



St Augustine's  
Parish School  
*Salisbury*

# *St Augustine's Parish School Salisbury*

## ANNUAL REPORT 2024



*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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Salisbury

*We acknowledge the Kaurna 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.*



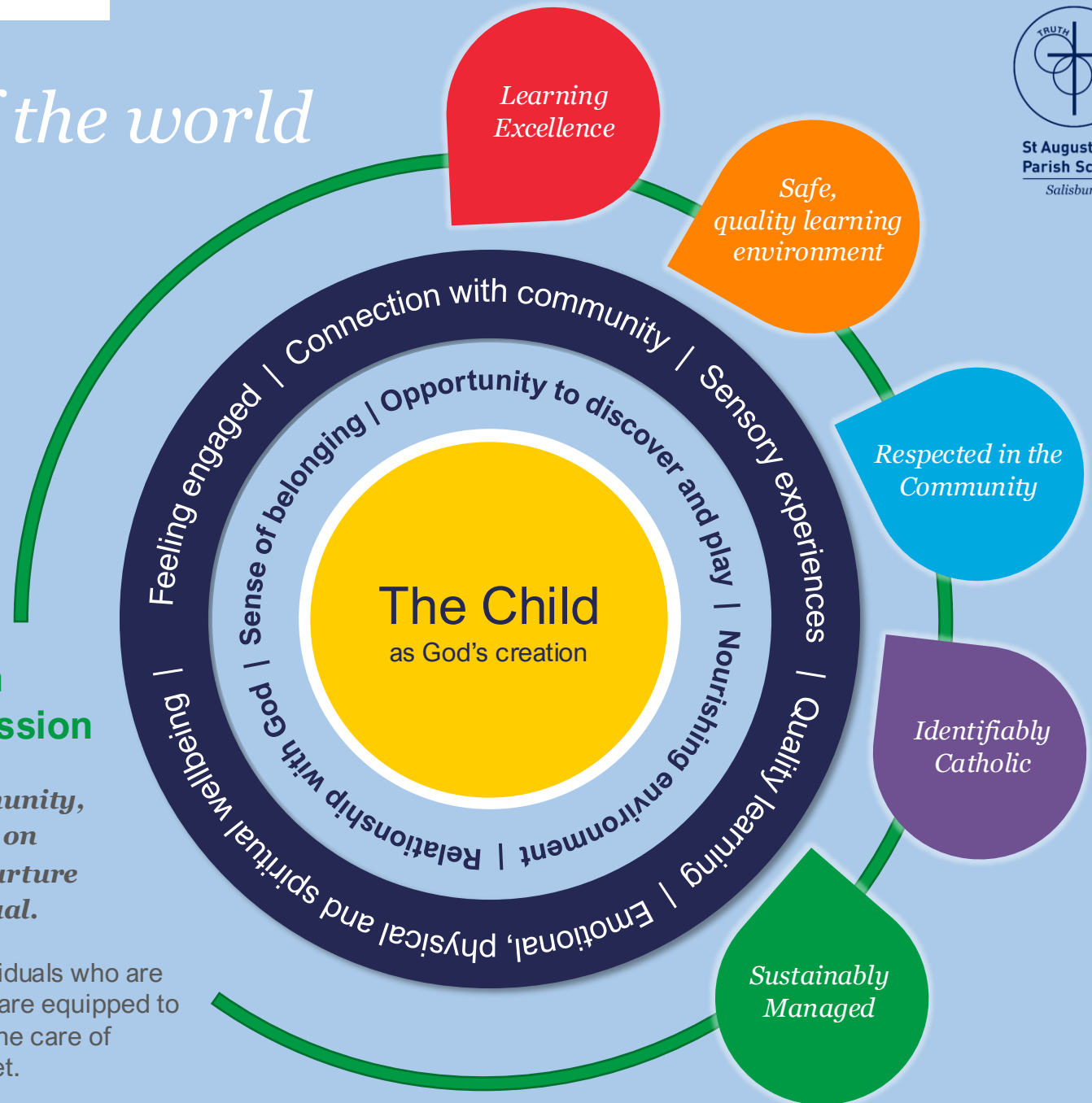
St Augustine's  
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# Our view of the world

## St Augustine's Parish School Vision and Mission

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

We nurture hopeful, resilient individuals who are confident in their capabilities and are equipped to succeed in life and contribute to the care of God's creation – people and planet.







*About our school* |



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*



2024 was another successful year for our school.

