



# 2024

## Annual Report to the School Community



**St. Augustine's**  
Catholic Primary School  
MARYBOROUGH

### St Augustine's School

58 Burke Street, MARYBOROUGH 3465

Principal: Sonia Turner

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

Registration: 132, E Number: E2006

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## Principal's Attestation

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I, Sonia Turner, attest that St Augustine's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 02 Jun 2025

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## About this report

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St Augustine's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL



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## Vision and Mission

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### VISION STATEMENT

St Augustine's Catholic School community believes that all children can learn. We will nurture and inspire our learners through the awe and wonder of God's creation, so they may, 'Have life and have it abundantly' (John 10:10)

### MISSION STATEMENT

To fulfill this vision we:

- \* Commit to nurturing a religious education built on the Gospel values of Jesus Christ with respect to Catholic tradition and the Brigidine heritage.
- \* Engage with our parents, extended and parish families to ensure that St. Augustine's embodies connectedness, ownership and responsibility by all members of the community.
- \* Facilitate learning in an inclusive and supportive child safe, school environment celebrating achievements. We develop their social, emotional, spiritual and intellectual growth to empower them to reach their full potential.
- \* Commit to working collaboratively to ensure results are achieved through ongoing collective inquiry.
- \* Challenge and engage children in a stimulating and dynamic educational and contemporary learning environment.

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## School Overview

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Records indicate that a Catholic School was operating in Maryborough as early as 1854. With the current St. Augustine's Church being built in 1869, we therefore have a rich history in the Central Goldfields area, with much of this being attributed to the Brigidine nuns who taught the children for many years.

Today, our school is led by professionals whose mission is to teach the children the Gospel values of Jesus Christ. The staff aim to create a school environment that is curriculum enriched, community oriented and child-centred.

Our school is named after 'St. Augustine.' Augustine was the Bishop of Hippo, an African province. St. Augustine's vocation included this challenge to his fellow Christians: 'Tolle Legge.

This Latin phrase is interpreted to: 'Take up and read.' His feast day is August 28th.

St. Augustine believed the best way to Christ was through the Scriptures.

St. Augustine's School, Maryborough continues to inspire the children to discover St. Augustine's invitation to take the scriptures and listen to His message. Our school logo illustrates an open book, reminding us of this.

Records show the Brigidine Sisters taught the children in the Parish hall from 1902. In 1949, a new primary school was built with its octagonal rooms. This original octagonal shape still forms a part of our school as we know it today.

Sr Barbara May, was the last Brigidine nun who was actively involved in our school. She came to Maryborough in 1993 and was a great presence and very active in the school and Parish until her passing in 2016. At the time of her passing she was the Pastoral Associate for St Augustine's Parish and had just been named Maryborough Citizen of the Year in 2016.

The entrance of our school reflects both our Brigidine charism and our patron Saint, Augustine. The Brigidine Cross woven from rushes is customarily placed above an entrance door as a sign of welcome and hospitality. At the heart of this cross is the lamp of learning encased in a circle symbolising a oneness with God.

Our school vision and mission encapsulates the welcome and hospitality of the Brigidine Order and lifelong learning of our patron Saint, Augustine.

The St Augustine's logo was changed in 2019 to include and represent both, St Augustine's open book of learning from the scriptures and the Brigidine Cross of learning, welcome and hospitality.



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## Principal's Report

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### PUPILS

2024 February census data indicated an enrolment of 266 students then the August census indicated 264 students.

### LEADERSHIP & MANAGEMENT

At St. Augustine's school we are fortunate to have a professional, dedicated and caring staff who embrace a shared vision and mission - ensuring that all children in their care enjoy school in a safe environment that strives to meet their learning potential. This is witnessed through the pastoral care, supportive learning environments and teaching and learning activities that are delivered on a daily basis.

I take this opportunity to thank all the staff at our school who have the children at the centre of all decisions made. All teaching staff are fully qualified and registered with the Victorian Institute of Teaching and all support staff have successfully undertaken a Working With Children Check, Mandatory Reporting and Child Safe Learning.

In 2024, we had a staff of 39 including full time, part time, learning support officers and administrative officers.

Children were educated across twelve classrooms with Art/Library, Physical Education, Digital Technologies and Science tagged as specialist learning subjects.

