



**St Augustine's
Parish School**

Salisbury

Master Plan

Our vision and road map for the future.
November 2017 (amended May 2018)



*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.*



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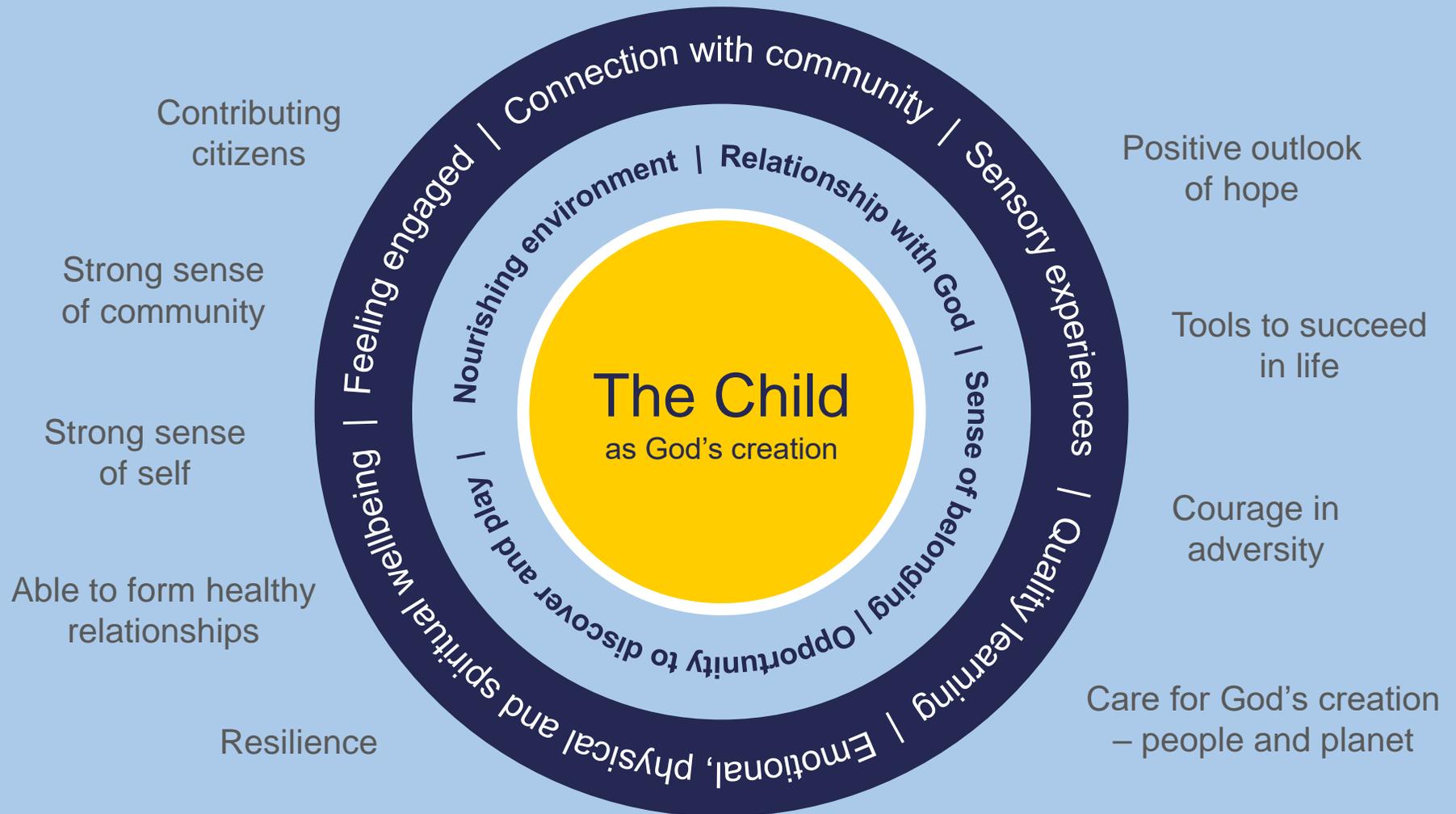
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*“Education is
not preparation
for life; education
is life itself.”
John Dewey*



Our view of the world





Overview

Education in the 21st Century has undergone extensive change.