We continue to maintain a steady enrolment with some slight growth from year to year. We continue to focus on developing good relationships with our local preschools and childcare settings as they are often asked for recommendations for local schools.

As a catholic school, we continually reflect on who we are and our relationship with God. With Jesus at the centre of all we do, we continually explore what it means to live our lives as Jesus would have – in our own context. We draw upon the understandings of others and the shared vision and history of our church, our parish and our school. During this year, we have continued to examine our school's Dominican history and will continue to do so as we celebrate our 70<sup>th</sup> year next year.

We have also continued to highlight our school values and in using the phrase RISE in Truth – we live out our values of RESPECT – INTEGRITY – SERVICE – EXCELLENCE underpinned by the Dominican value of VERTIAS or TRUTH.



# *Principal's reflection*



Our school is a diverse place which importantly matches the profile of our local community. Of our 702 students in 2024, 32% of them are receiving adjustments to their learning and around 30% of our children come from a background where English is an additional language. Within this lens of extraordinary inclusion, we continue to focus on improvement in literacy, numeracy and wellbeing.

Within a large school we continue to focus on consistent teaching and learning practices. Over 2024, this has meant year level teams developing group norms and expectations that take into account our whole school expectations on how and when learning is designed within a team. This process is not without it's challenges and will continue to be a major focus in 2025.

# *Principal's reflection*

The improvement of our school facilities has been an ongoing focus. By combining two stages of our Master Plan (stage 1 and 6) into one project, we have substantially improved our school over a 15-month building program. Our new reception building has open and spacious classrooms, additional spaces for inclusive education, office and meeting rooms plus a large kitchen that is accessible for children and staff. The gymnasium has two basketball courts, a stage and performing arts classroom plus OSHC facility. The scale and functionality of this building is very rare in a primary school setting. In addition to the two buildings, there is a significant amount of landscaping attributed to this project. 4 additional playground spaces plus an open turf area will connect this new part of the school with the remaining.

Whilst this major project was underway, we also constructed a new carpark on Ponton St for staff. This additional parking was needed to comply with council development approval. To support our upper primary age children with more options for playtime we also added a new playground in this part of the school too. During 2024, we spent close to \$18million on capital projects for our school.



# *Principal's reflection*



Staffing and retention is a topic of significant importance to all schools. In 2024 we continued to attract new teachers and ESOs to St Augustine's. We work hard to support Early Career teachers through mentoring and support. We host a number of preservice teachers each year and often have some of them successfully win teaching positions in our school moving forward.

Through Community Hub our school continues to be outward reaching and community focused. Playgroup and Occasional Care offer children opportunities to engage with our school early. Language classes, parenting support and other adult and parent education gives parents and community members ways of interacting with our school. Our events such as sports day and Christmas celebrations continue to be very well attended by families. A focus for 2025 is the relaunch of our Parents and Friends Committee.

The ongoing success of our school is because of our partnership with parents and caregivers alongside the collaborative efforts of all school and parish staff. In 2025 we will continue to improve, to grow and to reap the benefits of our new facilities.

# *School improvement*

In 2023 we finally began our major capital development project. Drawing on our recently completed Master Plan, we decided to combine Stages 1 and 6 into one major project.

This is going to substantially change a two court gymnasium, new OSHC facility, eight Early Years classrooms how our school looks and functions and will include and Inclusive Education spaces. Stage 1 is due for completion in December 2024 and Stage 6 March 2025.

This is an exciting time for our school.

*Our Strategic Plan*

<http://bit.ly/SAPSSStrategicPlan21>

*Our Master Plan*

<http://bit.ly/StAugustineMasterPlan>



# School improvement

## Strategic Plan

### Catholic Identity and Mission

- We are committed to *Ensuring that the identity and mission of our school is centred in the person and message of Jesus through dialogue, quality Religious Education and meaningful and authentic liturgical experiences.*

### Student Agency and Wellbeing

- We are committed to *Ensuring that all children in our school be nurtured as thriving people, capable learners and leaders for the world God desires.*

### Diversity, Equity and Inclusion

- We are committed to *Being a school that is accessible, diverse and inclusive of all, inspired by our Catholic teaching and tradition.*

### Learning and Teaching

- We are committed to *Steadfastly pursuing excellence in learning, teaching and student outcomes.*

### Financial Stewardship and Improvement

- We are committed to *Investing in infrastructure and planning strategically to ensure the school grows and maintains high quality environments.*



