

# St. Augustine's Parent Information Forum

Wednesday 18th March 6.30pm

## Acknowledgement of Traditional Owners

At St. Augustine's Primary School, we acknowledge the Bunurong people of the Kulin Nation, the Traditional Custodians of the land on which we learn, pray, and play.

We thank them for their care of this land for thousands of years and pay our respects to the Elders past, and present. We recognize their deep spiritual connection to the land, waterways, and skies, created by God.

As a Catholic school community, we walk together in harmony, embracing the wisdom of the First Peoples and working for reconciliation, justice, and peace.

May we follow the example of St. Augustine, who taught us to seek truth and love in all things, and may we honour this land with care and respect, today and always.

Wominjeka – Welcome to all.

Let us pray:

Lord,


Give me courage to do what is right this week, even when it is hard. Help me to face challenges with faith and to follow Your ways.

Amen.



# Welcome

## Overview:

- St Augustine's Vision, Mission & Educational Philosophy
  - English Curriculum
  - Mathematics Curriculum
  - Student Wellbeing
  - Behavioural Expectations
  - Uniform Expectations
  - Communication
  - Code of Conduct
  - Question Time
- 

# St Augustine's Catholic Primary School Vision and Mission

Our commitment to all members of our school community arises from the importance we place upon Jesus Christ and his teachings of love, justice, human dignity, forgiveness, joy and compassion.

We long to build a truly faithful Community:

Where we enable all children to feel connected to school and find it a safe, nurturing place where they are seen as important and capable.

Where we celebrate and encourage diversity in our community, school and classrooms.

Where we encourage learning to be a lifelong process for all and where we can make positive contributions to our world.

Where we provide positive school and classroom cultures where children are central and where each individual is valued.

Where we are active participants of the St Augustine's Parish.

Where we work to build relationships and where respect for self, others and all things is central.



# St. Augustine's Educational Philosophy

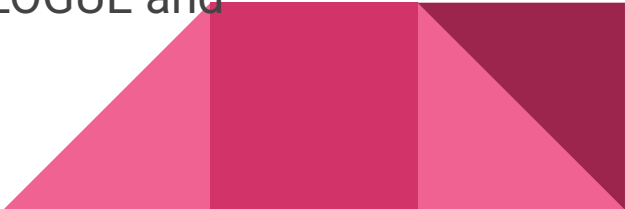
Here at St. Augustine's we believe that all students can flourish as learners.

This is achieved through an environment that is welcoming, safe, supportive, engaging and conducive to learning.

We believe in the development of the full child - SPIRITUALLY, ACADEMICALLY, PHYSICALLY, CREATIVELY, SOCIALLY and EMOTIONALLY.

This is achieved through providing a diverse learning environment that covers the full curriculum with rich and robust learning opportunities.

Learning and Teaching is based on the science of learning and follows the Explicit Teaching Sequence which includes - GOAL SETTING, EXPLICIT TEACHING, HANDS ON EXPERIENCES, REPETITION, FEEDBACK, DIALOGUE and COLLABORATION.



# English

@ St Augustine's Primary School

- whole-school approach
- what English looks like across Prep-6
- assessing progress
- supporting learners



2026



# Our approach to teaching English

## Victorian Curriculum 2.0

Language

Literature

Literacy

### Evidence-informed practice

- word reading + language understanding
- practice, review and feedback



Word Recognition



Language Comprehension



Reading Comprehension



Phonological Awareness



Phonics



Fluency



Comprehension & Vocabulary



Language Concepts



Communication

### Explicit teaching

- clear steps
- modelling
- checking for understanding

Consistency

across

Prep-6

- shared routines
- clear progression

# Whole-School English Block



Word  
Origins

A year 3 to 6  
spelling and word  
study program



**30 minutes**

## Reading and Spelling

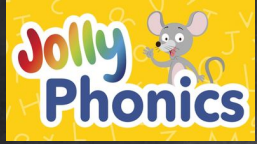
- sounds, spelling patterns and word structure
- blending, segmenting, reading and spelling
- word and sentence application
- links between words and meaning

**90 minutes**

## Language and Literature

- Ochre English units
- vocabulary and oral language development
- sentence-level work: grammar and syntax
- text-level work: comprehension, response and composition

