



St Augustine's College, Augustine Heights

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

We are people of spirit and faith who think, learn, love, serve and value life at St. Augustine's College.

Mission

We seek to make the StAC vision a reality by: •Embracing the spirit of St Augustine •Implementing inclusive practices •Creating a seamless P – 12 curriculum •Building and nurturing strong partnerships •Striving for excellence in teaching and learning •Valuing the individual and enhancing self worth •Inspiring generosity to provide service to others •Fostering a safe and secure community

Values

We seek to promote these values for our students, staff and parents: **SPIRITUALITY** Having a sense of the sacred and our relationship with God through an expression of prayer and community worship **RESPECT** Having respect for oneself and others fostering honesty, cooperation, courtesy, consideration and self esteem **HONESTY AND TRUSTWORTHINESS** Being true to God, to self and to others by being genuine, just, fair and trustworthy in whatever we do **CARE AND COMPASSION** Caring for self and others **RESPONSIBILITY** Being accountable for one's own actions, being able to resolve differences in constructive, non violent and peaceful ways, contributing to the community and taking care of the environment **UNDERSTANDING, TOLERANCE AND INCLUSION** Valuing difference, accepting diversity within a democratic society, being included and including others. **SOCIAL JUSTICE** Being committed to the pursuit and protection of the rights of others and the common good **PERSONAL BEST** Challenging each person to excel and achieve his or her best personal potential in academic, spiritual, physical, artistic and relationship pursuits.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

The majority of the 2018 goals were achieved or still progressing in a positive manner. The staff and students service and prayer learning with the continued implantation of the relationship and sexuality education plan has increased focus. The staff formation of the Augustine story has a new staff orientation resource and it continues to be a focus at staff gatherings.

The College literacy targets were achieved and there has been significant amount of preparation around the new Queensland Certificate of Education and Numeracy program for Primary students. A College ICT plan has been developed and this has assisted in strategically providing contemporary IT facilities particularly with preparation for NAPLAN online. A Sport and Instrumental review has been finished and this will also drive decision making in the future years.

The College community has greater connection with school portal, BCE Apps and newsletters and a 10 year master plan is in the finishing stages. We have also adopted an individual performance learning format for staff to reflect and improve with performance.

For further details please new the end of year report on the below link.

Strong Catholic identity

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| 1. By the end of 2018 there will be an increased level of staff and student engagement in prayer and service learning opportunities. |
| 2. By the end of 2018, we will have built a school-wide implementation team and developed a Relationship and Sexuality Education Action Plan. This plan will be implemented across students, staff and the College community. |
| 3. By the end of 2018 we will have developed a Staff Formation program called 'My Story', 'Our Story', 'The Story' that will include an Augustinian approach. |

Excellent learning and teaching

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| 1. By the end 2018 students' progress will be tracked using Trusting the Count from P-3 and through Scaffolding Numeracy in MY in Yrs 6&8 |
| 2. By the end of 2018 there will be 80% of Year 6, 75% of Year 7, 80% of Year 8 and 75% of Year 9 students who have met BCE's target benchmarks in writing, achieved through building teacher capacity in effective and expected writing practices, |
| 3. By the end of 2018 StAC will be ready to fully implement the changes associated with the new Queensland Certificate of Education System |
| 4. By the end of 2018 the Sporting and Instrumental program at St Augustine's will be strengthened through participation and further development. |
| 5. By the end of 2018, the College will increase staff and student capacity in a range of digital technologies through the development of a school wide Information Communication Learning Technology (ICLT) plan, Office 365 training for staff and the engagement with One Note as our Learning Management System. |
| 6. By the end of 2018, identified Gifted and Talented Education (GaTE) students will be provided with sustainable opportunities for intervention and extension. |

Building a sustainable future

1. By the end of 2018 the College will increase professional capacity through renewed Individual Performance Leader (IPL) process, provision of acting leadership opportunities, middle leader formation program and staff professional development plan.
2. By the conclusion of 2018 the College will continually explore effective methods of communication to families by promoting the use of the School Portal, App, Newsletter and website.
3. By the conclusion of 2018 we will develop a 10 Year Facilities Master Plan 2018 - 2028 to ensure the ongoing needs of students.
4. By the end of 2018 we will develop a 5 Year Facilities Maintenance Master Plan 2018 - 2022 to ensure College assets are maintained in a safe, operational condition while meeting the needs of the school community.

