

School Name St Augustine's College

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Principal's Foreword

Introduction

The year 2015 was another memorable year for our young college with a very significant milestone being the graduation from Year 12 of the first group of ten students who commenced at St Augustine's in preschool in 2003. Our staff have continued their professional learning as an early adopter of all the new subjects for the new Australian Curriculum. As part of the Brisbane Catholic Education strategy Delivering Excellent Learning and Teaching our staff have worked to embed Visible Learning, Growth Mindset and high quality Literacy teaching across all subject areas. The college has also committed to the Catholic Identity project, as part of a central strategic direction for Brisbane Catholic Education. The rich survey material gathered now forms part of the data informing our capacity to intentionally build a catholic community for our times with a re-contextualised identity built on our catholic heritage and grounded in our contemporary world.

Increasing enrolments and additional staff have resulted in planning for more facilities and buildings, continuing what has been an annual building and construction commitment by the College. These include enclosure of the central assembly area, extension to staff areas and offices and additional teaching and playground areas.

There are many ways to engage with and learn about our community. These include the website, our fortnightly newsletter, College Tours (2nd Tuesday of the month) or by simply talking with our community.

School Profile

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 1411

Girls 716

Boys 695

Characteristics of the student body

One of the unique features of St Augustine's is having 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 social 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 range of Wellbeing initiatives including Kids Matter and Mind Matters and comprehensive Pastoral Care program.

Students are vibrant and responsive. They enjoy learning that 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.

Our distinctive curriculum offerings

The College continued full implementation of the new Australian Curriculum. Significant staff Professional Learning and preparation continued on four Learning Areas: English, Maths, Science, and History with extensive Professional Learning for Geography HPE and Technologies.

The Year 11 and 12 Curriculum remains that set by the Queensland Curriculum and Assessment Authority. In Year 11 and 12, there were 24 subject offerings available to students. The College introduced two new subjects: Visual Arts in Practice and Drama in Practice. These subjects allow Year 11 and 12 students to study a non-OP option of Visual Art and Drama, which emphasises the more practical aspects of the subjects. The College also provides a range of Pathways for Senior students including full academic, VET and blended courses. Significant numbers of Senior students are enrolled in Traineeships and other work ready programs. The College also supports a group of Year 12 students who complete subjects via the Brisbane School of Distance Education. Several students have accessed the USQ Early Entry to University Head Start program.

The elective subject offerings for our students in Years 6 to 10 were extended to include Digital Technologies, Home Economics and Physical Education Extension. The Core subjects were also extended to include HPE and History/Geography for everyone until the end of Year 10.

There is a very 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 endeavour to provide learning experiences that have a real life orientation and have embedded ICLTs. Our Trade Training Centre provides education in Hospitality and Kitchen operations.

Extra curricula activities

The College provides an extensive range of co-curricular experiences including:

- Outdoor Education experiences [mainly camps] for Junior, Middle and Senior Years students;
- The Yr 10 Significant Experience- a choice of seven, week long experiences for Yr 10 ;
- 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 8- 12 with a range of sports including Rugby League, Netball, Soccer, tennis, Theatre Sports and Touch Football; Confraternity Shield [Rugby League] and QISSN [Netball].

How Information and Communication Technologies are used to assist learning

St Augustine's has a 1:1 laptop program, providing a Macbook computer to over 743 students from years 7 to 12. These Macbooks are provided to students with a range of software such as the Office suite of programs, ADOBE, iMovie and garage band to support the diverse curriculum. Students from prep to year 7 have access to Macbooks stored in trolleys that can be moved between classes. There is a set of ipads used in prep, and also in student support to assist students with special needs and another 15 are located in the Resource Centre. All teaching staff are provided with a Macbook computer. All classrooms have a data projector for teacher use and there is an interactive white board in every classroom from prep to year 5. These technologies are supported by wireless Internet access available throughout the college. The college is currently using an online portal based on Sharepoint for teachers and students to access and share resources. The College is progressively moving forwards in implementation of a Student and Parent Portal to aid more effective communication. This system provides a platform for students to engage in collaborative learning as well as accessing a wide range of on-line resources and is available both at school and at home.

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 is set to launch a Student Wellbeing Plan in early 2016.

Parent, student and teacher satisfaction with the school

The College provides a range of opportunities and mechanisms for staff, students and parents to provide feedback which is indicative of the level of satisfaction with the College including:

- * Regular opportunities to provide feedback into our College Annual Renewal processes about elements of
- * College life via Survey Monkey;
- * An email address for general questions, feedback and suggestions;
- * Provision of email addresses for all Leadership Team members and teaching staff;
- * An "open Forum" opportunity at every Parents and Friends Association monthly Meeting;
- * Introduction of a Parent & Friends Association sponsored "Coffee and Conversation" as a new way to gather and Meet parents.

