

# ST AUGUSTINE PRIMARY SCHOOL

## ANNUAL REPORT 2016



## 2016 ANNUAL COMMUNITY REPORT

### SCHOOL IMPROVEMENT

#### 2016 Key Goals and Performance

##### **LEARNING:**

- National Quality Standard improvement tool (QIP) assists in enhancing teaching and learning in Kindergarten to Year Two
- Years 3-6 implement BYOD 1:1 device as teaching and learning tool across the curriculum
- What is WALT & WILF?

##### *Performance:*

- Kindergarten to Year Two staff formally revisited QIP every term, reflect, adjust and re-plan to meet desired outcomes
  - Direct communication of learning goals with teacher assistants established
  - Incorporation of children's agency is being developed, clearly visible made in the pre-primary
  - Professional learning used to spring board discussion for deeper teaching and learning in language development – phonemic awareness
  - WALT and WILF teaching and learning outcomes and success criteria being embedded in daily practice – evidence seen in peer teacher and leadership team classroom visits (Instructional Rounds)
- Years 3- 6 staff formally met every term to reflect, adjust and re-plan to meet desired outcomes
  - Lots of communication between staff to assist each other use It appropriately
  - End of year survey of students and parents indicates students more engaged in learning and able to directly show parents; parents were either pleased with use or looking for further and more appropriate use
  - WALT and WILF teaching and learning outcomes and success criteria being embedded in daily practice – evidence seen in peer teacher and leadership team classroom visits (Instructional Rounds)

##### **ENGAGEMENT**

- Building relationships staff and staff; staff and students
- Flexible learning spaces
- Parents & Friends' Association, change of structure

##### *Performance:*

- Staff feedback indicates that relationships are stronger based on clarity in communication and genuine care and concern for each other; relationships between staff and students are strong and assisted by the ongoing need for explicit feedback – 2017 School Climate Survey data will also provide performance feedback
- Kindergarten and the pre-primary are examples of learning spaces adapted to the interests and needs of the students; years one, four, five and six have changed furniture to allow for students' preferences – the teaching and learning aspect continues to be developed and understood – a focus for 2017
- The Parents & Friends' Association have a very successful year by incorporating sub-committees into fundraising and social event organisational structures. The School Board and incidental parent feedback, acknowledged the success of the executive and committee. This is to be continued into 2017

**ACCOUNTABILITY:**

- Teaching staff 360 Reflection Tool (AITSL Based)
- Maintain technology infrastructure for BYOD 1:1 implementation
- Classroom aesthetics

*Performance:*

- All teaching staff took part in an AITSL based 360 reflective teaching survey – this year there was an added private reflection for Christian witness. At the end of the process, teachers feedback that the process was general affirming and help set new goals and direction for improved pedagogical practice
- The school's internal technology infrastructure, made the implementation of the 1:1 BYOD mobile program smooth. All staff appreciated the 2015 efforts of the School Board to ensure that the infrastructure held the capacity of potentially eighty to ninety devices on at one time
- Two classrooms (years one and five) were stripped of old pin-up boards, repainted and new boards installed. Years three and five had new carpet laid

**DISCIPLESHIP:**

- Evangelisation is fundamental to all processes and decisions by all staff. Staff know the school's Evangelisation plan and mission
- Easter and Christmas liturgies

*Performance:*

- During professional learning community meetings, the staff were involved in contributing to the actions required in the Evangelisation plan and have a good understanding of their contribution to the strategic plan and its relationship in evangelising
- Leadership, the parish and staff worked hard to transform community thinking that sacramental celebrations and rites and liturgies are sacred religious events, rather than school performances. This will be a continued focus in 2017

2017 Key Goals**LEARNING:**

- Technology is embedded in appropriate place and proportion in learning and assessment
- Instructional Rounds provides vehicle for depth of knowledge and understanding of learning intentions and success criteria
- Learning intentions and criteria are clearly articulated by teaching staff and students
- Improving reading comprehension skills and outcomes for all students is the curriculum focus
- Sustain year five NAPLN results and ensure that the year three cohort shows no sign of regression

**ENGAGEMENT:**

- Relationships in the community are constructive and built on honesty and respect
- Parents and the broader community are regular participants in community developments/planning, activities and events
- Regular parent information workshops for Code of Conduct, reading comprehension and others as deemed necessary

**ACCOUNTABILITY:**

- Renew and redevelop play areas to enhance natural play, games and sports play
- Increase learning area resources in variety and number (reading materials)
- Renovate classrooms including furniture and flooring

## **DISCIPLESHIP:**

- Mini-Vinnies leading school mission of Christian service with students
- Opportunity for staff to deepen understanding of prayer, reflection and meditation

## **FINANCIAL and INFRASTRUCTURE**

St Augustine Primary School receives its funding from three sources:

- Australian Government
- Stage Government
- School Fees

Each year the School Board works closely with Catholic Education to ensure budgets are met to set guidelines.