On the one hand there are complex requirements placed on schools. On the other, the Australian Curriculum and current scholarship is allowing for and encouraging schools to be adaptable and flexible in classroom settings, pedagogical approach and individualised child directed learning.

This calls for schools to have facilities, resources and professional learning that enables children to flourish: to be critical thinkers, collaborative participants, effective communicators and creative problem solvers.

These skills will be as important as the traditional 3Rs as the world moves further into the digital age. Research says the jobs our children will have in the future are not in existence yet, and that our children will be more than likely to have six different careers during their working life.

Our children are competent and capable and education no longer solely prepares them for something unknown in the future, but utilises their wisdom here and now.

Our local community is also experiencing great change. For sixty years, the northern region of Adelaide has been underpinned by the GMH (Holden) factory in Elizabeth, an economic lifeblood for many family and related industries. The impact of the factory's closure in late 2017 on the wider and school community will be felt for many years and we understand our role in supporting families through the transition.

As a school, St Augustine's strives to provide stability and an affordable quality education, as well as assisting our children and their families develop resilience, a positive outlook and hope for the future.

In this Master Plan, we articulate the bright future we envision for every child - present and future - who is entrusted to our care.





St Augustine's
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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 (page 19.)

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





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Our Catholic Identity

Animated by our Catholic faith and in partnership with our families we create opportunities for encountering life to the full.

Opportunities where each of us can discover the love of God as revealed in Christ and proclaimed by the Church.

The tenets of Catholic Social Teaching underpin our endeavour, our decision making, our culture and our way of being at St Augustine's.

We employ the approach of 'See, Judge, Act' in decision making – looking at the issue, understanding the aspects of the issue, discerning how to go forward on the issue.

In this way, we intend to be mindful of all needs and in finding the best way forward as our school evolves into the future.

Our children are entitled to the opportunity to develop a relationship with God, and to learn how to live this out from a Catholic worldview.

Our tenets

- Human Dignity – everyone is made in God's own image
- Common Good – what is best for everyone?
- Solidarity – we are all in this together
- Subsidiarity – all people should have a voice
- Participation – all people work and contribute to the community
- Stewardship of Creation – we care for and look after the earth
- Preferential Option for the Poor – decisions are made in the light of how they will affect the least advantaged

*“I came that they may
have life and have it
abundantly.”
John 10:10b*



Animated by
our Catholic faith,
Catholic Education
South Australia
commits to ecological
conversion and action.

CALL to ECOLOGICAL CONVERSION and ACTION

Catholic Identity

That staff are formed in ways that awaken and deepen ongoing ecological conversion.

As a system of Catholic Schools and Catholic Education Offices we share a common language that expresses 'caring for our common home' as central to Catholic Identity.

Activities undertaken by the CESA community which promote integral ecology are understood as 'faith in action'.

Systems

That as a system of Catholic schools and Catholic Education Offices we clearly articulate an integral ecology inspired by Laudato Si.

As a system of Catholic schools and Catholic Education Offices we continue to develop ecological consciousness through collective learning.

To be a system of Catholic schools and Catholic Education Offices that demonstrates commitment to ecological action through whole of system initiatives.

**Ecological Conversion
entails a loving awareness
that we are not disconnected
from the rest of creatures,
but joined in a splendid
universal communion.**

Laudato Si 220n

Leadership

Leaders will align their leadership practice with ecological conversion and action.

Appointment processes for school and system leaders will reflect the priority for ecological conversion.

Leaders' Appraisal and Professional Learning Plans will reflect the priority for ecological conversion.

Learning

Throughout the system of CESA schools, pedagogy is aligned to the principles of integral ecology.

Integral ecological principles, knowledge and commitments are core to school curriculum.

All members of the Catholic education community engage in learning that shapes their identity as ecologically aware citizens and agents of justice.

