that all children in their care enjoys school in a safe environment that strives to meet their learning potential. This is witnessed through the pastoral care, supportive learning environments and teaching and learning activities that are delivered on a daily basis, where children, parents and visitors are welcomed and feel strong connections to our school.

Principal's Report

2020 saw us manage our way through the COVID 19 pandemic. Staff, students and parents are all to be congratulated on the way we approached this. True partnerships were brought together for the sake of the children. Staff were quickly forced into remote teaching, a feat that no-one had any training or preparation for. This was done admirably with such a degree of adaptability and professionalism. The challenge was to parallel effective teaching across a platform that presented so many variables. Children alike, were plunged into remote learning, such a contrast to the normal relationship building in a classroom where the focus became troubleshooting a technological device through a lesson. However, the resilience of the children shone through and we are proud to say that the assessment trend upon return to school was positive.

Our parents took on the role of the teacher while balancing home/work life and the external pressures that this pandemic placed on society. This too was done with great diligence and adaptability.

I can say that through God's love and guidance this challenge was met with great success on many levels.

Parish Priest's Report

Back in 1999 we worried about how we might be affected by the "millennium bug" in the year 2000. This turned out to be but a ripple compared with the COVID-19 virus. What has been impressive about St Augustine's School is that our children have not just survived but flourished throughout this year. New challenges have been met with innovative solutions and the care for our children and their families has been impressive.

While I thought one of the major events of this year would be signing over school governance from parish priests to DOBCEL (finalised for St Augustine's several weeks ago and to take effect from 1st January 2021), this has been overshadowed by new ways of learning and caring for one another. While not completely "out of the woods" just yet as far as COVID-19 goes, it's great to feel optimism in the air as we prepare for celebrating Jesus' birth and ushering in a New Year that will no doubt be accompanied by its own special joys and challenges.

I'm most grateful to Sonia Turner and her staff for their wonderful leadership, resilience and educational prowess throughout 2020 and our SAC for your commitment and oversight helping to keep us grounded in what is best for our children and their families.

Catholic School Culture

Goals & Intended Outcomes

Focus on ECSI project and preferred stance of PCB, recontextualisation and open dialogue.

Maintain an obvious culture of pride, hospitality and welcome with an emphasis on whole staff responsibility for all students.

Build parent connections with the school and improving their knowledge of scripture, prayer and reflection.

Achievements

The Catholic Identity team also met with the challenges of COVID19 however whole school prayer continued in an online capacity and Justina our REL continued to provide staff with a lot of Professional Development and support across the year.

Our journey with the development of the new Awakenings curriculum has continued with every teaching team using the new curriculum and way of planning.

The Sacramental Program runs with the support of the Parish. Each Sacrament has a family information session and then four weeks of various reflective sessions to engage in deeper connection to the parent and child's faith development. This year the children prepared for Reconciliation but then received the Sacrament in the library without parents present due to COVID. Photos were sent to all families as a memory keepsake.

VALUE ADDED

- * Whole School prayer was via an online platform even when school returned as we could not gather as a whole school.
- * Graduation Mass was just a Mass and celebration for Year 6 children and their immediate families due to COVID19 restrictions.
- * REL continued to support staff through both online meetings and then in staff groups when we return to school.
- * We purchased a school banner displaying our School name, logo, Brigidine logo and Vision statement. This stands prominently in the foyer but can be transported to different events/occasions.

Community Engagement

Goals & Intended Outcomes

- * Improving communication and reporting to parents about what is happening in the classroom, the reason for the activity at time and education about Proficiency scales to support this.
- * Use Class Dojo to share readings and information about student learning. Use of Dojo Portfolios to share student work with parents.
- * Whole School prayer as a means of education and communication to parents about prayer and why we do what we do at school.

Achievements

Due to COVID19 the communication out to parents had to be very explicit and timely as this landscape was ever changing at a rapid pace.

Online learning required both parents and teachers to be in constant contact.

PARENT SATISFACTION

Insight SRC results indicated that parents over 90% of parents believe that the academic standard at St Augustine's provides an adequate challenge for their children, the subjects taught meet their child's needs and they believe their children enjoy and look forward to learning.

Parents indicate that their child looks forward to going to school, they feel accepted and get along with peers. They believed their child is developing a good range of valuable social skills. They stated that bullying, being teased and others being mean was relatively lower with about 30% of parents indicating that these things were occurring.