*About our staff*



# About our staff

## Workforce Composition

Teaching Staff	44
Males	8
Females	36
Full Time Equivalent	40.7

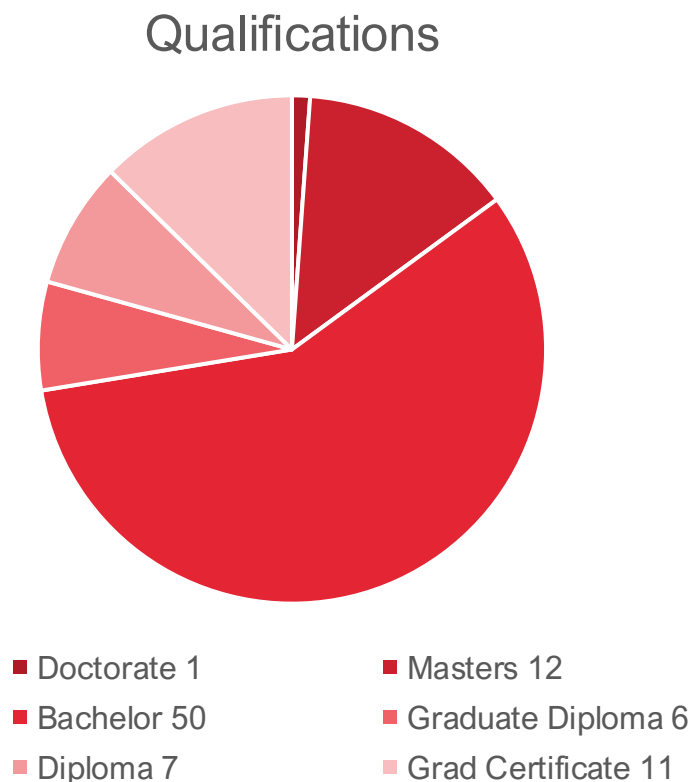
Non Teaching Staff	30
Full Time Equivalent	13.02





# About our staff

## Teacher Qualifications



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

Among our teaching staff there are 50 Bachelor degrees, 12 Masters degrees, and a Doctorate, totalling 87 qualifications in all

The 12 Masters degrees include Educational Leadership, Education, International Education, Teaching, Theological Studies and Psychotherapy.

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

The Doctorate (PhD) is in Children's Spirituality.

# *About our staff*

## Professional Learning

In 2023 all staff participated in professional learning.

Our School Quality Performance Team which comprises of the Principal, Deputy and Leaders in Literacy and Numeracy met weekly to plan for staff professional learning. The focus during 2023 was implementing a system wide priority called the Clarity Learning Suite.

Throughout the year there was continued training on SEQTA for timetabling and assessment.

During our staff lead in days in January we focussed on the key messages of Clarity, Learning Intentions and Success Criteria.

This work continued throughout the year as staff began to implement the use of LISC in their classrooms. This was complimented by the use of visual displays in the classroom.

A Staff Reflection Day was held in September at the Mary Mackillop Centre in Kensington.

Our Curriculum ESOs engaged in professional learning that focused on Language Development and strategies for supporting children with Autism Spectrum Disorder.



*About our students* |

# About our students

At August Census 2022 the population of the school was 685 children.

	REC	Year 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Total
Girls	49	38	47	49	48	50	49	330
Boys	71	59	44	49	43	50	39	355

# About our students - attendance

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	88.2%	89.7%	<b>88.9%</b>	89.9%	87.8%	<b>88.9%</b>	89.4%	86.1%	<b>88.0%</b>	90.4%	84.6%	<b>87.8%</b>	<b>88.4%</b>
Year 1	93.5%	91.0%	<b>92.0%</b>	91.6%	85.9%	<b>88.1%</b>	90.4%	88.3%	<b>89.1%</b>	90.2%	88.5%	<b>89.2%</b>	<b>89.6%</b>
Year 2	91.7%	91.9%	<b>91.8%</b>	89.0%	91.8%	<b>90.6%</b>	87.5%	90.4%	<b>89.3%</b>	89.3%	90.8%	<b>90.2%</b>	<b>90.5%</b>
Year 3	92.8%	91.5%	<b>92.2%</b>	90.5%	91.4%	<b>91.0%</b>	91.3%	87.6%	<b>89.6%</b>	91.3%	88.6%	<b>90.0%</b>	<b>90.7%</b>
Year 4	93.9%	91.8%	<b>92.9%</b>	91.0%	90.6%	<b>90.8%</b>	91.0%	89.5%	<b>90.3%</b>	91.8%	90.1%	<b>91.0%</b>	<b>91.3%</b>
Year 5	92.9%	91.1%	<b>92.0%</b>	91.4%	89.3%	<b>90.5%</b>	90.8%	89.4%	<b>90.1%</b>	92.5%	86.0%	<b>89.4%</b>	<b>90.5%</b>
Year 6	90.0%	89.4%	<b>89.7%</b>	91.0%	89.9%	<b>90.5%</b>	88.3%	90.1%	<b>89.2%</b>	86.2%	87.2%	<b>86.7%</b>	<b>89.1%</b>
<b>Total</b>	<b>91.7%</b>	<b>90.9%</b>	<b>91.3%</b>	<b>90.6%</b>	<b>89.6%</b>	<b>90.1%</b>	<b>89.9%</b>	<b>88.7%</b>	<b>89.3%</b>	<b>90.3%</b>	<b>88.0%</b>	<b>89.1%</b>	<b>90.0%</b>