Resources

As a system of Catholic schools and Catholic Education Offices we are aware of and understand our energy and resource use and its ecological and social implications.

As a system of Catholic schools and Catholic Education Offices we procure resources ethically and sustainably.

As a system of Catholic schools and Catholic Education Offices we use resources ethically and sustainably.

In Christ all things in heaven and earth were created Col 1:16



Our Educational Brief

At St Augustine's Parish School, we view each child as a unique creation of God and hold the nourishment of the whole individual at the centre of everything we do.

Our educational philosophy:

- is grounded in the Catholic faith
- reflects respected contemporary educational and psychosocial research
- meets the requirements of the Australian curriculum.

Embedded in our teaching pedagogy is a profound respect for children. We view them as both capable and vulnerable, and acknowledge their right to be active protagonists whose voices contribute to decisions about their learning.

We seek out and implement the most effective contemporary strategies to empower children and young people. Our aim for each is to see them flourish: to be capable and confident academically, and intelligent disciples of Christ and responsible global citizens.

Everyone at St Augustine's is responsible for driving learning in an authentically welcoming, child focused environment. We value the role of families and the wider Salisbury Catholic community in contributing to the education and care of each child. By working together, we can achieve optimal outcomes.

In addition to the Australian Curriculum, our educational program supports an holistic formation of students through a deep understanding of how children learn and innovative learning approaches. These include *Being, Belonging and Becoming*, *Crossways*, *MITIOG* and *Child Protection Curriculum - Keeping Safe*.

Our teaching philosophies also reflect the respected work of educational visionaries including *Loris Malaguzzi*, *Carlina Rinaldi*, *John Hattie*, *Stefania Giaminutti* and *Martin Seligman*, and are deeply influenced by the *Reggio Emilia* experience.





Our Educational Brief *(cont)*

Our teachers and educators develop deep professional learning relationships with children.

We take time to understand how each child learns and to create an environment of trust. This allows children to test their ideas and learn from - and with - each other and the teacher.

Positive learning environments are created with words and intelligent materials and by extending the classroom outside. We understand the learning environment as “the third teacher”. This fluidity provides the child with new stimulus to learn through real world examples and wonderings.

Our learning intentions are clear, with success criteria that centres on children being able to explain their thinking and the process of their work. We strive to empower them to solve problems and be creative and critical thinkers, not just to give ‘right and wrong answers’ or reproduce the work of the teacher. Through rich oral language and multimodal environments, we build optimum learning for each child.

Our teachers are attuned to the *Hundred Languages of Children* (see page 13) and collaboratively explore how best to engage the child, testing, reflecting and modifying their approach for successful learning.

Every child has a voice. At St Augustine’s, we listen respectfully and with a sense of wonder. We strive to understand how the child is making meaning and to draw out the learning through considered questioning and respectful interaction. We do this with the child individually, and in a group context, using a variety of technologies, natural materials and situations.

We are committed to delivering a quality, contemporary education that honours the diverse spiritual, social, emotional and intellectual learning potential of each child. This includes supporting the transition to and from Primary school and employing contemporary approaches with children from Indigenous cultures, those with Special Rights and particular social or emotional needs, as well as with children for whom English is an additional language.

We view each child as a unique creation of God and hold the nourishment of the whole individual at the centre of everything we do.



Our Educational Brief *(cont)*

Our specialist learning opportunities and broader services to support the child.

The size of our student group and our extensive grounds allows us to offer a wide range of specialist programs, including:

- Information Communication Technology
- Performing Arts
- A Language Other Than English (currently Indonesian)
- Physical Education
- Our Breakfast Club (The Sunshine Café)
- Out of School Hours / Vacation Care, and
- Playgroup

In addition, an Early Years program and Saturday morning sports offerings provide broader opportunities for children to build confidence, and support their physical and social wellness.

We believe no child should be denied a Catholic education because of the financial capacity of their family.

We offer counselling for children, a mentoring program and adopt Positive Education and restorative approaches to support the emotional wellbeing of each child at school, and at home.