# Prep to Year 2: Building Foundations



phonemic awareness

letter-sound knowledge

decoding

encoding (spelling)

automaticity in reading words and

connected text



# Years 3 to 6: Building Word Knowledge and Comprehension

## Students learn

- morphological structure of words
- vocabulary and word meaning
- deeper text understanding

## Word Origins

- explicit morphology instruction
- roots, prefixes and suffixes
- weekly teaching and review

## In class this might look like

- building words from a target root
- exploring how word parts affect meaning
- applying learning in reading and writing

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		er	s
		ful	ly ness
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# Assessment Drives Our Teaching

## Why we assess

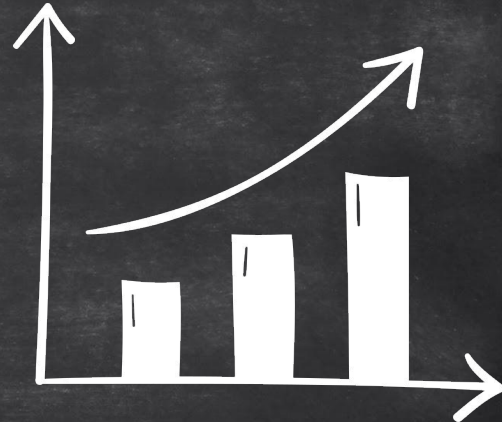
- entry point: what students already know
- next steps: what to teach next
- growth: how learning changes over time

## How progress is monitored

- regular checks within daily lessons
- program-based progress monitoring
- reading, spelling, writing and discussion all provide evidence

## How we talk about progress

- less focus on one reading “level”
- more focus on applied skills
- progress is still tracked and communicated clearly



# Supporting Every Learner

## Whole-class support

- clear modelling
- shared practice
- regular review

## Responsive support

- small-group support
- extension where needed
- teaching adjusted to student need



### Our goal for students

- accurate word reading and spelling
- growing fluency and comprehension
- confident use of language in speaking and writing



# ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL YARRAVILLE

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## Mathematics at Our School Victorian Curriculum 2.0

- Welcome and thank you for coming
- Overview of how mathematics is taught
- How we support every learner





## Victorian Curriculum 2.0 – Mathematics

- At our school, Mathematics teaching is aligned with the Victorian Curriculum 2.0, which focuses on developing strong number sense, problem-solving skills, and confident, independent learners.
- The curriculum emphasises:
  - Deep understanding rather than rote learning
  - Making connections between concepts
  - Applying mathematical thinking to real-life situations



# Our Approach to Teaching Maths

At our school, maths teaching focuses on:

- Clear learning goals
- Explicit teaching of skills and strategies
- Regular practice and revision
- Encouraging independent thinking

Students are supported to understand, not just memorise.

A solid blue arrow pointing to the right, positioned to the left of the main title.

# Why We Use Ochre

**We use Ochre Education as a key teaching and planning resource because it:**

- Is fully aligned to the Victorian Curriculum 2.0
- Provides clear learning intentions and success criteria
- Supports explicit teaching, guided practice, and independent learning
- Ensures consistency across classrooms and year levels

**Ochre lessons are structured, engaging, and designed to build skills progressively so students feel confident and successful.**



# Assessment in Mathematics

**Assessment helps us understand:**

- **What students already know**

Assessment identifies the mathematical knowledge and skills students currently understand, allowing teachers to build on their existing knowledge.

- **What they are ready to learn next**

Assessment helps teachers determine the next steps in learning so instruction can be planned to support students' continued growth and development.

- **How much progress they are making**

Assessment provides evidence of student improvement over time and helps teachers monitor learning, celebrate progress, and adjust teaching where needed.



# Pre-Assessments

- Completed before a unit
- Identify what students already know
- Highlight learning gaps and strengths
- Help teachers plan targeted lessons and small-group support.



# Post-Assessments

- Completed at the end of a unit
- Show how well learning goals have been achieved.
- Measure student growth and progress
- Inform next teaching steps and future learning.



## What a Math Lesson Looks Like

Our maths lessons follow evidence-based teaching practices that support engagement, independence, and consolidation of skills

- Daily Review
- Explicit Teaching
- Guided Practice
- Independent Learning
- Exit Ticket



# Daily Review

- Revisit previously taught concepts
- Builds fluency and confidence through familiar success
- Supports memory retention

This helps students retain learning and make connections.



