



**St Augustine's Parish
Primary School,
CURRUMBIN WATERS**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Augustine's Parish Primary School is situated in the south-east corner of Queensland. The school recognises itself as a Catholic community of lifelong learners empowered by Gospel values to shape and nourish our world. This great family school strives to achieve this mission by attempting to nurture and educate each child spiritually, intellectually, physically and emotionally. Our teachers focus on the individual gifts, strengths and abilities of our students to assist them to become responsible, caring members of their community and world. Children have access to a wide variety of extra-curricular activities such as sports programs, music programs, chess, art classes, speech and drama classes as well as language lessons.

School progress towards its goals in 2021

Goal	Progress
Maximise student learning outcomes through quality teaching and learning. By November 2021 all staff will have received assistance from the PLL to ensure their planning reflects the delivery of the curriculum to empower every learner to maximise their individual learning achievements. Outcomes will be measured through access to data.	Achieved
Build a positive school culture that promotes engagement in learning. By the end of 2021 staff, students and parents will have been engaged in discussions to encourage full participation and cooperation in the engagement of all learners.	Achieved
Develop an expert teaching team focused on continuous improvement. By November 2021 the PLL will have delivered the expected and effective model of practice to all teachers, and this will be reviewed through weekly planning meetings and the establishment of PLC's.	Achieved

Future outlook

In 2022, St Augustine's primary focus will be building a shared belief in collective efficacy to empower every student to reach their potential. To achieve this, we have established goals in three key priority areas, Expert Teachers, Engaged Learners, Positive Culture. The school's mission is enhancing student

engagement to achieve success in learning in a faith filled environment. We look forward to progressing through and achieving the outlined goals by the end of 2022 school year.

Learning and Teaching

Goal: Maximise student learning outcomes through quality teaching and learning

Strategies:

- Deliver an innovative and contemporary teaching and learning program that is best practice
- Develop Assessment Capable learners underpinned by effective and expected practices, Model of pedagogy and high yield strategies
- Deepen Catholic identity by applying Catholic perspectives in teaching and learning
- Build teacher capability to implement innovative mathematical practices

Outcomes:

- Improved student engagement in learning
- Improved teacher capability
- Improved academic achievement

Success measures:

- Every student will achieve at least one year's growth in Maths and Writing
- 95 % of students have demonstrated Concepts about Print and Sound Letter knowledge
- 95 % of students in reading levels Prep: 5-8+, Year 1: 14-18+, Year 2: 22-26+
- 95 % of students in Year 3 to 6 with a total score of 20-24 in Writing Analysis
- Increase in Mean Scale Score for each PAT Assessment for Year 3-6
- Increase percentage of students in Upper 2 Bands in NAPLAN:
Year 3: **Reading** 66% to 70% **Numeracy** 35% to 40%
Year 5: **Reading:** 61% to 65% **Numeracy** 35% to 40%
- Increase % of Students achieving A-C in **English** from 91% to 95%
- Increase % of Students achieving A-C in **Maths** from 31.5% to 40%
- Flexible learning spaces in Year 2 – Year 6 classrooms
- Learning Intentions and Co-Constructed Success criteria evident in all classrooms
- 100% of students can articulate what they are learning, where they're going, are confident to take the challenge and can select tools to guide their learning
- 100% of students can articulate a clear learning goal in Literacy and numeracy

Wellbeing

Goal: Build a positive school culture that promotes engagement in learning

Strategies:

- Implement the PB4L framework.
- Establish a multi-tiered system of support
- Develop a whole school approach to inclusive education through differentiated teaching and learning
- Strengthen parent and community engagement

Outcomes:

- Positive school culture
- Safe, supportive and inclusive environment.
- Focus on learning

Success measures:

- PB4L team established and meets regular

- PB4L Action Plan developed
- Schoolwide expectations in place and matrix developed
- Established procedure to explicitly teach expected behaviours
- Continuum of procedures to encourage expected behaviours
- Continuum of procedures to discourage inappropriate behaviours
- Tiered Fidelity Inventory (TFI) conducted annually
 - ✓ 80% or more scored on teaching expectation category of **TFI** 1.4 = 2
 - ✓ 80% or more scored on acknowledgement category of **TFI** 1.9 = 2
 - ✓ 80% or more scored on violations systems category of **TFI** 1.5 & 1.6 = 2
 - ✓ 75% of students attending 90% or more of the school year

Our People

Goal: Develop an expert teaching team focused on continuous improvement

Strategies:

- Establish PLCs to build a collaborative approach to improve teacher practice and student outcomes
- Develop a systematic curriculum plan and rigorous assessment schedule
- Build teacher capability to analyse data to drive discussion and decision making

Outcomes:

- Consistency in curriculum delivery
- Evidence-based teaching practices
- Data based decision making

Success measures:

- Documented curriculum plan, assessment and shared pedagogical practices
- Moderation of student assessment tasks
- Data collection, analysis and evaluation of student learning growth and achievement
- Established process in which year level teams meet weekly to work collaboratively in recurring cycles to improve teaching practice and student outcomes.

Our school at a glance

School profile

St Augustine's Parish Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	550	297	253	13

Student counts are based on the Census (August) enrolment collection.

Students enrolled at St. Augustine's come from surrounding suburbs. Most students come from an Australian background with some children who identify as having English as a Second Language.

There are a growing number of children who identify as coming from Aboriginal and Torres Strait Island background.

Most children identify as being of the Catholic faith. There are a minority of children who identify with other Christian religions or who have no religion listed.

St Augustine's is an inclusive Catholic community who supports students with special needs.

Historically, most of our students transition to Marymount College, Burleigh Heads for secondary education.

Curriculum implementation

Curriculum overview

At St Augustine's our learners are at the core of what we do. Our teachers plan, teach, assess and report using the Australian Curriculum and the Religious Education Curriculum from the Brisbane Archdiocese. At St Augustine's a contemporary Catholic perspective and world view is celebrated and embedded throughout the whole Curriculum. Catholic Education aims to grow and develop the whole person, informed by an understanding that all are made in the image and likeness of God, therefore worthy of innate dignity. The aim of Catholic Education is to prepare all community members for active and faith informed participation in an ever-evolving society.

The Australian Curriculum is three-dimensional – it includes learning areas, general capabilities and cross curriculum priorities. It sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what teachers should teach and students should learn as they progress through schooling. It is the foundation for high-quality teaching to meet the needs of all Australian students. This all contributes to a well-rounded education of all Australian students, providing the knowledge, understanding and skills needed for life and work in the 21st century.

ACARA has developed Foundation – Year 6 Australian Curriculum in the following: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education.

St Augustine's provides learning from BCE Religious Education and P-10 Australian Curriculum in the following areas:

- Religion Taught each year across P-6

- English Taught each year across P-6
- Mathematics Taught each year across P-6
- Science Taught each year across P-6
- HASS Taught each year across P-6
- HPE Taught each year across P-6
- Health is taught by the class teacher and PE is taught by a specialist teacher for years P-2 and 5-6.
- Arts; Media Arts is taught by the class teacher and Visual Arts by a specialist teacher for years 3-6.
- Music is taught by the class teacher and by a specialist teacher for years P-6.
- Dance is taught by the classroom teacher across P-6.
- Media & Drama is taught by the classroom teacher across P-6.
- Technologies; Digital Technologies and Design Technologies are taught by class teacher across P-6.
- Languages (French) is taught by a specialist teacher across P-6.

St Augustine's organisation of the curriculum reflects ACARA's emphasis on the priority development of literacy and numeracy foundations through English and Mathematics and across the curriculum. This is continued in the middle and upper primary years while also emphasising a broader education through planning across all curriculum areas.