Through participation in local community initiatives, support of charitable causes and school activities such as Children's University, STEM Challenges and more, we create a rich environment where each child has the opportunity to thrive.

Knowing we stand on holy ground and are called to ecological conversion, we offer our children opportunities for a real conversion of heart in caring for all of God's creation and its sustainability into the future.

Child, parent and teacher are co-creators of the nurturing environment children need to build confidence and grow.





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No way. The hundred is there.

Loris Malaguzzi, Founder of the Reggio Emilia Approach

*The child is made
of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.*

*A hundred ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream.*

*The child has
a hundred languages
(and a hundred, hundred,
hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.*

*They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.*

*They tell the child:
to discover
the world already there
and of the hundred
they steal ninety-nine.*

*They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things that do not belong together.*

*And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.*





Our People

Our people are our most precious resource for supporting our vision to see each child flourish.

We take care when recruiting new staff, from the grounds person to the payroll officer, from our teachers to our Educational Support Officers.

When choosing our people, we actively seek those who are kind, compassionate, have a positive outlook, and who want to work with children. We look for demonstrated lifelong learners who are open to new ways, see themselves as part of a team and who can and want to work collaboratively.

Above all, we choose people who want to be a part of St Augustine's Parish School community, at this school at this time.

Being a part of the St Augustine's team requires dedication, passion, commitment and a vested interest in the flourishing of this community.

Our children come to school with a variety of back stories and needs. St Augustine's strives to be a place of welcome, of positive relationships, of people who believe in the children.

We are acutely aware that school may well be a place of refuge for some of our children and we endeavour that they will always feel safe here.

Our people need to be the kind of people who can create this 'safeness' for everyone in the school.

*"You, one on one, can be kind to each child."
Vivian Gussin Paley*





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playful-learning
STEM safe reflective
spiritual making
sensory multimodal
quiet
children
inquiry care play
run observe
empathy
learning
families
hundred-languages



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Our parish and community

Fostering connection

St Augustine's Parish School is an integral part of the local community. It has stood on this ground in the heart of Salisbury for more than sixty years.

Its location between the original 1850s St Augustine's Church, the current 1970s built Church and the Catholic cemetery, also places it centrally within parish life.

This is a blessing as it allows both the Sunday worshipping community and the school community to be intrinsically connected.

We share a Parish Hall which is used for school purposes during weekdays and for Parish purposes out of hours and on weekends, and occasionally during the school day.

We are committed to this close relationship and shared facilities. The Parish uses the Hall for community outreach programs such as Fred's Van which feeds the homeless of the Salisbury area.

Having a place for our parents to meet for Parent Community meetings and coffee mornings, playgroup and other opportunities for community building is a priority for St Augustine's.

We have a Community Garden, vineyard and fruit orchard with the view to broadening our community engagement.

We have an Out of School Hours Care (OSHC) and Vacation Care Service and a Playgroup for our young families. Providing a service for pre-school children and their families is part of St Augustine's vision for broadening our community connections.

Our plans for an Early Learning Service are well advanced (see next page).

Ideally any facility for that purpose would be inclusive of a parent facility, OSHC, and meeting rooms that could also be utilised by the Parish.

Such a facility would enhance our Catholic identity by being a place of real community beyond the traditional view of a primary school.





Early Learning Service

Recognising and meeting the needs of families is a hallmark of St Augustine's Parish School's ongoing plan.

We know that being connected to our school fosters social inclusion and a sense of belonging for our families.

Our data and research captures the changing dynamic of work in the North. Many women are reducing their time at home with young children as the need to return to the workforce becomes more critical for family income.

Currently, around 90% of children in Reception at our school attended a kindergarten or relevant program prior to compulsory schooling.

We see great value in providing an Early Learning Service (ELS) catering for 3-6 year olds with the flexibility to extend our care to children from birth to 6 years.

We have the numbers, rationale, philosophy, brief and a Professional Services Proposal from Swanbury Penglase to move forward with an ELS as soon as we are given approval.