Future outlook

The College explicitly engages on a strategic goal setting exercise which is communicated to all parents at the beginning of the school year. Below is a summary of the 2018 future outlook and beyond.

- Strong Catholic Identity
- Work towards embedding a distinctive Catholic perspective in the Relationships and Sexuality Curriculum;
- Continuing to develop the Augustinian charism; Excellent Learning and Teaching
- Develop a Strategic Plan to implement the Critical Challenge for Literacy;
- Build teacher capacity to improve student Literacy;
- Strengthen enrichment opportunities for high achievers;
- Embed the three High Yield teaching strategies : Data Walls, Walks and Talks and Review and Response Building for a Sustainable Future
- Support continuous improvement and growth at individual, team and organizational levels through the Performance and Development Process;
- Apply fiscally responsible controls to support learning programs, resources and facilities; Develop the College Strategic Renewal Plan 2018 – 2020;
- Develop a sustainable futures strategy reflective of church teachings and informed by broader evidence.

Our school at a glance

School profile

St Augustine's College is a Coeducational Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	1418	724	694	23

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

St Augustine's provides quality catholic education for students from Prep to Year 12 on a one campus setting. This environment consists of a wide range of age groups, academic gifts and extra-curricular talents which creates a family friendly atmosphere. The College is a genuine P- 12 community that supports a student population that is multicultural and very educationally driven.

The local demographic is a mid socio-economic area with parents engaged in careers requiring formal education. 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 and they enjoy learning. 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.

Curriculum delivery

Approach to curriculum delivery

- ACARA is fully implemented in Prep – Year 10
- QCAA requirements met for Year 11 & 12 with a variety of Authority and Authority Registered (Year 12) and General and Applied Subjects (Year 11) offered
- A variety of VET subjects are offered ranging from a Certificate I to Certificate IV level
- Several Senior students access USQ early entry to USQ via their HeadStart program
- Curriculum is focused on real life, engaging tasks that set students up for success with transferable, 21st Century skills
- Strong focus on Visible Learning
- Emphasis on literacy in all subjects

Co-curricular 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 Active Adventure activities, cycling and high ropes to cultural, hospitality and farming

experiences; • Yr 11 Leadership Camp and Retreats for Middle and Senior classes; • Debating, Chess; • State Readers' Cup Challenge; Optiminds; • 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 and support for the work of Vinnies and Caritas Australia.

How information and communication technologies are used to assist learning

Digital technologies is both a stand-alone subject offered at the College (from Prep) as well as a pedagogical strategy to engage and inform students. Students use a range applications and programs to develop their digital literacy. Programs such as Write that Essay online are used to support learning and produce published pieces of work. Students have a 1:3 access of ipads Prep – Year 5 with use of macbooks available as well. Year 6 have a 1:3 mac book usage and the 1:1 macbook program begins from Year 7-12.

Social climate

Overview

The College works strongly towards than an inclusive community of students, staff and parents. We are an inclusive school that extends the personal hand of pastoral care to every member of a large and complex College setting. 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, three 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. We work with students from 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 Behaviour for Learning and rewrite of the 10 Positive Behaviours which form the foundation of the Student Behaviour Support processes.

The College focuses on the integration of our faith within our daily lives and living out the College's motto "Unitas, Veritas, Caritas". The emphasis is on developing the whole person spiritually, academically, socially, culturally, physically and emotionally. We believe in preparing the individual child for life-long learning and this journey is catered within the school curriculum and through the wide range of co-curricular programs.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	92.9 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	92.4 %
Religious Education at this school is comprehensive and engaging	89.8 %
I see school staff practising the values and beliefs of the school	93.6 %
This school looks for ways to improve	85.8 %
The school is well managed	87.9 %
My child is making good progress at this school	82.4 %
This school is a safe place for my child	93.2 %

This school helps students respect the needs of others	91.0 %
Teachers and staff are caring and supportive	93.9 %
Teachers at this school expect my child to do their best	90.1 %
Teachers and staff relate to students as individuals	91.3 %
The teachers help my child to be responsible for their own learning	89.0 %
My child is motivated to learn at this school	86.5 %
I can talk to my child's teachers about my concerns	90.8 %
This school offers me opportunities to get involved in my child's education	87.1 %
My child's learning needs are being met at this school	81.4 %
I am happy with my decision to send my child to this school	88.4 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	75.8 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	86.6 %
Religious Education at my school is interesting and engaging	64.0 %
I see school staff practising the values and beliefs of my school	81.1 %
My school looks for ways to improve	87.6 %
Students at my school are encouraged to voice their concerns or complaints	81.6 %
Teachers treat students fairly at my school	76.1 %
Teachers recognise my efforts at school	79.6 %
I feel safe at school	87.4 %
My school helps me to respect the needs of others	93.0 %
I am happy to be at my school	85.2 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	95.9 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	96.6 %
I see school staff practising the values and beliefs of this school	97.7 %
This school is well managed	94.5 %
My concerns are taken seriously by the school	88.8 %
This school is a safe place to work	98.4 %
This school has an inclusive culture	96.1 %
This school has a culture of striving for excellence	90.7 %
All my students know I have high expectations of them	98.6 %
I am proud to be a member of this school	97.7 %
Overall, I am happy with my decision to work at this school	97.7 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