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 for Education.



# About our students – learning outcomes

When compared to students of a similar background, our students are performing well in most areas of NAPLAN in 2023. A discussion regarding Numeracy has resulted in an Early Intervention program being implemented through our Lead Learner in Numeracy. This will be assessed as we observe the Numeracy results going forward.

	2023	2024			
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	386	408	390	386	380
Year 5	471	472	474	474	466

# *About our students – learning outcomes*

## USING DATA TO UNDERSTAND CHILDREN'S LEARNING GROWTH

Data showing children's progress is invaluable for teachers. It can guide them on where an individual child's specific need might be, whether a little more attention is required to improve outcomes, or where they are excelling and a little more extension or provocation is required for them to maximise their opportunities.

We participate in NAPLAN in Years 3 and 5.

We also conduct PAT-M (Mathematics) and PAT-R (Reading) tests to determine where each child is on a continuum. This data is compared year to year and indicates the amount of growth in learning for each child. This data tells us whether a child is making expected progress year on year, or whether they are limited in their progress or streaking ahead. Our aim for all children is that they get the most out of their learning while they are here with us. Learning, knowledge and skills open up a world of possibilities for our children to be thriving people, capable learners and leaders for the world God desires.

# *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 1<sup>st</sup>, 5<sup>th</sup> and 9<sup>th</sup> 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 by Year 4s.

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





*Our community*



# *Parent satisfaction*

Parents were invited to participate in the Living Learning Leading survey facilitated by Catholic Education SA.

As part of the consultation process for the new principal, the School Board was asked to consider the aspects of the school, and leadership that were important to them.

- *Partnership with families in the care and education of children.*
- *Student agency and a focus on every child.*
- *The support of every child reflecting their individual profile, social and emotional needs as well as their learning.*
- *High quality and inclusive curriculum.*
- *Building strong relationships in the community.*
- *Fostering a welcoming culture where all belong.*
- *Recognising the importance of the faith community of Salisbury and continuing to build a strong relationship between the parish and school.*



# *Student satisfaction*

Every term the children undertake a Pulse Wellbeing Check in.

The statements are worded differently depending on the age of the child.

*Reception – Year 3 example:*

“My teacher cares for me”

*Year 4 – Year 6 example:*

“I currently feel I matter to my teacher”

Options are always:

‘Not very often’, ‘Sometimes’, ‘Most of the time’.

In 2024, 84% of children believed their teacher cared for them, or that they mattered to them, most of the time.

A further 15% felt that was the case sometimes.

As the check in is once per term, it gives class teachers a good indication of how the individual is feeling at that point in time. We can then work with the child if something has them particularly unhappy or unsupported at that time.



# Staff satisfaction

As part of the consultation process for the new deputy principal, staff were asked to consider the aspects of the school, and leadership that were important to them.

*The school's Vision and Mission must be a reflection of the way the community experiences the life of the school. St Augustine's enjoys quality faith experiences, liturgical celebrations and a high-quality Religious Education curriculum. Live faith by inspiring others to engage in the religious life of the school and parish. Strengthen and continue to build a positive relationship with the parish, outreach organisations and aged care. Prioritising professional learning of staff and supporting the implementation of the revised Crossways framework.*

*A commitment for personalised support that enables children to become confident and purposeful learners. Including developing students' ownership of their own learning and supporting them in achieving this through the provision of key resources such as rubrics and data that is aligned to developmental continuums. The development of strong co-curricular programs should incorporate student voice and be reflective of children's interests and passions.*