# Check for Understanding

- Throughout the lesson, teachers regularly:
  - Ask questions
  - Observe student responses
  - Adjust instruction as needed
  - Give immediate feedback
- This ensures misunderstandings are identified early and addressed immediately



# Full Participation

**We use strategies that ensure every student is actively involved, such as:**

- Choral responses
- Turn-and-talk
- Whiteboards and hands-on materials

**This keeps students engaged and accountable for their learning.**

# Mental Strategies – Four Operations

Students are explicitly taught a range of mental strategies for:

- **Addition**

Students learn strategies such as counting on, making ten, doubles, and partitioning numbers. These strategies help students add numbers mentally by breaking numbers apart and using known facts.

- **Subtraction**

Students use strategies such as counting back, counting up to find the difference, and breaking numbers apart. These approaches help students see subtraction as finding the difference between numbers rather than always taking away.

- **Multiplication**

Students learn strategies such as skip counting, repeated addition, using doubles, and using known facts. These strategies help students recognise patterns and understand multiplication as groups of equal amounts.

- **Division**

Students use strategies such as sharing into equal groups, repeated subtraction, and using multiplication facts. This helps students understand division as splitting a quantity into equal parts or finding how many groups can be made.



## **These strategies help students:**

- Develop number flexibility

Use different strategies to solve problems and see relationships between numbers.

- Choose efficient methods

Select the most suitable strategy depending on the numbers involved.

- Explain their thinking clearly

Describe the strategy they used and how they solved the problem.

Mental strategies are practised regularly to build fluency and confidence



# Exit Tickets

At the end of each lesson, students complete a short exit ticket to:

- Show what they have learned
- Short end-of-lesson tasks
- Demonstrate understanding independently
- Provide immediate feedback to teachers

Exit tickets help inform the next lesson and ensure learning is consolidated.



# Supporting Every Learner

- Targeted support  
Providing additional teaching and practice for students who need extra help with specific mathematical skills or concepts. This often involves explicit instruction, guided practice, and the use of concrete materials to support understanding.
- Small groups  
Working with a small number of students during a mathematics lesson to focus on a particular skill or concept. This allows the teacher to provide more focused instruction, check understanding, and adjust teaching to meet students' needs.
- Extension opportunities  
Providing more challenging tasks or deeper thinking activities for students who have already mastered the concept. This helps extend their mathematical thinking through problem-solving, reasoning, or applying skills in new ways.



# Our Goal for Students

- We aim to develop students who are:
  - Confident in maths
  - Independent learners
  - Strong problem solvers
  - Able to explain their thinking



# Wellbeing & Mental Health at Our School

Student wellbeing is central to everything we do.

We are committed to creating a safe, inclusive and supportive environment where every child can flourish,

**"Small hearts, big dreams. Let's make our school the best it can be."**



# Our Whole-School Approach

We implement evidence-based supports including:

- School Counsellor 3 days a week
- Respectful Relationships (fortnightly)
- Social & Emotional Learning (fortnightly)
- Berry Street Education Model
- Therapy Dogs – Ziggy & Ember (Terms 1 & 3)



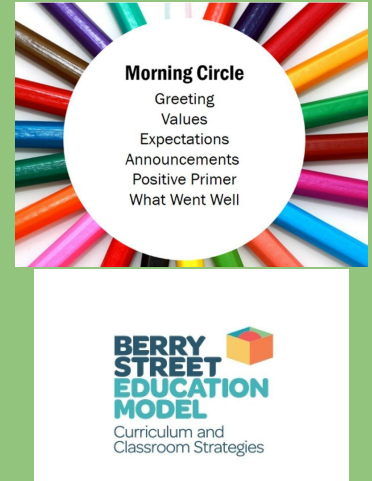
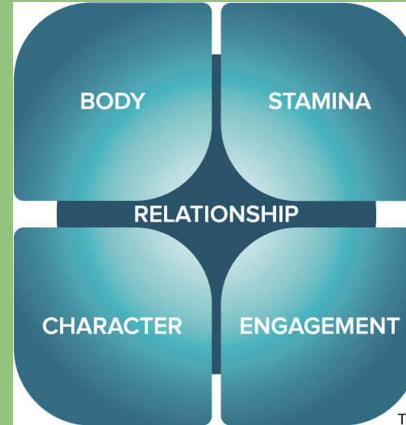
These build resilience, emotional regulation and positive relationships.

