### Principal's Foreword

**Introduction**

St. Augustine's Parish Primary School is a Catholic co-educational school situated in the extreme south-east corner of Queensland. The school recognizes itself as a community of lifelong learners empowered by Gospel values to shape and nourish our world. This great family school strives to achieve its 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 465 students to assist them to become responsible, caring members of their community and world.

The Australian Curriculum is taught from Prep to Year 7 as well as the Religious Education program developed by Brisbane Catholic Education.

Before and After School Care facilities are located in the school grounds and are managed by the local parish, in conjunction with Centacare.

### School Profile

| St. Augustine's Parish Primary School | is a Catholic school administered through Catholic Education, Archdiocese of Brisbane. |
| Coeducational | or Single Sex | ☑ |
| Year levels offered: Primary | Secondary | P-12 | ☑ |
| Total student enrolments for this school | 483 |
| Total Enrolment | 468 | Girls | 227 | Boys | 241 |
Characteristics of the student body

The student body is made up of children from the local area. The vast majority of the children come from an Australian background with a few children who identify as having English as a Second Language. There are 3 children who identify as coming from Aboriginal and Torres Strait Island background. The vast majority of the 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.

There are several students with Special Needs - either Physical Impairment, Social Emotional or ASD. Most children will transition to Marymount College Burleigh for secondary school.

Our distinctive curriculum offerings

St. Augustine's offers the following distinctive curriculum offerings:
- Wood work sessions for selected children in Year 5, 6 and 7
- Summer and Winter Sports programs
- Gross Motor Program in P-2
- Surfing lessons in upper classes
- Specialist Art lessons in Yrs 5-7
- BluEarth program
- Friendly School and Families program throughout the school
Extra curricula activities

St. Augustine’s offers the following extra-curricula activities:
Music - percussion, guitar, piano, brass/woodwind, drums, ukulele lessons
Chess
Training squads for sports
Library Club
Art lessons
Sports programs
Camps for Yrs.5-7
Speech and Drama

How Information and Communication Technologies are used to assist learning

All of the classrooms have Interactive White Boards installed. This technology is used by teaching staff on a daily basis as a key tool in curriculum delivery.
Laptops on trolleys are accessed by classes to use in classrooms. Classes use this technology as a resource for learning on a rostered basis. The current ratio of laptops to students is approximately 1:5
There is a bank of iPads for use by students as well.
All technology is supervised by teachers who use it as a learning tool to assist students.
Teachers are currently undergoing training in a new Learning Management System, LIFE, to better access Information and Communication Technologies.

Most classrooms are fitted with phonics ear technology for better aural communication.

Social climate inclusive of pastoral care and our response to bullying

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 children is given a high priority and there are programs such as Blueearth, MJR and Friendly Schools to enhance support.

The school has a ‘zero tolerance’ to bullying at the school. St. Augustine’s has a Behaviour Management Policy that outlines our response to bullying. All reported incidents are investigated by the School Administration Team and appropriate interventions are implemented as soon as possible.
Parent, student and teacher satisfaction with the school

The general feeling of parents, students and staff is that they are satisfied with the school. The school opinion survey results indicate:
- a warm, approachable staff
- caring community feel
- every child is an individual
- excellent opportunities for children (sport, music, speech and drama, instrumental music program, chess, academic)
- recognition of student individual need and concerns (emotional, social, behavioural)
- positive school/home communication
- strong and healthy school/parish connections
- a safe and happy place to be.

Parent involvement in their child’s education

Parents are able 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 web site also keeps parents up-to-date with what is happening at the school.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24.6</td>
<td>7.4</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>28</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>53</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>8</td>
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</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $41,000.

The major professional development initiatives were as follows:

- Seven Professional Development days throughout the year were focused on the following:
  - Australian Curriculum. Further work was done in the areas of Science, History and Maths.
  - Whole staff work with Steve Francis on building teams.
  - Whole staff work with Anstey and Bull on Visual Literacy.
  - Consistency of Teacher Judgement
  - Religious Education

Other sessions throughout the year focused on the BluEarth program and IT Coaching.

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.15 % in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 100 % of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>91.7 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>92.2 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>92.4 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>86.7 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

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. Parents notify the school if students are going on extended leave e.g. family holidays.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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