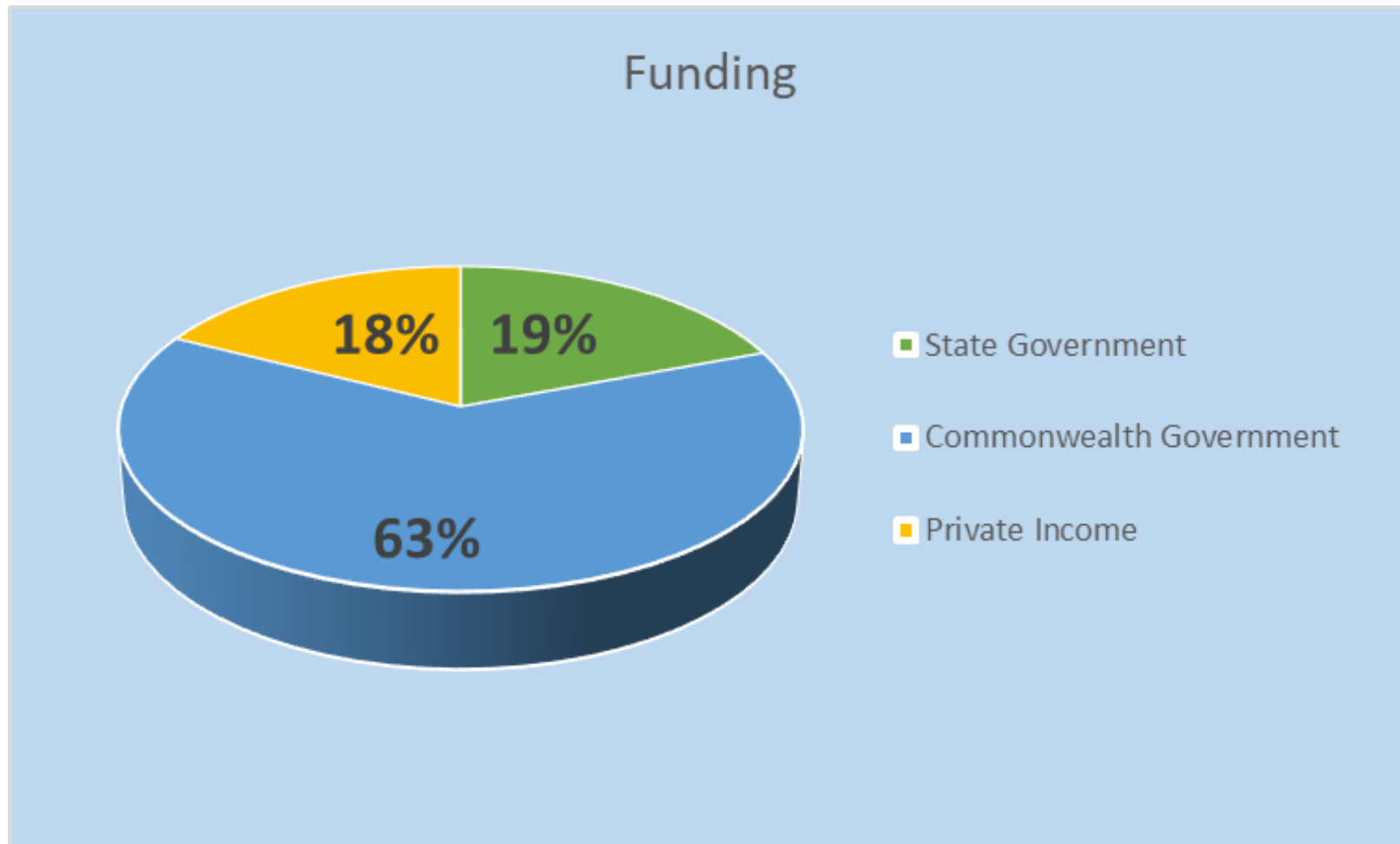
*The provision of an innovative and inclusive education that reflects the learning priorities of all children is a key priority. Development of creative and inspiring teaching that fosters best practice, supported by a whole school approach to professional learning. Learning programs that cater for all students, encompassing the key priorities of differentiated intervention, whole school approaches and co-curricular programs.*

*Innovative community engagement is an important element of the identity of the school. Families are valued as integral members of the school community and respected for their cultural diversity. Ensuring the continuation of a culture of welcome and inclusion is of critical importance. Supporting the Community Hub as an important service to the school and wider community is valued and needs to be continued.*



*Finance*

# *Where our income comes from*





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