Our vision

- 1. Supporting families who have pre-school aged children*
- 2. Supporting families who may need to travel for employment*
- 3. Offering pre-schoolers an early entry into our pedagogical approach*
- 4. Facilitating a seamless transition from preschool to school*





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Enrolment Plan

Steady growth anticipated

The enrolment numbers at St Augustine's Parish School have, for a long time, been consistently over 600 students.

We are acutely aware that our numbers may be affected by the loss of the Year Sevens to secondary school at the end of 2018.

We have been actively increasing the numbers in the Early Years to offset this loss. Our Reception to Year Two cohort has fifteen classes in 2017. As the number of children per class in Reception and Year One is kept under 25, the number of Year Two classes can drop because there are more children per class.

In saying that, in 2017 we have 4 Year Two classes and this will become 4 Year Three classes in 2018.

Historically we have been a three stream school, but this four stream year level is expected to continue through until they are in Year Six in 2020.

Whilst we cannot know the longer term impact of the departure of Holden, we do know that the job shedding has been going on for several years, and throughout that time we have maintained our numbers.

We are actively seeking, building and maintaining strong relationships with our feeder kindergartens and because of these relationships we are seen in the community as a school to consider favourably by families looking for a primary school.

*"We can learn in a way
that transforms; in a way
that endows our
experience with meaning;
in a way that empowers
us to adapt, to perform
and to create."*

Julia Atkin





Enrolment Plan *(cont)*

This table presents actual enrolment data (2012-17) and projections to 2020 as at October 2017. To support our children we aim to keep class sizes smaller than the maximum allowed. As such we currently have 27 classes: 15 Reception-Year 2, and 12 Year 3-7.

	Total	R to 1	2 to 7	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2012	646	200	446	124	76	79	78	70	83	70	66
2013	636	205	431	110	95	77	74	76	63	76	65
2014	622	169	453	73	96	93	75	76	80	59	70
2015	628	179	449	111	68	89	87	71	69	76	57
2016	608	186	422	85	101	72	72	83	64	65	66
2017	629	181	448	97	84	98	72	74	77	54	73
2018	634	208	426	103	105	78	94	65	70	70	49
2019	597	200	397	100	100	100	75	94	62	66	
2020	622	200	422	100	100	100	93	75	94	60	



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Land and buildings

St Augustine's Parish School has considerable grounds: two ovals plus hard and soft courts.

Previous building programs have opened up spaces that had been landlocked by buildings. In terms of future plans, from new buildings to changed purpose play spaces we have a number of options.

The Salisbury Catholic Parish is custodian of the land north of the school adjacent to the Catholic Cemetery. The Parish has indicated that the school would be able to use this area if required.

The Salisbury Parish Hall is on the school site and is currently a shared facility. It is in need of significant renovation.

In 2017 we acquired three transportable buildings to serve as classrooms as we otherwise would not have had enough space to accommodate 27 classes.

