



SCHOOL PROFILE

School name St Augustine's College

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Principal's foreword

St Augustine's College is a co-educational Prep to Year 12 College that belongs to the Brisbane Catholic Education diocese. The College is the only coeducational Prep to Year 12 Catholic School in the greater Ipswich area and it is specifically located in Augustine Heights. Our heritage is young but strong links have been established on the Augustine traditions and these values hold an important place in everyday life at school.

The College caters for students in Prep to Year 12 with the 2017 enrolment census stating there was 1420 students in total. There is three streams of classes throughout Prep to Year 6 and 5 streams from Year 7 to 10. When the students enter Year 11 and 12 there is a variety of courses offered to prepare students for study or work after school. The student body comes from a cross section of suburbs with the majority of students live in the greater Springfield area. Due to Springfield being a master plan city it lends itself to families accessing facilities such as schools and medical support in a local context.

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. 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.

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: 1421 Girls: 721 Boys: 700

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.

Social climate

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.

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. From 2019, Queensland will be adopting the new Queensland Certificate of Education Senior Syllabus for which we are fully prepared. The College offers a variety of VET, Authority and Authority Registered subjects (General and Applied subjects from 2019) 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.

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, 21st Century, 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; 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, a nearby Retirement village, support for the work of Vinnies and Caritas Australia.

Parent, student and teacher satisfaction

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 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 against 2017 annual plan

Please refer to the College Strategic Renewal Plan for 2017 document.

Link to this supporting document:

<http://www.stac.qld.edu.au/Pages/Search-Results.aspx?k=Annual%20Improvement%20Plan>

Future outlook

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;
- 1.Apply fiscally responsible controls to support learning programs, resources and facilities;
- Develop the College Strategic Renewal Plan 2018 – 2020;
- 2.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	95.00 %
Year 1 attendance rate	95.00 %	Year 8 attendance rate	93.00 %
Year 2 attendance rate	95.00 %	Year 9 attendance rate	94.00 %
Year 3 attendance rate	95.00 %	Year 10 attendance rate	94.00 %
Year 4 attendance rate	96.00 %	Year 11 attendance rate	91.00 %
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 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. If this is deemed to be parent enabled school absenteeism then, in consultation with the 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. 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.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	429.73	431.30	510.51	505.60
Writing	417.39	413.60	477.18	472.50
Spelling	424.82	416.20	519.99	500.90
Numeracy	403.31	409.40	495.49	493.80

	Year 7		Year 9	
	School	Aust.	School	Aust.
Reading	548.51	544.70	585.13	580.90
Writing	515.66	513.00	541.27	551.90
Spelling	557.93	549.60	578.27	581.50
Numeracy	554.84	553.80	584.69	592.00

Apparent retention rate from Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 (2015) student cohort	97.6 %
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Outcomes for Year 12 cohort of 2017

Number of students receiving a Senior Education Profile	128
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	113
Number of students awarded one or more Vocational Educational Training (VET) qualifications	75
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	11
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving an Overall Position (OP)	78
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD	56.4 %
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	94.5 %
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	90.0 %

Overall Position (OP) bands

Number of students in each band for OP 1 to 15

OP 1-5	OP 6-10	OP 11-15
7	19	18

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework

Certificate I	Certificate II	Certificate III or higher
47	40	22

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 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	111	74
Full-time equivalents	102.98	46.04
Aboriginal and Torres Strait Islanders	Less than 5	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	23
Post Graduate Diploma/ Certificate	26
Bachelor Degree	49
Diploma/Certificate	13

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 264,257 .

The major professional development initiatives were as follows:

The major Professional Development initiatives for 2017 related to our Critical Challenge around the commitment to improving every student's standard of literacy. This included professional development on BCE's effective and expected practices, in particular the Gradual Release of Responsibility model. We continued to strengthen our previous professional development around Visible Learning with consolidation around Learning Intentions & Success Criteria, Feedback, Instructional Loop and the Learning Process. We adopted a College wide framework to improve our students' writing skills through the development of sentence and grammar scope and sequences, renewed professional development around the use of VCOP and the implementation of a specific paragraph structure in Middle and Senior Years.

Average staff attendance rate The staff attendance rate was 96.08 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 93.3 % of staff were retained by the school for the 2017 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'.

Find a school **Search website**

Go

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School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.