Extra-curricular activities

St Augustine's offers the following extra-curricula activities:

- Music - percussion, piano, drums, ukulele lessons
- Chess lessons and tournaments
- Training squads for sports
- Library Club
- Art lessons
- Sports programs
- Camps for Years 5-6
- Speech and Drama

How information and communication technologies are used to assist learning

All classes have Interactive Whiteboards installed. This technology is used by teaching staff daily as a key tool in curriculum delivery. The school is in the final phase of transition to iPads with our Year 6 students being the final cohort with laptops. There are 15 iPads in each of our Prep – Year 2 classes and our Year 3-6 students have their own school supplied device. All technology is supervised by teachers who use it as a learning tool to assist students.

Social climate

Overview

St Augustine's is best described as a welcoming, family orientated school. Being a smaller school means that all members of the school community are encouraged to be fully engaged in children's learning opportunities.

The pastoral care of the students is given a high priority and there are programs such as RAPT initiative for recognising expected behaviours to enhance awareness of social situations. PB4L is in the implementation phase.

The school has a 'zero tolerance' to bullying. St Augustine's has a Student Behaviour Support plan that outlines our response to bullying. Reported incidents are investigated by the school administration team and appropriate interventions are implemented as soon as possible.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	94.7%
School staff demonstrate the school's Catholic Christian values	94.6%
Teachers at this school have high expectations for my child	82.1%
Staff at this school care about my child	93.8%
I can talk to my child's teachers about my concerns	91.8%
Teachers at this school encourage me to take an active role in my child's education	82.5%
My child feels safe at this school	92.8%
The facilities at this school support my child's educational needs	95.9%
This school looks for ways to improve	92.1%
I am happy my child is at this school	91.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	85.2%
I enjoy learning at my school	96.7%
Teachers expect me to work to the best of my ability in all my learning	97.3%
Feedback from my teacher helps me learn	92.3%
Teachers at my school treat me fairly	92.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.3%
I feel safe at school	93.4%
I am happy to be at my school	93.9%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	87.5%
School staff demonstrate this school's Catholic Christian values	92.5%
This school acts on staff feedback	87.2%
This school looks for ways to improve	95.0%
I am recognised for my efforts at work	82.5%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	97.5%
I enjoy working at this school	95.0%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are encouraged to be involved in their child's education through a variety of ways. There are formal opportunities through parent/teacher meetings and Parents and Friends meetings, IEP planning and reviews, cyclical review involving parent feedback. Informally parents are involved in classroom support, library, sports days, parent attendance at assemblies, liturgies and other special events.

Communication of school newsletters on the school portal each Monday also keeps parents up to date with what is happening at the school. Year level Blogs and the official St Augustine's Facebook page are used to inform parents of the activities and achievements of the students.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are labeled 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	39	23
Full-time Equivalents	33.5	13.8

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate diploma etc.**	4
Bachelor degree	24
Diploma	0
Certificate	1

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Assessment Capable Learners
- PB4L
- Full First Aid and CPR
- Catholic Perspectives in the English curriculum
- Andrea Hilbrick – numeracy
- Systematic approach to curriculum planning
- Professional Learning Communities

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.9%

Average attendance rate per year level			
Prep attendance rate	93.0%	Year 4 attendance rate	92.9%
Year 1 attendance rate	92.9%	Year 5 attendance rate	94.2%
Year 2 attendance rate	92.8%	Year 6 attendance rate	92.2%
Year 3 attendance rate	93.0%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

- St Augustine's adheres to its legislative and moral responsibilities in promoting school attendance and supporting families to ensure their child attends school. To enable this the school has enacted the following measures:
- If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the Legal Guardian. Any student absent from school without explanation receives same day follow up and reporting to legal guardians on the day of the absence.
- Student attendance is marked twice each day via electronic roll marking. Students who come late or leave early are signed in or out by a parent/guardian. Parents notify the school of student absences. Any unexplained absences are followed up with parents via SMS or phone call. Parents notify the school if students are going on extended leave e.g. family holidays.
- Regular updates for parents around the importance of attendance are shared through the school newsletter, parent information sessions and email. Awards for 100% attendance are also given to students at the end of each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

8. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.