



SCHOOL PROFILE

School name St Augustine's College

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Principal's foreword

Every year has its unique story and set of events to make it stand out from the last. The Year 2016 is no exception. While there may not have been some of the major milestones of recent years like our first ten years, the first group to start in Prep and finish in Yr 12 to name a few, the year has not been without milestones. The first of those was reaching an enrolment of 1400 students. This made us the second largest Archdiocesan College but more importantly, it heralded the appointment of a third Head of School. In just 14 years we've grown from a collection of buildings on the bushy hill on the edge of Redbank Plains Golf Course to a large and complex Catholic College.

As part of our plan to provide continuing first class facilities for learning and teaching, we launched a College paid project to fully enclose the main assembly area, Giramee, and weather proof the second assembly area – Woogaroo. The first project literally started out as an attempt to rid Giramee of pigeons but has ended up delivering a first class fully enclosed and ventilated assembly area, sporting hall, Outside School Hours Centre with increased capacity for our families, renewed and extended dance facilities and a powerful sound and vision system. So good was the outcome that we held the first ever Yr 12 Graduation on site in Giramee in November.

There are many ways to engage with and learn about our community simply by calling our office for details of our current planned events.

School facts

St Augustine's College 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: 1406 Girls: 707 Boys: 699

Characteristics of the student body

One of the unique features of St Augustine's is providing quality catholic education for students from Prep to Year 12 on the one campus. This broad age and academic range of students helps to create a real family atmosphere. We are not a primary school and a secondary college co-located. This is a genuine P-12 community. The student population is multicultural, although there is no dominant cultural group. Students of non-English speaking background remain in the minority in the community. There is a small group of indigenous students supported by a designated teacher.

While the College has an SES of 101, there is a significant cross section of families represented at the College. It is essentially a mid socio-economic area with families drawn from a diverse socio economic catchment area. The diversity of student needs is met by the inclusive pedagogy of teachers and the support of a Student Services team. Amongst the student body there is wide range and varying levels of wellbeing which the College addresses through the implementation of a raft of Wellbeing initiatives including Kids Matter and Mind Matters and comprehensive whole of College Wellbeing Plan. Students are vibrant and responsive. They enjoy learning which has a real life orientation. They have a strong school spirit, sense of social justice and ownership of their College. Student leadership is a strength and is evident in many aspects of College life.

Social climate

Social climate inclusive of pastoral care and our response to bullying

Our College patron, St Augustine, once told his followers "There should be no strangers in an Augustinian community". While we live in a completely different world to the great Augustine, there is nothing we work more strongly towards than an inclusive community of students, staff and parents. It is a challenge to be inclusive and extend the personal hand of pastoral care to every member of a large and complex college setting. However, there is a strong personal and organizational commitment to growing an inclusive community where pastoral care and a commitment to student wellbeing are clearly obvious. There is a strong Pastoral Care structure including an Assistant Principal Student Wellbeing, seven Pastoral Coordinators, two Guidance Counsellors and two staff who lead a Kids Matter program for younger students. There is an effective program which is designed to build a culture of non-acceptance of bullying or any form of harassment. In reality we do need to work with students from time to time to develop more appropriate ways to interact with each other in the spirit of restorative justice.

The college launched a new Student Wellbeing Plan early in 2016. There was also a review of the major components of the Student Behaviour Support policy and practices with a renewed focus on Restorative practices, Staying Safe @ StAC, Positive Behavior for Learning and rewrite of the 10 Positive Behaviours which form the foundation of the Student Behaviour Support processes.

Curriculum - our distinctive offerings

The College has fully implemented the Australian Curriculum. All planning, teaching, assessing and reporting is completed with adherence to ACARA's guidelines. The College has a focus on Visible Learning to ensure students know how to be active, successful learners who deeply understand the learning process. The Year 11 and 12 Curriculum remains that set by the Queensland Curriculum and Assessment Authority. The College offers a variety of VET, Authority and Authority Registered subjects to cater for individual strengths and interests. Significant numbers of Senior students are enrolled in Traineeships and other work ready programs. The College also supports a group of Senior students who complete subjects via the Brisbane School of Distance Education. Several students have accessed the USQ Early Entry to University HeadStart program.