The College enjoys a good reputation in the community and the most commonly heard reason for seeking enrolment at the College is positive "word of mouth" affirmation about the College.

Parent involvement in their child's education

One of the foundational aspirations of the College is Parent Participation. The College expects and encourages parents and carers to be involved in the life of the College. A Parent Participation Plan [PPP] has been in place for all of our history and this provides numerous avenues for parents to be involved as partners. In addition, the College provides a range of parent information opportunities about topics as diverse as Cyber Safety for students to managing Anaphylaxis. Many classes hold "Celebrations of Learning" as a means to showcasing student work and achievement. Parents are welcomed to Assemblies, Liturgies, transition rituals, carnivals, recitals and performances. The College has continued trialling a Parent Portal to help provide better access to a range of curriculum, resource, and Event information documents.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	103	71
Full-time equivalents	95.78	45.94
Aboriginal and Torres Strait Islanders		1

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	1
Masters	22
Post Graduate Diploma/Certificate	25
Bachelors Degree	46
Diploma/Certificate	9

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 201,660

The major professional development initiatives were as follows

- * Unit Planning
- * Visible Learning
- * Religious Education Curriculum Implementation
- * Augustinian Spirituality
- * QCAA Panels
- * Geography

School Income by Funding Source

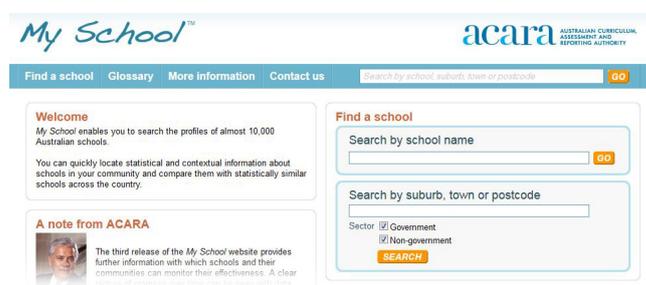
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.



Average staff attendance rate

The staff attendance rate was 96.37 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 81.40 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	95.00 %
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Prep Attendance Rate	95.00 %	Year 7 Attendance Rate	96.00 %
Year 1 Attendance Rate	96.00 %	Year 8 Attendance Rate	96.00 %
Year 2 Attendance Rate	96.00 %	Year 9 Attendance Rate	93.00 %
Year 3 Attendance Rate	95.00 %	Year 10 Attendance Rate	92.00 %
Year 4 Attendance Rate	96.00 %	Year 11 Attendance Rate	93.00 %
Year 5 Attendance Rate	95.00 %	Year 12 Attendance Rate	93.00 %
Year 6 Attendance Rate	96.00 %		

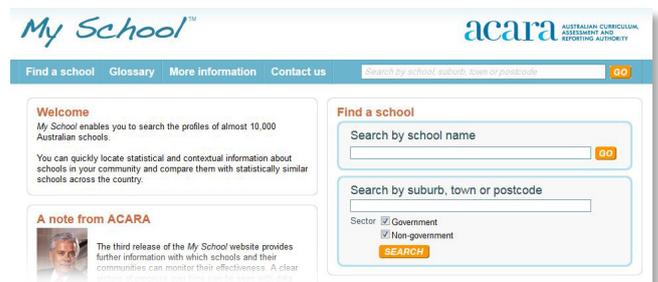
Policy and practice to manage student attendance

While it is a given that attendance at school is mandatory, the College sets out to make coming to school something that students want to do. Our work as teachers is to make learning and thinking an engaging activity that students desire. A second approach is about fostering strong and healthy relationships in a warm and welcoming setting, such that students have a sense of purpose and belonging by coming to school. There is also a program entitled "It's not OK to stay away" that highlights the importance of regular attendance at school. One element of this program is the "Zero Club" which recognises and affirms those who miss zero days each term as well as those who miss a minimum of days at school. There is also an award for the home group with the highest attendance each term. The College has a policy of sending out text messages daily if students are not in attendance without prior communication from parents and carers. For a very small number of students whose attendance is episodic or minimal, there is a process of regular follow up and referral to other helping agencies. Overall the College enjoys a high attendance level of students.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

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

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



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Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2013) student cohort.

97.5 %

Outcomes for our Year 12 cohort of 2015

(Data are available to schools from the QSA secure website using your existing security code)

Number of students receiving a Senior Education Profile.	104
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	74
Number of students who are completing or completed a school based Apprenticeship or Traineeship.	8
Number of students awarded one or more Vocational Educational Training qualifications.	48
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	91
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	64.0 %
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.	89.0 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	94.0 %

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
6	16	25	21	6

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
35	17	4

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be published in September when the information is made available to the school.