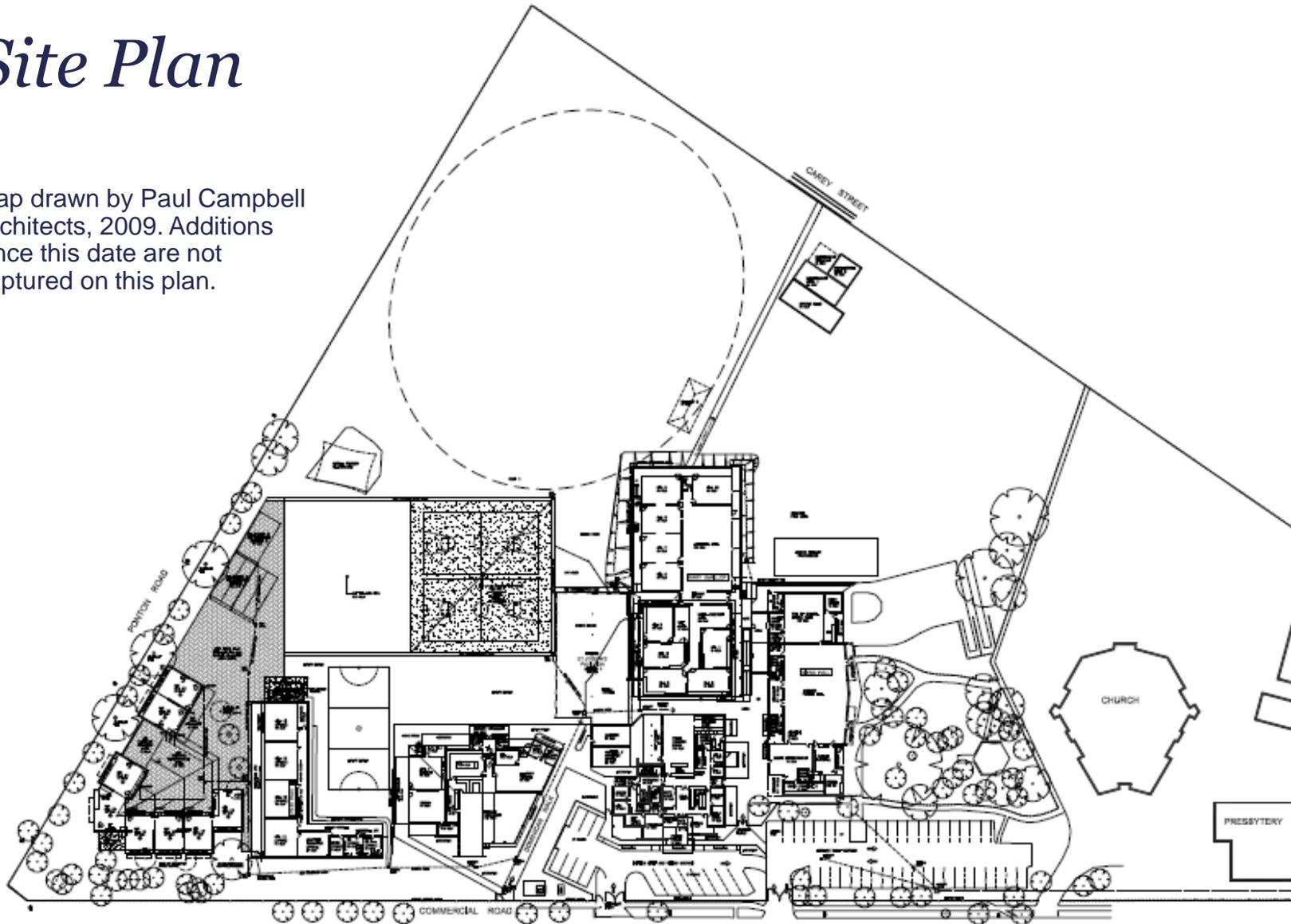




St Augustine's
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Site Plan

Map drawn by Paul Campbell Architects, 2009. Additions since this date are not captured on this plan.





St Augustine's
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Site Plan *(satellite view)*





Site audit

Name	Year Built	Description	Condition	Comments
Dominican Building Administration block	1980s modified in 2006	Single story building comprising Foyer, Reception, Staff lunchroom, 6 offices, 2 breakout rooms, 1 large meeting room, 1 First Aid room	Good	Not enough Office space for all roles
Siena Building Hall	1970s modified 1992 & 2006	Single storey, low rafter ceiling. Basic with Kitchen facilities. Seats whole school on floor not chairs. Ongoing problems with flooring	Poor	Heavily utilised by school. School managed and parish owned – can lead to conflict of use and management
Siena Building OSHC	As above	Large room with kitchen facilities and 1 office	Fair	
Siena Building Classroom	As above	One classroom with storage room and one office	Fair	Will be utilised as Performing Arts classroom in 2018
Siena Building Hall Toilet block (currently R/1/2)	As above	Inadequate, shared use with external hall access – they are closed to the students during external functions leaving the school deficient in number of available facilities		Without these toilets the school does not meet standards. On occasions when the Hall is closed to the school this poses significant problems
Augustine Building Resource Centre	2006	Single storey comprising Library, Computer Lab, Student Support Services, 3 offices, 2 classrooms, unisex toilets for staff use (2 cubicles), external taps and trough	Good	
The House	2014	Single transportable building	Fair	Currently used for Inclusive Education will revert to classroom in 2018
All Saints Building	1989 & 2017	Single storey building with shower and toilet facilities, and kitchen facilities	Good	Originally built by the school, recently been relocated and refurbished to be used for Inclusive Education