The College is embracing the Senior Years Syllabus, ready for implementation in 2019, and are committed to professionally developing all members of staff in readiness for this new curriculum.

There is a student focused approach to education with a strong emphasis on Literacy as the key to learning in many areas. In planning units of work, teachers endeavor to provide learning experiences that have a real life orientation and emphasize transferable skills which students can apply to a variety of contexts.

Curriculum - our extra curricula activities

- Outdoor Education experiences [mainly camps] for Junior, Middle and Senior Years students utilizing a range of providers and outdoor venues in SE Queensland and northern NSW;
- The Yr 10 Significant Experience- a choice of seven, week long experiences for Yr 10 students ranging from a Street Retreat to outdoor adventures in canoeing, cycling and high ropes to cultural, hospitality and farming experiences;
- Yr 11 Leadership Camp and Retreats for Middle and Senior classes;
- Debating, Leo's Club, Chess;
- State Readers' Cup Challenge;
- Numerous opportunities for Dance, Drama and Choral work in a variety of settings and competitions;
- Sports including Swimming, Athletics, Cross Country for all students;
- Participation of the SECA [South East Catholic Colleges Association] for Years 7- 12 with a range of sports including Rugby League, Netball, Soccer, Tennis, Theatre Sports and Touch Football; Confraternity Shield and QISSN
- Social Justice and community opportunities including work with Rosies, a nearby Retirement village, support for the work of Vinnies and Caritas Australia.

Parent, student and teacher satisfaction

If enrolments are an indication of satisfaction from our parent community, then we are making St Augustine's a college of choice for numerous families in the Greater Springfield area. We continue to have high enrolment enquiries at our two enrolment points, Prep and Yr 7 with many enquiries for places in other levels. The college enjoys great support for major events like the Bi annual Fete (held in 2016) for the Parent Participation Plan and for opportunities to support the college via the P & F association and the College Board. Every two years our parent organisation, Brisbane Catholic Education, conducts a Staff Satisfaction Survey for the 139 schools and colleges in the archdiocese. Again in 2016, the college survey results indicate high staff satisfaction, both against BCE schools generally and compared to other P -12 Colleges. Participation in college activities and events, engagement in learning and teaching and opportunities for students to engage in a variety of academic, sporting, religious, cultural, outdoor education and social justice activities are good indicators of student satisfaction that are evident daily at St Augustine's.

Parent engagement

The College has a vibrant Parents and Friends Association which meet ten times a year for formal night or morning Coffee and Conversations meetings. These gatherings provide a range of information Q & A and consultation opportunities for parents to engage in college life. The College Board provides another opportunity for parents to engage in policy making, strategic guidance and information sharing. Parents and carers are also invited to college events such as the Whole College masses and Liturgies, Assemblies, Celebrations of Learning and sporting events. The Parent Participation Plan [PPP] also provides numerous ways for parents and carers to contribute by way of community service to the college community. The Parent Portal and emerging use of Facebook are also ways in which parents can be engaged in the life of the college.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

Please refer to the full College Progress in Achievements of College Goals for 2016 document.
Link to this supporting document:

<http://www.stac.qld.edu.au/about-us/Documents/College-Progress-in-Achievement-of-College-Goals-for-2016.pdf>

Future outlook

Strong Catholic Identity

1. Work towards embedding a distinctive Catholic perspective in the Relationships and Sexuality Curriculum;
2. Engaging staff with the language, theology and data collected in the Leuven project;
3. Continuing to develop the Augustinian charism;
4. Building a culture of service highlighted by actions stemming from the 2017 Religious Life of the School Theme :Living Life in Solidarity;

Excellent Learning and Teaching

1. Develop a Strategic Plan to implement the Critical Challenge for Literacy;
2. Build teacher capacity to improve student Literacy;
3. Strengthen enrichment opportunities for high achievers;
4. Embed the three High Yield teaching strategies : Data Walls, Walks and Talks and Review and Response

Building for a Sustainable Future

1. Support continuous improvement and growth at individual, team and organizational levels through the Performance and Development Process;
2. Apply fiscally responsible controls to support learning programs, resources and facilities;
3. Conduct a BCE initiated External Review;
4. Develop the College Strategic Renewal Plan 2018 – 2020;
5. Develop a sustainable futures strategy reflective of church teachings and informed by broader evidence.