### 2017 School Budget

2017 Budget figures

Income	\$	2 546 189
Expenditure	\$	2 565 168
Capital Income	\$	81 747
Capital Expenditure	\$	130 116
2017 Result	\$	-67 348

### 2017 Tuition Fees

Kindergarten	\$ 945 per child
Pre-Primary to Year 6	\$1472 per child
Levies	
Building	\$ 294 per family
Parents & Friends' Association	\$ 64 per family
Mathematics (family resource)	\$ 16 per family
Other charges	
Insurance (kindergarten – year 6)	\$ 16 per child
EduDance (pre-primary – year 6)	\$ 34 per child
Swimming lessons (years 1- 6)	\$ 117 per child
Sacrament fee (years 3, 4 & 6)	\$ 45 per child
Diary (years 1 - 6)	\$ 8 per child
Camp (year 6)	\$ 300 per child

### Infrastructure Report

The School Board continues to be committed to the following projects:

- Classroom furniture, painting and carpets
- Refurbishment of the nature play areas and court play area
- Sustaining technological infrastructure to support the ever-changing complexities of technology and media

## **2016 SNAPSHOT OF COMMUNITY ACHIEVEMENTS**

### Whole School Improvement

The St Augustine Primary School community continues to seek feedback and looks for opportunities for improvement. The Action Learning model, involving all staff, values the opinion of all community members and engages staff in decision-making process, often seeking the opinion of students and parents in the formation of new ideas and processes. Action Learning processes ensure we are accountable to our core values, set clear goals and are reflective in our evaluations and actions. This year the role of 'internal advisor' for each member of the leadership team provided invaluable feedback from staff and students, the leadership gaining insights into their leadership and management styles.

### Professional Growth

The staff at St Augustine Primary School are engaged in continuous improvement practices. The Australian Institute for Teaching and School Leadership provides the basis for our improvement practices. Teaching staff at St Augustine undertook the ATISL 360 teaching review as a part of their professional growth plan. All staff appreciated the opportunity for affirmation and gain critical feedback from peers. The staff continued the Instructional Rounds process with the focus on implementing and embedding the explicit instruction practice of WALT and WILF. This practice is used to enhance the teaching and learning intent for teacher and student, providing a framework for each student to experience learning success.

### The Arts

The Arts continues to provide the students at St Augustine Primary School with a holistic learning experience.

#### *Music*

The School music program is enriched by the quality of the staff and the school's substantial resources. All lessons are supported by a variety of instruments and engaging hands-on activities.

The school choir entered the annual Catholic Schools' Performing Arts Festival and received outstanding critiques. There were a number of students who entered as solo performers achieving high accolades and winning sections of the competition. The school band performs at all assemblies and students often play the keyboard for liturgical celebrations.

#### *Art*

The school held the bi-annual Art Exhibition at the end of third term, showcasing the students' work from the year. Parents, grandparents and other family members attended the exhibition. The students gain much pleasure from showcasing their work and receive high praise for their efforts.

#### *Dance*

The annual EduDance course was conducted in term three and once again the final performance and concert was another successful community event. Once again, over 300 community members attended to support the students as they demonstrated their skills and talents as dancers and performers. The program continues to be one where the most reluctant of students are engaged and developed in strength of character, particularly resilience and determination to succeed in the culminating performance. Again, feedback from parents and students suggests that this annual event is purposeful, fun and a hallmark of the diversity of learning opportunities offered to all students.

### Languages

This year the opportunity for students to develop diverse language skills in Italian was highlighted by each student's progress and achievements. The school received several accolades in the 'language quest' with the students in years five and six winning several aspects of competition against much larger schools and older students.

### Mathematics

The growth made in NAPLAN results and other school standardized assessments in Mathematics has been pleasing, especially in the year five cohort. The cohort's results indicate that they are well above like school and state and national averages. The results have been achieved by explicit and targeted teaching.

### Student Voice

#### *Chess Club*

The Chess club is open to all students in years 1 to 6, before school once a week. Supervised by staff, the students guide and teach other and organise mini tournaments within the group. This year's competition team (elected by the chess group), continued the school's strong presence and won the local event, competing against local catholic schools in the annual tournament.

### *HotSkills*

Students in years 4, 5 and 6 sat the AGAT assessment provided by Australian Council of Education Research. 20 students were identified to participate in weekly sessions to challenge and extend their problem-solving skills. The cohort competed in the annual opti-MINDS tournament in October, held at Curtin University. Each year group was involved in impromptu performances and a problem-solving theatre. All three groups received excellent reviews, with the year five and six teams being awarded outstanding scores in their performances.

### *Science*

Students have provided extremely positive feedback in regard to science. They all say they enjoy the hands-on learning, the diversity of learning topics and the variation of learning tools, including technology. Students receive quick feedback from their teacher and say that using WALT and WILF sets them on a clear path for learning success and how to keep improving.

### School Board

The School Board has worked collaboratively to support staff driven initiatives and ensure that the outcomes of the strategic plan were being met. The Board supported the smooth and successful implementation of the 1:1 Chromebook program and the professional learning of staff by ensuring that financial resources were available. The School Board undertook the massive renovation of all eaves, fascia and barge boards due to the widespread presence of asbestos and re-beaming several old wooden support beams with steel. This was an enormous and long process and interruption to school grounds and routines.

### Parents and Friends' Association

The Parents & Friends' group had a very successful fundraising and social year. This year's events included a Quiz Night, two booked-out family movie nights, children's' disco, Easter egg surprise and a Bunnings sausage sizzle. Monies donated from the Parents & Friends' fundraising events has been allocated to installing blinds on the windows in the hall and replacing technology tools such as iPad covers, charges and cables.