



**St Augustine's  
Parish School**  
*Salisbury*

# *St Augustine's Parish School Salisbury*

## **ANNUAL REPORT 2021**



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



St Augustine's  
Parish School

Salisbury

*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.*



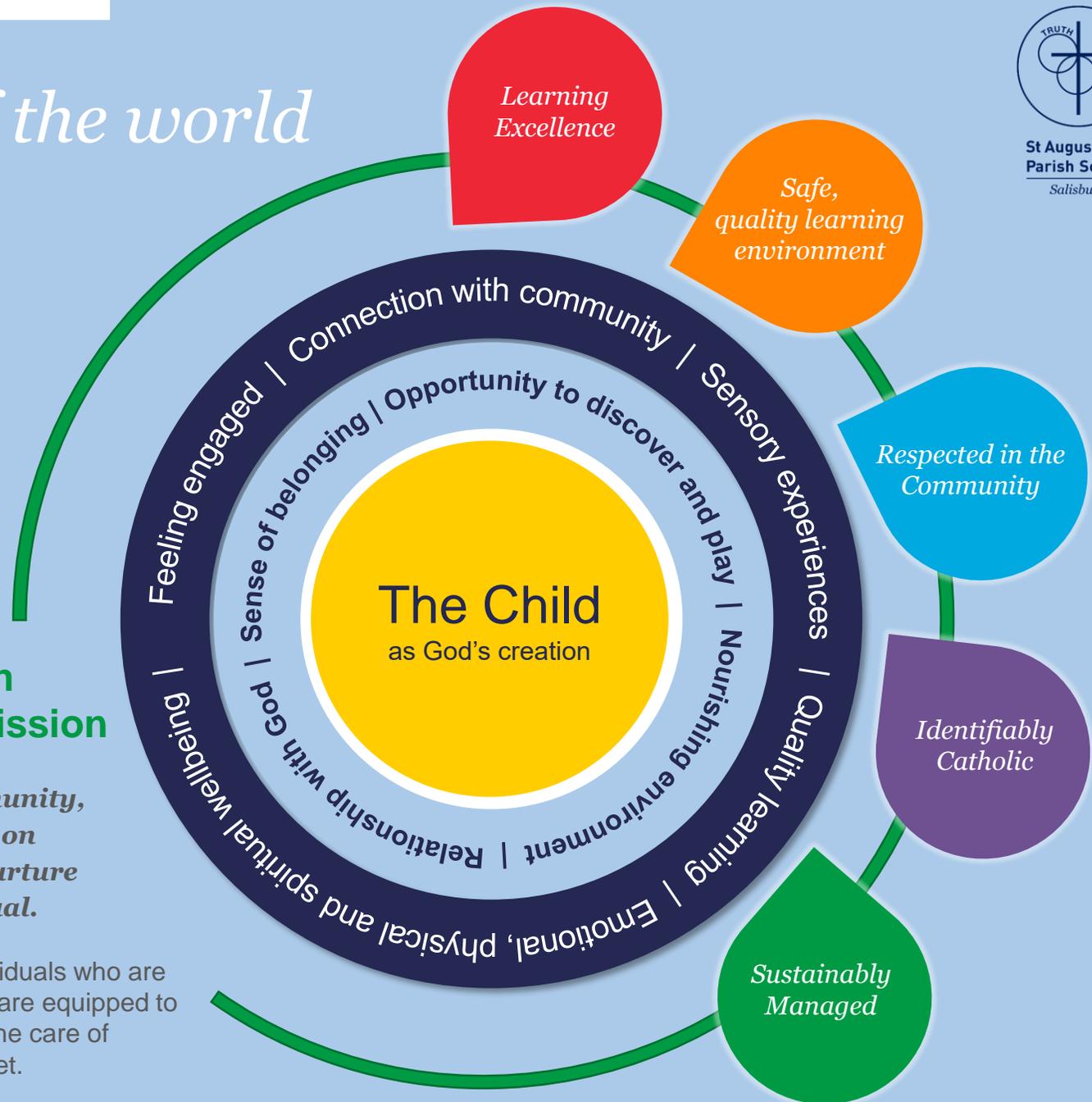
St Augustine's  
Parish School  
Salisbury

# 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* |



# *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*





St Augustine's  
Parish School  
Salisbury

# *Principal's reflection*

2021 got off to a relatively normal start after the up and down of 2020 with the pandemic.