# What is the Berry Street Education Model?

The **Berry Street Education Model** is a wellbeing framework that helps schools support students' emotional regulation, resilience and engagement in learning.

It focuses on:

- Building strong, positive relationships
- Teaching students strategies to manage emotions
- Creating predictable and safe classroom environments
- Supporting students to be ready to learn



The model recognises that when children feel safe, calm and connected, they are better able to learn and reach their full potential.

Welcome Circle - Welcome, Notices for the Day, Positive Primer,

# How did I feel about my Italian lesson today?

**Sono contento/a**  
**(I am happy)**

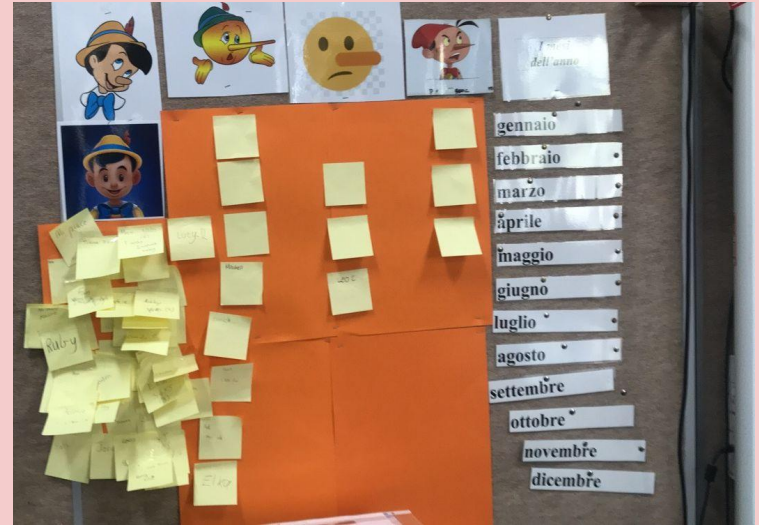
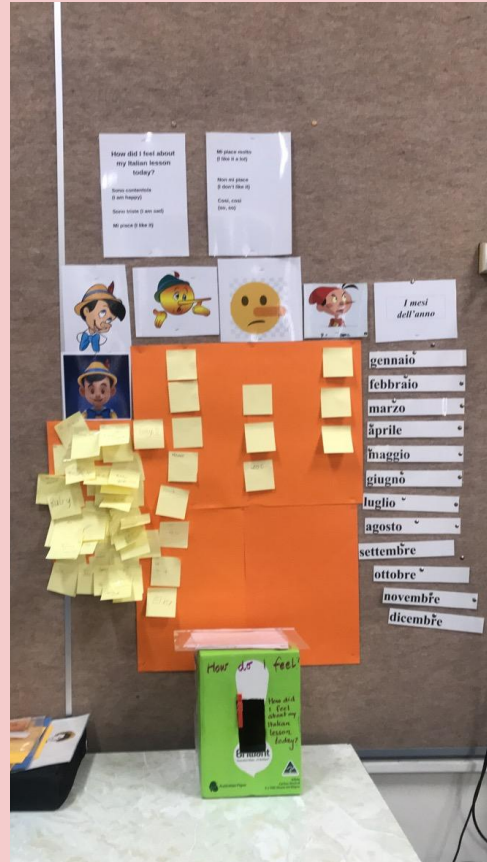
**Sono triste (I am sad)**

**Mi piace (I like it)**

**Mi piace molto**  
**(I like it a lot)**

**Non mi piace**  
**(I don't like it)**

**Così, così**  
**(so, so)**

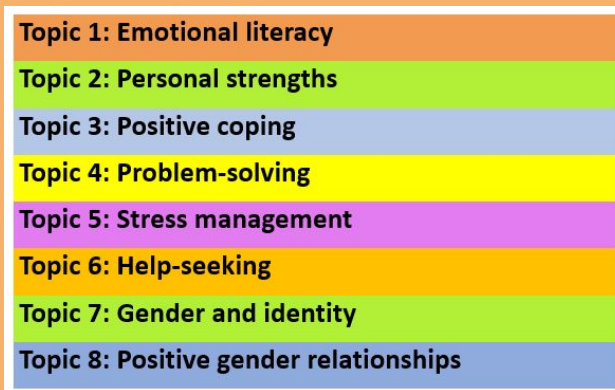


# What is the Respectful Relationships Program?

The **Respectful Relationships Program** teaches students how to build positive relationships, manage emotions, and show respect for themselves and others.