STUDENT OUTCOMES

Whole school attendance rate	94.00 %
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Prep attendance rate	96.00 %	Year 7 attendance rate	94.00 %
Year 1 attendance rate	96.00 %	Year 8 attendance rate	94.00 %
Year 2 attendance rate	96.00 %	Year 9 attendance rate	94.00 %
Year 3 attendance rate	94.00 %	Year 10 attendance rate	91.00 %
Year 4 attendance rate	95.00 %	Year 11 attendance rate	92.00 %
Year 5 attendance rate	95.00 %	Year 12 attendance rate	93.00 %
Year 6 attendance rate	95.00 %		

Management of non-attendance

If students have an unexplained absence on a particular day, a parent will be notified via a text message. Initially the Home Group teacher will contact parents if a student is regularly absent. If absenteeism continues a Pastoral Leader and the College Assistant Principal – Well Being will work with the family to address any issues that may be causing the student to be absent from school. Each term a report is produced showing each students attendance and a letter is sent home to parents of any student whose attendance is below 85%. There is ongoing monitoring of these students.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	440.34	425.70	512.84	501.70
Writing	422.54	420.50	471.76	475.40
Spelling	430.82	420.10	503.24	492.90
Grammar & punctuation	451.90	436.30	523.98	505.00
Numeracy	397.82	402.20	491.95	492.90

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	537.27	541.00	568.61	580.60
Writing	504.45	514.70	535.24	548.40
Spelling	539.59	542.90	565.34	580.30
Grammar & punctuation	528.32	540.20	551.75	570.30
Numeracy	542.77	549.50	570.13	588.80

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2014) student cohort	92.0	%
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Outcomes for Year 12 cohort of 2016

Number of students receiving a Senior Education Profile	129
Number of students awarded a Queensland Certificate Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	109
Number of students awarded one or more Vocational Educational Training (VET) qualifications	67
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	86
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	68.6 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	89.1 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	90.9 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
6	24	29

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
36	33	20

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, Next Step, were not available. Information about the post-school destinations of students will be published in September when the information is made available to the school.

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	102	68
Full-time equivalents	97.43	45.34
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	22
Post Graduate Diploma/ Certificate	25
Bachelor Degree	46
Diploma/Certificate	9

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 190,712

The major professional development initiatives were as follows

The major Professional development initiatives for 2016 built on previous professional development related to Visible Learning including professional development on Hatitie's top ten strategies for high impact teaching and ways to use data to inform teaching and enhance student learning.

Average staff attendance rate The staff attendance rate was 95.85 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 77.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

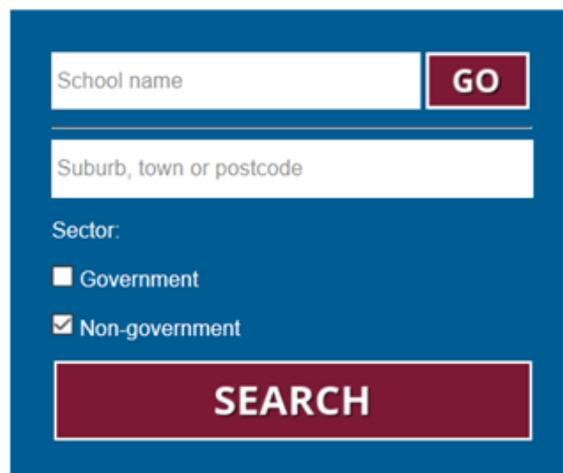
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

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.

Find a school



The screenshot shows a search interface with a blue background. At the top, it says 'Find a school'. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, there is a 'Sector:' label followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.