Two teachers, Colleen Ferguson and Jayne Brown, joined the School Quality and Performance cohort for our region. The School Quality and Performance Leaders initiative is from the Catholic Education Office as part of strategically moving the Catholic Education SA system of schools forward in excellence. Ian Aitchison was appointed to a Position of Responsibility, with a particular focus on our offerings for the gifted and talented children in our school. We offer a number of enrichment programs including art, robotics and STEM for a variety of age groups. Primary aged children also have the opportunity in the performing arts through Wakakirri, Catholic Schools Music Festival Choir and private tuition during school time.

Our Community Hub, supported by Community Hubs Australia, was revamped during 2021. A new Hub Leader, Carole Smith, was appointed and the Hub was relocated within the school. Connecting the Hub more closely with Playgroup and OSHC lead to significant growth in the number of people utilising the Hub.

The staff also undertook InterCultural Understanding training supported by a grant from Together for Humanity. There are almost 50 Culturally and Linguistically Diverse (CALD) groups within the school. Having an understanding that there are different perspectives and worldviews assists the staff to work most effectively with families.

In late 2020 a new Assistant Principal Religious Identity and Mission, Dr Rachele Tullio, was appointed. 2021 saw Rachele really immerse herself in

the school community. Obvious reflections of Rachele's passion and skills include the Holy Week liturgies, class masses both in classrooms and in the Church, Year 5 and Year 6 Reflection days, and her work with class teachers and their Religious Education planning.

In October the school's Master Plan was signed by Fr Shibu Jacob MSFS and principal Georgia Dennis. This will enable the school to move forward with planning and building much needed learning spaces and gymnasium. The Qkr! App was introduced to the school allowing for online ordering of lunches and other uses. As the year progressed, the vast majority of lunch orders were being processed through Qkr!

# *Principal's reflection*

We appointed a School Nurse, Tania Morris, in Term 4. The medical needs of children, including First Aid and administering medication, called for a more specialised and dedicated approach as the school numbers have grown.

At August Census the enrolment number was 716 children. This was 61 children more than August Census in 2020.

Early in the year, Georgia Dennis announced to the community that she would be retiring at the end of the year after some 50 years in Catholic Education. While this was a time of sadness, it was also a time to look toward the future. Catholic Education South Australia appoint principals to schools. A representative consulted with the staff, School Board and children about what was important to them in a principal. This consultation made up part of the package to

prospective applicants. By early Term 3 the process was completed and the new principal was announced to the community. Mr Dan Cowan was to begin in Term 4 as the new substantive principal. Georgia took two lots of Long Service Leave in 2021. The first was four weeks at the beginning of Term 3 for her son's wedding in Queensland. Ms Kerri Dent (Deputy Principal) was Acting Principal and Ms Michelle Thomas was Acting Deputy Principal. During that four weeks the school endured its first and only pandemic lockdown for the year. All staff pulled together to ensure continuity of learning for children while they were at home. Supervision was provided at school for those who were unable to stay home. There were approximately 25 children at school each day of the lockdown.

In one term I very quickly realised I had come into a vibrant and caring community with a richness that money

cannot buy. I am looking forward to a wonderful time as your Principal as we move into the future.

Kind regards

***Dan Cowan***



# *School improvement*

During 2020, the school engaged in a self-assessment process that led to the development of our 2021 School Improvement Plan. Staff consultation, community consultation, discernment of areas of need, and assessment of ongoing goals was undertaken to establish the plan for 2021.

This plan is based around the Catholic Education South Australia (CESA) “*Living, Learning, Leading Framework*” and the domains specified in the CESA “*Continuous Improvement Framework for Catholic Schools*”.

## *Our Strategic Plan*

<http://bit.ly/SAPSStrategicPlan21>

## *Our Master Plan*

<http://bit.ly/StAugustinesMasterPlan>

The following page highlights some of our goals and achievements.



# School improvement

## Progress Towards Achievement – Year 4 of 4 Year Strategic Plan

### *Learning Excellence*

**We create opportunities for the children to flourish in the hundred, hundred languages**

- *Specific learning opportunities provided for Gifted and Talented children*

In 2021, we appointed a Coordinator POR1 to investigate and develop a plan for best practice support of gifted and talented children.

### *Safe, quality learning environment*

**We empower our people by investing in their ongoing professional learning, resources and tools to do their job**

- *SEQTA (program) being used for Pastoral Care notes, Planning and Data Collection*

All staff were trained in the use of the SEQTA platform, especially for the uploading and recording of Nationally Consistent Collection of Data (NCCD).

### *Identifiably Catholic*

**We engage in ecologically sound practice to effectively steward God's creation**

- *Unnecessary use of plastic eliminated*

Plastic containers eliminated from Canteen where possible

### *Respected in the community*

**We support the broader wellbeing of the family**

- *Profile of our Community Hub is strengthened among the community*

We employed a new Community Hub Coordinator and relocated the Hub to be connected with OSHC and the Front Office.