Leadership & Stewardship

Goals & Intended Outcomes

Sign over the transfer of Governance from Fr John Monaghan as Parish Priest to the board of DOBCEL.

Attend to compliance requirements.

Achievements

As part of a schools' continued registration we must ensure that we are compliant in all areas of the school. As part of signing the transfer of Governance we had a full audit of staff contracts, policies and procedures.

Schools in the Diocese of Ballarat undergo a School Improvement Review to ensure improvement is always towards highly, effective, recognized practices and reflection. Reflection upon where you have been, why you are doing what you are doing in terms of data and measurement tools and prioritise where they are going. This process involves a building an intensive data profile of the school. Shire statistics, census statistics, Australian Early Development Census data, NAPLAN data, internal assessment data and parent data is all collected and used for collaborating the School Reflection report. Mr John Marks was our external Reviewer who zoomed in from Melbourne to facilitate this process. This Review was postponed twice because of COVID so I can't only thank staff and leadership enough for their patience and understanding on the drawn out and continually interrupted process.

Alas, the result was incredibly affirming and so positive from all accounts. We have a great team of teachers who are diligent and committed to the learning of the children at St Augustine's PS. Our parents are on board with what we are doing and graciously help out whenever/wherever possible. Not to mention we have the best kids in our school, we are truly blessed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Whole school writing moderation and developing non-negotiables for the implementation of the Bump It Up Wall.
- Maths Vocabulary with Teresa Hadden from Catholic Education Office Ballarat
- Writing - Scaffolding Literacy Process (Misty Adoniou)
- Data - Analysing, interpreting and setting SMART goals from PAT Maths and PAT Reading Data.
- E-safety training
- Various individual on-line modules of choice in line with Australian Standards for Teaching and Learning due to staff working from home.

Number of teachers who participated in PL in 2020	20
Average expenditure per teacher for PL	\$700

TEACHER SATISFACTION

Our Insight SRC data on organisational climate aggregate data has continued to increase over the last 5 years.

School morale data indicates that 100% of staff are enthusiastic about their work and there is a lot of energy in the school. 100% of staff indicate that they take pride in their school and 96.3% believe that there is a good team spirit within the school.

Individual results indicate that 92.6% of staff feel positive at school, 96.3% feel cheerful at school, and 88.9% feel enthusiasm and a sense of pride at school.

100% of staff indicated that they are able to approach the school leaders to discuss issues and 92.6% staff feel they are supported by leadership.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	97.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.3%
Graduate	21.1%
Graduate Certificate	0.0%
Bachelor Degree	73.7%
Advanced Diploma	21.1%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

- Revisit OLSAL work with teams - tailored a little to our school - presented by CEB staff
- Continue with essential learnings in writing and revise maths - Maths is in maintenance phase.
- Agenda Whole School Data share time (Guiding Coalition, PLTs/Staff Meetings - link focus what we are doing to the data. For example when doing a Writing Moderation PLT go back and look at our writing data first.

Achievements

We completed our OLSAL days but were not able to follow up consistently as a staff due to remote learning and such a disjointed year.

Due to COVID 19, staff professional development focussed on technology that enabled remote learning to occur effectively. There was a huge amount of learning that staff had to do and in such a fast turn around time.

Our learning cycles in literacy and numeracy became very defined as these were presented online.

Teachers also provided parents with video clips of focus skills which children and parents could watch and can be retrieved at a later date as an archive.

STUDENT LEARNING OUTCOMES

We continued to use pre and post testing for each learning cycle to track where children were at.

Focus groups were held online where groups of students would stay online with their teacher for explicit teaching time.

Boost groups continued upon return to school.

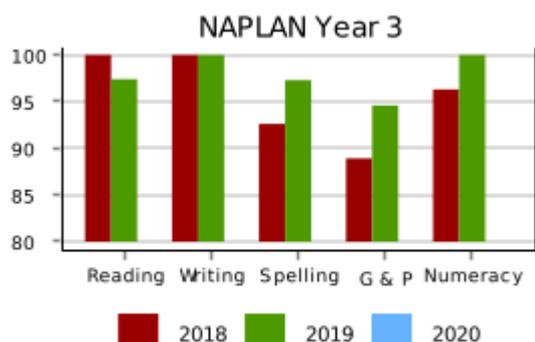
Whole year level data was still collected and tracked to give teachers a good gauge on where the children in each year level were tracking.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	88.9	94.6	5.7		
YR 03 Numeracy	96.3	100.0	3.7		
YR 03 Reading	100.0	97.4	-2.6		
YR 03 Spelling	92.6	97.3	5.7		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	90.0	91.9	1.9		
YR 05 Numeracy	96.7	97.4	0.7		
YR 05 Reading	100.0	97.3	-2.7		
YR 05 Spelling	100.0	89.2	-10.8		
YR 05 Writing	100.0	97.2	-2.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