The College strong enrolment numbers from our parent community, highlights 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 Year 7 with many enquiries for places in other levels.

The College enjoys great support for major events like the Bi annual Fete (held in 2018) 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 2018, 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.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	110	66
Full-time Equivalents	100.8	48.2

Qualification of all teachers [SCHOOL ENTERS DATA]

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	8
Graduate Diploma etc.**	9
Bachelor degree	75
Diploma	14
Certificate	7

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$304,365.00

The major professional development initiatives are as follows:

- New QCAA Senior Syllabus (QCETES)
- Supporting teachers understanding of the teaching and embedding of literacy across all subjects
- Continuing to support students to complete REAP to deepen their theological knowledge and practice

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.4 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93.5% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.9 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 % and years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	94.1 %	93.7 %	92.9 %	94.6 %	93.5 %	94.3 %	92.4 %
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
2018	92.0 %	92.7 %	89.6 %	89.5 %	87.6 %	87.8 %	

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

In 2018, 76.27% of students had 90% or more attendance. Roles are marked in every lesson. Daily attendance, late arrival and early departures' reports are generated once a fortnight. Students who are attending less than 90% are monitored by Home Room teacher and Pastoral Leaders and if necessary, a meeting is had with the Assistant Principal Student Wellbeing. 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 absent for more than two days unexplained. If absences are explained but student is away for an extended period of time, the Home Room teacher will still contact home to offer support. 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. The Guidance Counsellor or a Support Teacher may be asked to support the student with coming to school. A case manager will be allocated to the student and there will be regular review and response meetings to help student improve attendance. If this is deemed to be parent enabled school absenteeism then, in consultation with the Head of School or College Principal, formal letters stating parental obligation under the Education Act may be sent home. Each term a report is produced showing each student's attendance. There is a proactive strategy of giving "Gold Class" attendance certificates awarded at the end of each term. At the end of the year, "Platinum Class" certificates are awarded to students who have had excellent attendance (99-100%) for the year.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	434.8	433.8	522.2	509.0
Writing	405.8	407.2	487.6	464.6
Spelling	414.5	417.8	508.5	502.5
Grammar & Punctuation	419.9	431.7	518.1	503.6
Numeracy	384.0	407.7	494.4	494.2

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	542.3	541.5	579.8	583.8
Writing	505.6	505.3	524.2	542.3
Spelling	548.6	545.2	585.8	583.3
Grammar & Punctuation	545.8	543.9	589.0	580.1
Numeracy	550.0	548.2	580.9	595.6

Year 12 outcomes

[SCHOOL ENTERS DATA]

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	114
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	66
Percentage of Indigenous students receiving an Overall Position (OP)	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	71
Number of students awarded an Australian Qualification Framework Certificate II or above.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	111
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	54.5%
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.	97.4%

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91.8%

As at February 2019. The above values exclude VISA students.

[SCHOOL ENTERS DATA]

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	8	14	14	29	1

As at February 2019. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	45	24	24

As at February 2019. The above values exclude VISA students.

In 2018 students completed qualifications in: Business (Cert 1 & 2), Hospitality/Kitchen Operations (Cert 1 & 2) & Information Technology (Cert 2) which were delivered through the College. Students also undertook qualifications at Tafe and through external RTO's.

Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80.6 %

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

21 students left St Augustine's during 2018 in Years 10, 11 and prior to completing Year 12. Of these students, 11 left to continue their secondary education at another Queensland school, 5 gained employment, 2 moved interstate and 1 left for personal/medical reasons. The destination of 2 students was unknown. St Augustine's has a comprehensive Careers and SET Planning process which includes identifying one or more desired future career pathways. This includes support for

students who the College identifies as being at risk of not transitioning into further work or study/training.