### *Sustainably managed*

**We consider sustainable practices in how we use our resources and facilities**

- *Establishment of the Quality Performance Team*

We appointed two Leaders of Learning to promote leadership in the areas or learning highlighted by Catholic Education SA

**We are financially secure**

- *5 Year Financial Plan completed*
- *Introduction of QKR for canteen and Occasional Care*

The introduction of QKR has been successful and is now used for aspects beyond Canteen and Occasional Care.



*About our staff* |

# About our staff

## Workforce Composition

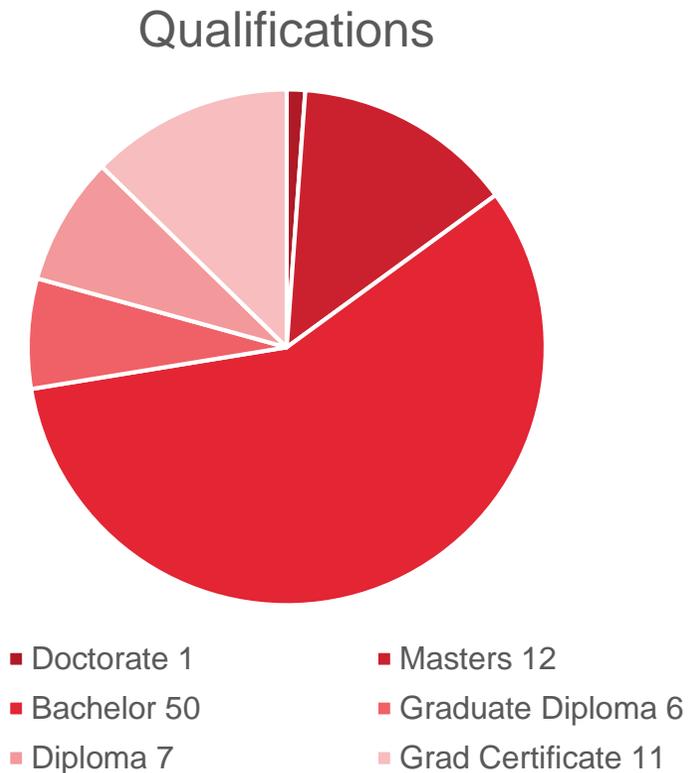
<b>Teaching Staff</b>	<b>44</b>
Males	8
Females	36
Full Time Equivalent	40.7

<b>Non Teaching Staff</b>	<b>30</b>
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 2021 all staff participated in professional learning.

Again, we invited our staff to embark on a very personalised professional learning journey, enabling them to choose anything that they knew would benefit their teaching and the learning of the children in their class. This included webinars, professional reading and research, and small group learning. The feedback was extremely positive.

Term 3 began with a Pupil Free Day where we

embarked on developing our Intercultural understanding.

We have approximately 50 culturally and linguistically diverse groups within our school. We know that different cultural backgrounds view things differently. In order to best support the children and families in our care it is important that we have open hearts and minds to these differences.

A Staff Reflection Day was held in September, building on last year's day about the history of the Catholic

community in Salisbury. This year we met three foundation students from 1955. Their insights and stories from the early days of our school were fascinating. We believe it is important to know our story. We stand on the shoulders of those who came before us and continue their legacy in ways appropriate to our contemporary world.

At the beginning of Term 4 all staff undertook First Aid training, a requirement of staff in Catholic schools.



*About our students* |

# *About our students*

The reputation in the community of St Augustine's Parish School sees our numbers continue to steadily grow.

At August Census 2020 the population of the school was 655 children.  
By August 2021 it was 716.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Girls	65	54	61	55	52	40	41	368
Boys	72	55	49	52	43	38	39	348

# About our students

## Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	92.8%	89.8%	92.2%	92.1%
Year 1	93.5%	90.7%	93.0%	91.9%
Year 2	93.3%	91.6%	92.1%	90.7%
Year 3	92.7%	92.0%	93.0%	91.2%
Year 4	92.0%	92.6%	93.4%	92.3%
Year 5	92.3%	91.5%	90.6%	90.3%
Year 6	92.4%	92.0%	90.3%	86.8%
<b>Average</b>	<b>92.8%</b>	<b>91.4%</b>	<b>92.2%</b>	<b>91.0%</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

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 the Year 5 cohort results have shown significant progress since they were in Year 3, either Medium or High, in both Reading and Numeracy, with a small percentage of students showing Low Progress.

NAPLAN	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	98%	97%	94%	94%	97%
Year 5	97%	93%	96%	95%	99%

This table shows the estimated standardised student progress between the 2019 and 2021 Literacy and Numeracy Tests.