The leadership team of the school consisted of; Principal, Sonia Turner, Deputy Principal, Learning Diversity Leader and Religious Education Leader was Kate Balzan.

Junior Learning Leaders were Isabella Thomson and Moira McNamara, Senior learning Leader was Mackenzie Shaw. This team has worked tirelessly to support myself and the school community and I thank them for their time and commitment.

Our Learning Support Officers, (LSO's) Gayle Firman, Janette Lanfranchi, Tania Mottram, Janene Cole, Deidre Polinelli, Nicole Cain, Rachael Whitnall, Bianca Ross, Amanda Durbridge, Vanessa Pascoe, Cassie Smith, Kayla Stewart, Mikaylah Quinlan and Rachel Santos have enabled small group and individual support programs to be delivered in classrooms.

I would also like to thank the hard working Administration team, Amber, Anne , Celia and Jaclyn in the latter half of the year, who work tirelessly behind the scenes to ensure the smooth running of the day to day operations and managing the fees and finances.

I take the opportunity to thank Celia for her time and dedication to the area of Finance. Celia made the decision to be back home and help Shane on the family farm, a real love of hers. We then warmly welcomed Jaclyn to our team.

In a school context, as always, we farewell our Year 6 students, many families and staff that we have forged friendships and great bonds with over the time.

This year we say goodbye to Robyn Typuszak who after taking leave has decided to move on. Robyn came to Saints in 2014, she provided a comprehensive and varied Indonesian program for many children across the years. Robyn was recognised for her work in this area at a State level.

Robyn has taken leave over the past 12 months to spend more time with her grandchildren and has now decided to move on. We thank Robyn for her dedication and commitment to her role and to the children she has taught over the past 8 years.

Pat Grace came to St Augustines as a Casual Relief Teacher then kindly put up his hand to take on a full time role when we were unable to fill a teaching position. We are ever so grateful to Pat for his generous offer.

Pat has been a wonderful asset to our staff and has made great connections in getting to know the children in his class. Pat also has been instrumental in preparing our Robotics teams over the past 2 years in the EBT. We thank Pat for his generous contribution to St Augustines and wish him all the best for 2025 and beyond.

Deidre Polinelli came to us in 2007, she has worked as one of our Learning Support Officers and provided support to both children and teachers.

We thank Deidre for her commitment to this role and wish her all the best for her future endeavours.

Amanda Dubridge came to us in 2021 in the role of a Learning Support Officer while undertaking her teaching degree.

Amanda came from a retail background and has made immense growth in the area of education and understanding of child development.

Thank you Amanda for your dedication to the children in your care, you are going to make a wonderful classroom teacher and we will truly miss you.

We also farewelled Mrs Chrissy Hooper back at the end of Term 2 as she and Jay welcomed the arrival of baby Austin.

We wish Chrissy and Jay many blessings as they enjoy this time as a new family and we look forward to Chrissy's return.

## **BUILDING PROJECT**

Our building project has now extended beyond 12 months but we hope to have the certificate of occupancy within the next couple of weeks.

The transformation is tremendous and we will truly appreciate it when we move in.

The administration and entrance of our school is more inclusive and welcoming with a ramp giving all access. The internal classrooms of the main building have glass windows inserted to provide light and visibility. Additional breakout rooms will mean children who need extra support can do so with fewer interruptions and visiting services such as OT, speech will have privacy.

We have a new library space and two new teaching spaces. We look forward to enjoying our new spaces in 2025.

This building project will provide the opportunity to increase our enrolments by another class but we also are very mindful of playground space which is not in abundance. Potential land purchase of adjoining blocks is in the masterplan for Saints.

I would like to thank and commend the staff and students on their resilience, patience and flexibility in adapting to the changes across the last 18 months. Some classes have had to rehome in different spaces and some staff have been without spaces and that is a real challenge as an added extra to an already challenging job. It is a real credit to these staff and students who have been affected the most.

We look forward to enjoying our new spaces 2025 and beyond.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our goals were:

To strengthen the school's Catholic Identity.

To effectively execute the new curriculum and further develop rich teaching of Religious Education.

The outcomes were to:

Dedicate termly team planning with Bernadette Luckman (Catholic Education Ballarat Religious Education Advisor).