Site audit (cont)

Name	Year Built	Description	Condition	Comments
John Paul II Building	Late 1960s	Single storey brick comprising 4 classrooms, science room with kitchen, boys and girls toilets (Block A) and a store room	Adequate	Has had various refurbishments, but not ideal for current pedagogical approach. Non-friable asbestos in ceiling. Patched roof 2016.
Canossian Building	2009	Single storey brick comprising 8 contemporary classrooms with sliding glass walls giving access to room next door.	Good	Issues with adequacy of air conditioning No running water facilities
MacKillop West	1980s remodelled 2006	Single storey brick clad. Began as group of transportables placed under one large roof. Now 6 contemporary classrooms around a central wet area and storage area	Good	
MacKillop East	2006	Single storey 5 contemporary classrooms around a large open shared area	Good	Issue with one of the classrooms being segregated from the others – no direct access to neighbouring classroom.
Transportable Classrooms	2017	Newly acquired and refurbished adjoining classrooms with access ramp and decking	Good	Air conditioning has just been replaced
Toilet Block A (currently 6/7)	Late 1960s	Boys 3 cubicles + urinal Girls 4 cubicles	Poor-Fair	Inadequate
Toilet block B (currently 3/4/5)	2006	Boys 2 cubicles + urinal Girls 3 cubicles	Good	Inadequate
Shelter A (St Joseph's)	1995	Large iron roof 1 drinking fountain	Good	Useful under shelter eating area
Shelter B (Canossian)	2006	Large iron roof Newly installed drinking fountain and taps	Good	Useful under shelter work and eating area



Site audit (cont)

Name	Year Built	Description	Condition	Comments
Canteen	1990s	Single storey corrugated iron, air-conditioned with storage room	Adequate	
Community Garden	2015	Well laid out raised garden beds, paved outdoor learning area, small juvenile vineyard and small juvenile orchard	Good	A work in progress
Oval 1 Large		Large enough to host inter school Cricket matches. Concrete cricket pitch. Grass well kept, under turf watering system. Long Jump sand pit	Good	One area where sump is placed is often wet
Oval 2 Small		Concrete cricket pitch. Grass well kept, under turf watering system. Sand pit	Good	
Playground 1 Early Years	Early 2000s	Commercial Playground. Recycled rubber soft fall	Good	Contemporary pedagogy suggests this type of playground is not what children need to flourish
Playground 2 Primary Years	Early 2000s	Commercial Playground. Recycled rubber soft fall	Good	Contemporary pedagogy suggests this type of playground is not what children need to flourish
Fences and gates	2000 and 2016	High tubular fencing around the entire school Padlocked gates.	Good	During school hours, all entry via Front Office
Staff and visitors Car parks		Asphalt, line markings	Good	School also has access to the Church Car park adjacent.



Brainstorming our needs

What do we want and need?

- Flow & connection
- Relationships
- Self-efficacy
- More JP toilets – access / visibility
- Early Learning Space
- OSHC
- Meeting place, inc kitchen facilities
- Playgroup
- Music / Arts
- Oneness of Parish
- Multipurpose Hall / Facility

Environmental

- Laudato Si (ecological awareness)
- Solar
- Water tanks
- Living plants / trees / water
- Wind / air movement
- Chook run
- Garden

Cultural

- “Talent Counts, Effort Counts Twice”
- “Skills x effort = achievement”
- Inclusive / diversity
- “Know thy impact”
- Student voice
- Catholic Social Justice Principles
- Calm school
- Growth mindset
- STREAM

Physical

- Outdoor learning space / outdoor music
- Sandpit
- Home setting, eg kitchen, dining, homework area, open and accessible
- Outdoor stage
- Mud kitchen
- Curiosity spaces / exploration
- Visible learning
- Access technology / wifi
- Inside / outside transitions
- Living roof / walls
- Slides and stairs

What does the community want?