NAPLAN Progress	Reading			Numeracy		
	Low	Med	High	Low	Med	High
Since Year 3 2019						
Year 5	18%	54%	28%	16%	49%	35%

# *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 2021, 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 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.*

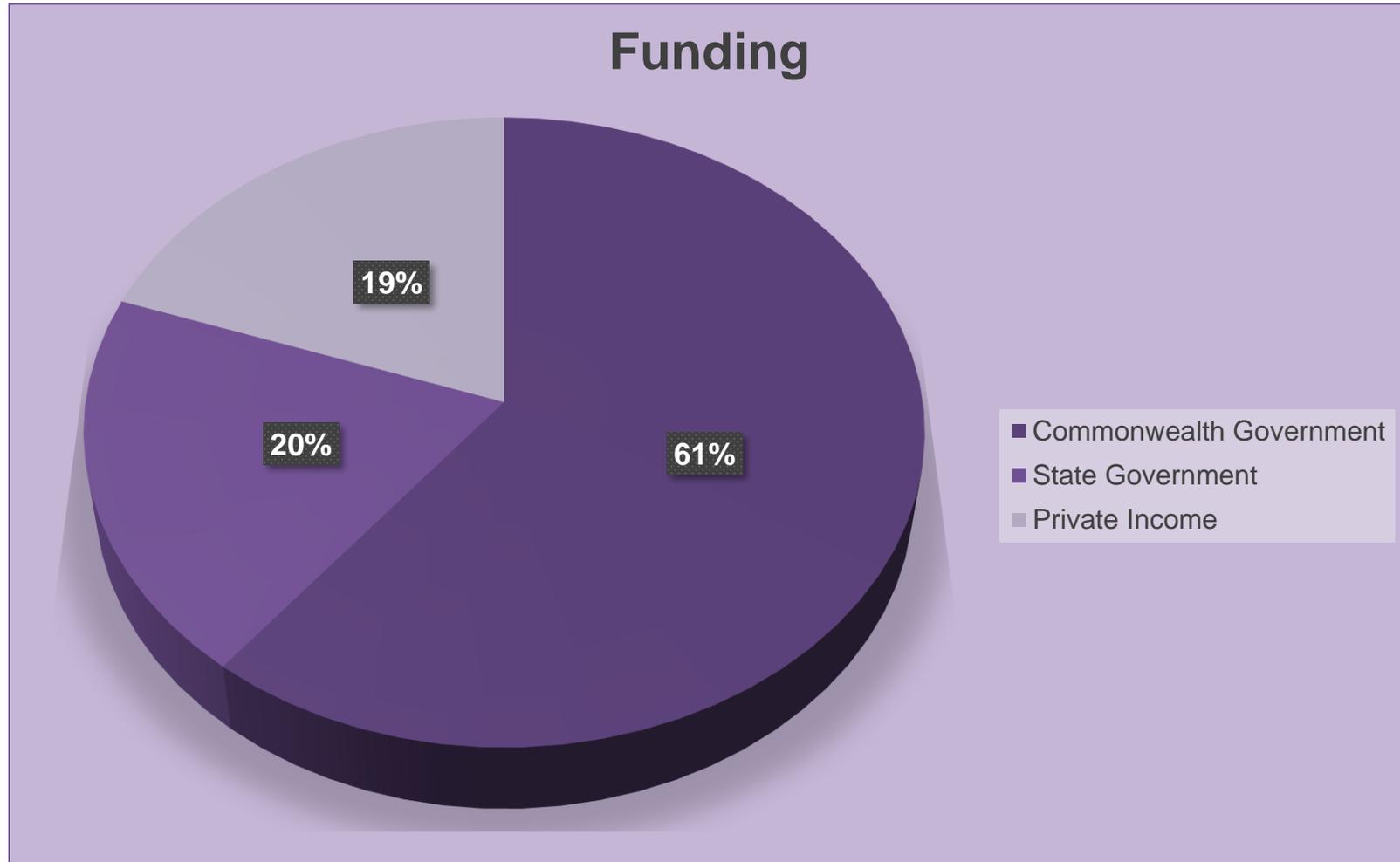
*Innovative community engagement is an important element of the identity of the school. Families are valued as integral members of the school community and respected for their cultural diversity. Ensuring the continuation of a culture of welcome and inclusion is of critical importance. Supporting the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





St Augustine's  
Parish School  

---

Salisbury

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



**St Augustine's  
Parish School**  
*Salisbury*

# 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](mailto:info@saps.catholic.edu.au)

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

[www.saps.catholic.edu.au](http://www.saps.catholic.edu.au)