Through fortnightly lessons, students learn about:

- Kindness and empathy
- Managing conflict
- Emotional regulation
- Inclusion and equality



<b>Topic 1: Emotional literacy</b>
<b>Topic 2: Personal strengths</b>
<b>Topic 3: Positive coping</b>
<b>Topic 4: Problem-solving</b>
<b>Topic 5: Stress management</b>
<b>Topic 6: Help-seeking</b>
<b>Topic 7: Gender and identity</b>
<b>Topic 8: Positive gender relationships</b>

The program supports students to develop strong social skills and create a safe and respectful school community.

# What is Social & Emotional Learning (SEL) at Our School?

SEL helps students develop skills to manage emotions, build positive relationships, and make responsible decisions.

At our school, this includes:

- **Fortnightly SEL lessons** teaching self-awareness, resilience, empathy, and problem-solving
- **Social stories** to help students understand routines, expectations, and new situations
- **Classroom discussions** about real-life situations happening in school, helping students navigate friendships, transitions, and challenges

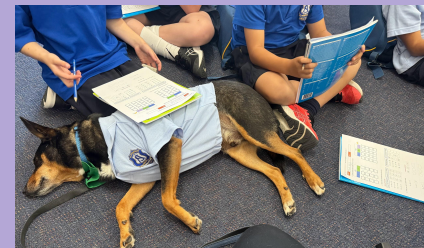
This approach supports students' wellbeing and helps them feel confident, included, and ready to learn.



# Therapy Dogs: Ziggy & Ember

- Calm and nurturing presence
- Support emotional regulation
- Reduce anxiety
- Encourage engagement and connection

A valued part of our wellbeing culture.



### Student Voice & Leadership

- Student Wellbeing Leaders
- SRC, Sport , Class Captains, School Captains & Arts Captains
- Wellbeing Day activities
- Club groups (drawing, chess & newsletter kids page)
- Student-designed website
- Open Library activities during lunch time (Fridays)

Students develop confidence and ownership.

## Why St Augustines Should have a vending machine?





**WELLBEING DAY** 

# Building Connection & Belonging

We strengthen relationships through:

- Buddy Program (Year 6 & Prep)
- Whole school events & cross-age activities
- Cultural celebrations/ Italian Day /Multicultural day
- Camps, sport days & performances

Strong connections support mental health.



# Additional Supports

- Treehouse Wellbeing Space
- Onsite allied health (OT, Speech, Psychologists)
- External referrals including MACS

Early and proactive support is key.



## **Our Commitment**

Together, these initiatives create a school where students feel safe, valued and empowered to succeed.

Thank you for partnering with us in supporting your child's wellbeing.



# Behavioural Expectations

At St Augustine's we take a positive and restorative approach to Behavioural Expectations and Management.

We believe in promoting and modelling positive behaviour throughout the school which is built upon the core value of RESPECT.

Respect for ourselves. Respect for others. Respect for our environment.

Our Behavioural Expectations incorporate SWPBS, RRRR and the BSEM.

While the focus is on positive behaviour, there are clear consequences for inappropriate behaviour that is disruptive to learning or dangerous to themselves or others.

# St Augustine's School

## Behaviour Expectations

When we display the following behaviours:

- 
- *Follow all instructions*
  - *Communicate calmly & politely*
  - *Listen to the speaker*
  - *Be responsible for your words & actions*
  - *Move & act safely*
  - *Look after all property*

- we have a school where every person is safe, respected, supported and free to learn.

# Student Behaviour Management Procedures

1. **Non Verbal Response** - Including eye contact, “the” look, approaching the student/students, gesturing...

This enables children to correct their behaviour with minimum interruption to class programs and student learning

2. **Verbal Warning** – with clear direction as to required behaviour – “(Student’s Name), you need to .....

This should be done in a calm, controlled voice with clear direction.

3. **Time out** – in Time Out Area in room or yard

Each class must allocate a space for students to sit with no distractions or the ability to distract others.