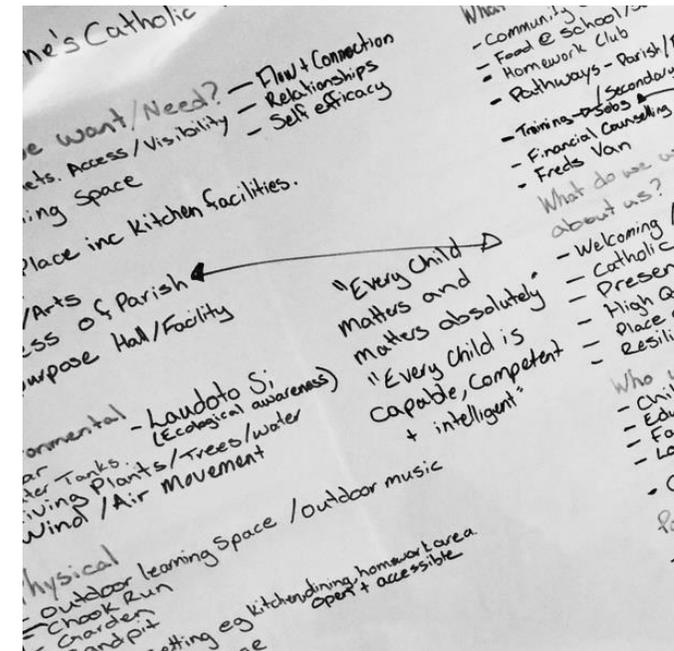
- Community café – mothers and babies
- Food at school/service – Breakfast Club
- Homework Club
- Pathways – Parish / ELS / Primary School / Secondary School / Scholars
- Training – jobs, volunteers
- Financial counselling
- Fred's Van

What do we want it to say about us?

- Trust / Truth
- Welcoming / inclusive
- Catholic
- Presence / present
- High quality education
- Place of visible learning int / ext
- Resilience / grit

Who will use this space?

- Children
- Educators
- Families
- Local community (partnership) – government, non government, business / Uni SA / Catholic Education WA, QLD, VIC, Political





Development & future directions

In honouring the children and their needs in any future developments our spaces need to be open and flexible where the environment is very much the third teacher.

To date, this has included acquisition of furniture and artefacts and developing our community garden.

On occasion, it has involved removing walls and inserting windows.

Careful consideration was given to the placement of the recently acquired transportables.

Vegetation has been removed from garden beds and been replaced with lawn for the children to sit on.

We envisage further development of our outdoor spaces with 'nature play' areas, a mud kitchen, inside-outside transitions, outdoor classroom areas, and a 'chook run'.

Our facilities need to be developed to support STEM opportunities and challenges.

We do not currently have adequate toilet facilities, with only two small blocks for girls and only two small blocks for boys.

While the parish allows us to access the toilets attached to the parish hall when it is not in use by them, this is not a sustainable long-term solution. For child protection reasons, access to these toilets is locked when the hall is not available to the school.

We articulate our biggest needs on the next page to provide clarity and focus for what we do in the future.

“The environment should act as an aquarium which reflects the ideas, ethics, attitudes and culture of the people who live in it. This is what we are working towards.”

Loris Malaguzzi



Our biggest needs

1. Early Learning Service
2. Additional Toilet blocks
3. Gathering and Learning Facility to accommodate the whole school
4. Nature Play Areas
5. STEM facilities

... which are ecologically sound, pedagogically appropriate, honours the Child, respects our Catholic identity, and is welcoming and inclusive.





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