### Achievements

- \* We unpacked the ECSI data with staff to develop an understanding of our current reality
- \* Have someone take on the REL for 2025
- \* Student interest and engagement increased in teaching RE through a focussed approach to regular delivery.
- \* Greater awareness and links to stewardship of creation by signing up to Laudato Si for 2025

### Value Added

In Aboriginal culture, Message Sticks were passed between different clans and language groups to establish information and transmit messages. They were often used to invite neighbouring groups to corroborees, initiation ceremonies, right of entry to country and invitation to religious rituals.

To mark the 150th anniversary of the birth of the Catholic Diocese of Ballarat, five Aboriginal Message Sticks were gifted to carry the message to "Be joyful in hope, patient in affliction, faithful in prayer." (Romans 12:12)

We received the message sticks in October and welcomed them with a whole school liturgy to mark and celebrate the occasion.

As we come together, we acknowledge those who have contributed to the journey to 150 years of our Diocese. We remember our parish community and all members of the education community – families, students, teachers, and staff and the many gifts they have shared and the hopes and dreams they have for those gathered today. We renew our commitment to the growth of all through shared stories, ideas and support of each other.

We answer the call to open our hearts and ask the Holy Spirit to help us along our different yet connected journeys in life and to help us live in harmony with one another.

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## Learning and Teaching

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### Goals & Intended Outcomes

Our goals were:

To improve student outcomes through enhanced teaching practice.

The outcomes were to:

- \* NAPLAN literacy scores at or above like schools

- \* Non Negotiables:

LISC

Commitment to Level 2 Structured Literacy

Agreed Scope and Sequence for phonics and phonemic awareness

All staff using SMART spelling with confidence and diligence

### Achievements

#### Structured Literacy

This year staff have engaged in Structured Literacy professional development with the intent of full implementation across 2025. A structured literacy approach is one that uses a synthetic phonics program which research indicates will offer the best support.

As a school we have agreed to implemented a structured approach to literacy and numeracy moving forward.

Daily Review - interrupts forgetting and moves learning from the short term to long term memory. New skills are introduced in small parts that build upon each other but are reviewed daily. On the spot fixing of mistakes

DIBELS Assessment is quick and thorough and reflects many assessments based on intervention programs.

Teachers share LISC at beginning of each lesson and revisit during lessons so that children are aware of their learning and why

#### Tutoring Funding Allocation

In 2024 we were again lucky to attract funding to assist with children that we identified as needing support due to the impact of COVID 19. The funding is used to enable each teaching team to receive additional support to target vulnerable students by qualified educators.

### **Student Learning Outcomes**

Our Foundation teachers trialled a structured literacy approach in the the second semester of 2024. The results after just 2 terms of explicit teaching were incredibly positive and exciting for us moving forward.

Foundation results at the end of the 2024 school year;

- Letter Naming Fluency - 60.5% of our children were on track
- Phoneme Segmentation Fluency - 26.3% of our children were on track
- Nonsense Word Fluency - CLS (Correct Letter Sound) - 73.7% of our children were on track
  - WRC (Word Read Correctly) - 68.4% of our children were on track
- Word Reading Fluency 47.4% of our children were on track

Composite Score for literacy was 73.7% of our Foundation cohort was on track by the end of the year. This is much higher than historical data.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	401	44%
	Year 5	510	67%
Numeracy	Year 3	406	70%
	Year 5	486	63%
Reading	Year 3	401	67%
	Year 5	502	71%
Spelling	Year 3	374	40%
	Year 5	474	63%
Writing	Year 3	422	91%
	Year 5	478	75%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

Our goals were:

To provide a safe, inclusive and accessible learning environment for all.

The outcomes were to:

- \* Administer Pat SEW (Social and Emotional Wellbeing student survey)
- \* Better results with ReLate Markers
- \* Zones of Regulation from F-6

### Achievements

The Wellbeing Annual Action Plan for 2024 continued to embark on our overarching priorities and goals to provide a safe, inclusive and accessible learning environment for all.

Our key improvements for 2024 revolved around the use of the SIMON platform to create a framework, allowing us to capture our STAR, School Wide Positive Behaviour System (SWPBS), data and the use of PAM for off site permission and sick passes.

STAR was relaunched across the whole school this year. As part of the relaunch STAR money was handed out across the school for STAR behaviours and students were able to exchange this for a variety of activities across a week in Term 3.