As a team seek ways to link mindfulness, SWPBS. emotional vocabulary and resilience into a cohesive program. Develop a social emotional learning scope and sequence document using Respectful relationships as the core program.

Achievements

At St. Augustine's school we are fortunate to have a professional, dedicated and caring staff who embrace a shared vision and mission - *ensuring that all children in their care enjoys school in a safe environment that strives to meet their learning potential.*

2020 saw us manage our way through the COVID 19 pandemic. Staff, students and parents are all to be congratulated on the way this was approached. True partnerships were brought together for the sake of the children. Staff were quickly forced into remote teaching, a feat that no-one had any training or preparation for. Children alike, were plunged into remote learning, such a contrast to the normal relationship building in a classroom where the focus became troubleshooting a technological device through a lesson. However, the resilience of the children shone through and we are proud to say that the assessment trend upon return to school was positive.

Teachers were available to children each day and upon request to either help with their academic tasks or just to talk through any issues.

The wellbeing of students and staff became a high priority and we made many adjustments to ensure we addressed this area.

VALUE ADDED

- Bluearth became a specialist subject for Term 4 when schools returned to onsite learning.
- Respectful relationships became a specialist subject for Term 4 when schools returned to onsite learning.
- All students had a 'FUN' excursion upon return to school to socialise with friends.
- Our annual school fair was organised and led by the Year 6 students and was a school only event just for the children because of COVID19 restrictions to adults onsite.
- Year 6 Graduation was held just with our Year 6 families.

STUDENT SATISFACTION

STUDENT ATTENDANCE

It is a legal requirement that attendance rolls are marked twice daily and the absences are recorded appropriately. SIMON is used for marking attendance. Rolls are released from the office daily. If children are absent for a week, the Principal is to be notified.

Office staff will send SMS notification at 9:30am every day asking for reason of absence for any child not at school with a reason.

This SMS notification is sent to 2 parents/carers and the expectation is that a response is made.

During home learning, students were present unless school was notified by the parent. The teachers also kept a roll of who was on a google meet and made attempts to get children online everyday. There was also a record kept for those children who attended school during these times.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.5%
Y02	94.3%
Y03	94.7%
Y04	94.8%
Y05	93.4%
Y06	95.9%
Overall average attendance	93.9%

Child Safe Standards

Goals & Intended Outcomes

In 2020, we added an 'online element' and 'in the home' component to our Child Safe Code of Conduct and Child Safe policy.

Upon return to school we educated the children further on what they needed to access and the safety elements around this in readiness for future lockdowns and learning from home.

Achievements

Online safety became a major and priority focus for 2020.

All staff engaged in professional learning modules from the E-Safety Commission on being safe and safe practices online.

We made posters for children to display at home reminding them of how to stay safe online while at home.

Parents were also reminded about keeping children safe and being safe while online especially during home learning.

Child safety risk management practices were observed upon the children's return to school which included COVID19 safe practices.

We maintained our priority for child safety and child safe practices as a staff and school community.

Risk assessment registers were completed for each off-site excursion that occurred at the end of the year.

Future Directions

Future directions for St Augustine's include; building upon a welcoming, respectful and contemporary Catholic community to encompass accessibility in all school elements to all people.

With a growing diversity of cultures within our school and English being a second language, we want to ensure that all families understand our school processes, our Vision and Mission statements through to engagement in the classroom.

We want to develop reciprocal partnerships where learning and understanding occurs.

Catholic Identity, our story and promoting an understanding of the preferred Catholic stance remains a priority.

To improve student outcomes we will develop shared understandings and practices that align with High Impact Teaching Strategies and will engage in Professor John Hattie's work on visible learning.

We will promote child agency and explore ways to advocate for the voice of the children through authentic engagement and empower children to understand and direct their learning.