Playground Timeouts spaces – Junior yard – under window of Library - 3 minutes

Senior Yard – on seat between Boys and Girls toilets - 5 minutes

4. **Removal from Classroom or Yard** – to Admin Area

The student is sent to the Admin area in company of two other children with a note stating the reason for removal. In the case where a student refuses to leave, a member of Leadership is to be called to take control of the situation.

**Completion of Behaviour Sheet** – any behaviour deemed serious enough to result in removal from Class or Yard requires the student to complete a Behaviour Reflection Sheet. In situations where behaviour is dangerous or extreme, staff may issue immediate Time Out (Step 3) or Removal from Class or Yard (Step 4).

**We do not permit Corporal Punishment of any student at any time.**

Taken from the Staff Induction and Procedures Manual

Reviewed January 2026

# School Uniform

**We are still in a transitional period of phasing in the updated school uniform.**

Personal pride is valued at St. Augustine's School and it is an expectation that students wear their uniform appropriately and neatly.

Specific reminders to assist with appropriate appearance include:

- Plain/solid black shoes (boots, sneakers included) are to be worn with the normal school uniform. No colour including logos and patterns.
- Long hair (shoulder length) must be tied back using royal blue, navy blue or black ribbons, hair ties or scrunchies. This is important in the control of head lice.
- Jewellery is not to be worn with the exception of sleeper or stud earrings.
- Makeup or nail polish is not to be worn to school.
- Watches that are analogue or digital are acceptable. Watches such as Smart Watches with internet connectivity must be checked in at the office.

Students not wearing the correct uniform are required to provide a note explaining the reason for being out of uniform to their classroom teacher.

Students are to wear their sport uniform twice per week; one the day of their Physical Education lesson and on Fridays.

Wednesdays - 5/6s and Preps

Thursdays - 3/4s and 1/2s

No students are to wear their sports uniform Mondays and Tuesdays.

# Forming lives of faith, hope and love in the light of Jesus Christ



## Health, Safety and Wellbeing

We are deeply committed to fostering a workplace that prioritises health, safety and wellbeing for all.



## Fitness

We ensure that we have the physical, mental and emotional capacity to carry out our professional responsibilities. We are committed to ensuring that all staff are treated with dignity, courtesy and respect.



## Professionalism

We carry out our roles and responsibilities with reasonable competence, care, skill and judgment.



## Child Safety

We recognise that the care, safety and wellbeing of children and young people is central and fundamental to all we do.



## Respect and Support

We create a supportive environment for staff, students, parents and carers, and clergy where we act respectfully, fairly and compassionately.



## Suitability

We are suitable to work for MACS and to perform our respective roles and responsibilities.



## Recordkeeping

We create and maintain accurate, up to date, factual, objective and legible records about our work, our observations, our actions and our decisions.



## Integrity, Honesty and Transparency

We act with integrity, honesty and transparency.



## Communication

We represent MACS in an appropriate professional manner. We do not act in any way that might cause harm to MACS' reputation or standing in the community.



## Use of ICT and Social Media

We use MACS resources and systems appropriately. We use social media responsibly and professionally.



## Privacy and Information Sharing

We collect, use and disclose personal information in ways that comply with privacy legislation, policies and procedures. We also comply with the Child Information Sharing Scheme, the Family Violence Information Sharing Scheme, and other information sharing schemes.



## Reporting

We promptly report anything that does not feel right, or if we are concerned something may be illegal, unethical, unacceptable or improper. This allows us to share concerns and take action.

# MACS Code of Conduct

# Parent Code of Conduct

## [Parent Code of Conduct](#)

### **Purpose**

St Augustine's Primary School is committed to ensuring a respectful learning environment that is safe, positive, and supportive for all students, staff and visitors of the school. It is the intention of St Augustine's Primary School to provide clear guidelines to all parents and visitors regarding the conduct expected of them while in a school environment, engaging in school related activities or representing the school. Parents/guardians/carers and visitors are expected to uphold the school's core values at all times.

### **Principles**

This Code of Conduct is based on the following principles that everyone at St Augustine's Primary School:

- has the right to be safe,
- has the right to be treated with respect and be valued even in disagreement,
- has the right to participate within a secure environment without interference, intimidation, harassment, bullying, discrimination or any harmful, threatening or abusive behaviour,
- is encouraged to be respectful, polite, courteous and considerate of others,
- has the right to be supported and challenged as ongoing learners.



THANK YOU  
FOR ATTENDING

HAVE A GOOD NIGHT