We have continued our work with the MacKillop Institute through the ReLATE Program (Reframing Learning and Teaching Environments). The role of ReLATE is to identify our School's unique strengths, and draw out opportunities, challenges and aspirations for enhancing the culture and teaching, learning and wellbeing.

Year one of ReLATE consisted of two whole staff professional development days along with two sets of surveys taken at the beginning and end of the year. A selection of staff were also interviewed as part of the survey process.

Year two of ReLATE involved a whole staff professional development day where we completed two core modules informed for our year one data. In addition to the whole staff professional development day we also have access to the ReLATE online portal, containing shared resources for use in the classroom. Sonia, Warren and members of the Wellbeing

School Improvement Team (SIT) met with Amy Green, a ReLATE consultant, where we formulated a three year Implementation Plan of the ReLATE program. This will form a major part of the Wellbeing Annual Action Plan (AAP) in 2024.

This being the 3rd and final year was tailored to our needs.

The end goal of ReLATE is to establish a trauma informed model that supports schools and systems to establish the preconditions for improved teaching, learning and wellbeing.

Continue using common language on zones of regulation so students better able to identify emotions and know how to regulate.

### **Value Added**

We have secured funding through the Murdoch Institute to employ a Mental Health and Wellbeing Leader for 2025 in a .4 FTE capacity.

This leader will ensure that all policies and procedures for mental health are in place at a Tier 1 level to build capacity in staff and students around awareness and strategies for management.

We will continue with 'Wellbeing' as a portfolio within the school, a critical component of our school's Annual Action Plan, focussing on 'Quality Relationships', 'Wellbeing Practice' and a 'Safe Learning Environment'.

### **Student Satisfaction**

Celebrations from reflection of our recent Insight SRC data show;

- \* Connectedness to peers has increased in to the middle 50% of all Australian schools.
- \* Student safety has increased in to the middle 50% of all Australian schools.
- \* Classroom behaviour has increased in to the middle 50% of all Australian schools.
- \* Cybersafety has increased in to the top 25% of all Australian schools.

## Student Attendance

Student attendance is recorded through the SIMON platform twice daily.

Parents are contacted via SMS if there is no explanation for their child's absence been communicated with the school by 10am each morning.

Follow up is made to the child's second contact if still no communication.

Parents are asked to provide in writing if the child is on extended leave further than a week eg: family holiday.

Average Student Attendance Rate by Year Level	
Y01	89.8
Y02	90.5
Y03	90.6
Y04	90.7
Y05	87.2
Y06	88.8
Overall average attendance	89.6

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## Leadership

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### Goals & Intended Outcomes

Our goals were:

To use a shared model of leadership for building staff capacity and integrity.

The outcomes were to:

- \* Build capacity in young and middle leaders.
- \* Employ an REL for 205
- \* Manage a building project

### Achievements

We were successful in employing an REL for 2025.

We engaged with professional and targeted learning with Shane Crawford Point of Need Consultancy for the leadership team to build capacity at an individual level.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Structed literacy Numeracy 2.0 curriculum Religion ECSI First Aid Compliance	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$1500.00

### Teacher Satisfaction

Our current Insight SRC data indicates that all areas of teacher satisfaction have remained in the middle 50% of all Australian schools with little movement up or down.

Clarity around curriculum processes and engagement for learning are indicating the opportunity for the biggest area of growth.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	0
Bachelor Degree	16
Advanced Diploma	4
No Qualifications Listed	3

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	19.23
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	10.57
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Our goals were:

Foster more parent and family engagement rather than just involvement particularly with our increasing culturally diverse population.

The outcomes were to:

Ensure that our new Australian families were fully connected and aware of school procedures

### Achievements

All parents and families connected through Class Dojo particularly because of the translation function.

Increased use of Class Dojo for updates of learning and reminders from classrooms.

Celebration of learning afternoons at the end of Terms 1 and 3 to share classroom learnings with families. These are student led so children share and articulate their learnings for the term.

### Parent Satisfaction

Insight SRC data indicates that our parent opinion and satisfaction has remained the same in all areas with a slight increase in community engagement.

They see parent input as having a greater impact.

Enrolment figures indicate that our school has a greater market share than other local schools.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.samaryborough.catholic.edu.au](http://www.samaryborough.catholic.edu.au)